

## 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

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(3)

a b c d

(4)

a b c d

(5) 

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a   b   c   d

## Section 2 Listening Comprehension

Listen to the six conversations and answer the questions.

- (1) What did the woman learn about Mozart from the book?
- a Mozart could write words when he was five.
  - b Mozart could sing well when he was five.
  - c Mozart could write music when he was five.
  - d Mozart could play the trumpet when he was five.
- (2) What will the woman do this summer?
- a She'll go cycling and fishing around Canada.
  - b She'll go backpacking and kayaking around Canada.
  - c She'll go fishing and kayaking around Thailand.
  - d She'll go backpacking and fishing around Thailand.
- (3) What kind of programs does the man like watching?
- a He watches programs like music and dancing.
  - b He watches programs like boxing and wrestling.
  - c He watches programs like news and tragedies.
  - d He watches programs like sitcoms and cartoons.
- (4) Why does the woman buy the black jacket?
- a Because it is more stylish and higher quality.
  - b Because it is more stylish and elegant.
  - c Because it is more affordable and elegant.
  - d Because it is more affordable and lower quality.
- (5) Where does this conversation probably take place?
- a They are at a cafeteria.
  - b They are at a library.
  - c They are at a hotel desk counter.
  - d They are at a grocery store.
- (6) Who most likely are the speakers?
- a They are friends waiting for the same bus.
  - b They are strangers trying to take a subway train.
  - c They are a passenger and a clerk at the information center.
  - d They are a traveler and a local enjoying a show at an amusement park.

## Section 3 Listening Comprehension

Listen to the four short passages and answer the questions.

- (1) Which of the following matches the passage?
- a People in Europe primarily made useful discoveries about health and hygiene.
  - b The Egyptians wanted people to eat good food, to exercise, and to sleep well.
  - c The Romans had pipes to carry away dirty water that could cause disease.
  - d The Greeks built the first important hospital in the world.
- (2) Which of the following matches the passage?
- a People become more narcissistic when they admire celebrities.
  - b People become more narcissistic when living a celebrity lifestyle.
  - c A recent study found that celebrities are more narcissistic than other people.
  - d A recent study found that celebrities are less narcissistic than other people.
- (3) Which of the following does NOT match the passage?
- a The African slaves brought the rhythms of African music to America.
  - b African Americans had a great impact on American music in the 19th and 20th century.
  - c African musicians heard jazz in the United States and began to develop new styles of music.
  - d New Orleans, the originator of jazz, is a southern city where people with a variety of cultures are mixed.
- (4) Which of the following does NOT match the passage?
- a The U.S. Air Force told people that aliens had been found dead in 1947.
  - b The Mexican government announced that aliens had been found in the crash of a flying object.
  - c People thought that the U.S. government had concealed the story about the aliens.
  - d The U.S. Air Force had all of the documents about the aliens destroyed.

## 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) This shelter was founded in 1975. Since that time, we have dedicated ourselves  taking care of animals that need homes.

- a of                      b in                      c to                      d about

(2) We will have to  someone to fix the phone right away. Otherwise, we will be in big trouble.

- a get                      b have                      c make                      d do

(3) Some of my students in the past expected me to write their essays for them. But that's not what a tutor is  to do.

- a forced                      b up                      c unable                      d supposed

(4) Anne had to leave soon. If her mother  her, she would have stayed longer.

- a lets                      b let                      c has let                      d had let

(5) The supply of wild fish is already decreasing. Eventually, many types of wild fish could become .

- a suspicious                      b extinct                      c vital                      d organic

(6) How a person solves problems depends on that person. Some people find it difficult to  confrontation and prefer to find solutions through compromise.

- a step in                      b catch up with                      c deal with                      d put up



(7) Rich and famous people are often admired for their  sense of fashion. It's part of the personality that they cleverly construct to keep the public's attention.

- a sophisticated      b humble      c momentary      d fundamental

(8) The results of the final exam are to  tomorrow. I assume I did well, so I just cannot wait.

- a announce      b announcing      c be announced      d be announcing

(9) Many people feel that there is nothing that they can do to help endangered species. , there are some simple things that can be done to help them.

- a In summary      b In particular      c In conclusion      d In fact

(10) We woke up very early this morning and went to the Tsukiji Fish Market. We visited the Outside Market  you can find small shops and restaurants with a variety of goods and food.

- a which      b in which      c that      d what

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)

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- a
- b
- c
- d
- e

(3)

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- a
- b
- c
- d
- e

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)

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1

2

3

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

(2)

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1

2

3

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

## 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 a way used to express a meaning in a second or foreign language, by a learner who has a limited command of the language. In trying to communicate, a learner may have to make up for a lack of knowledge of grammar or vocabulary.

- a Communication task                      b Communication style  
c Communication strategy                d Communication activity

(2) In testing,  is a measure of the degree to which a test gives consistent results. A test has a high  if it gives the same results when it is given on different occasions or when it is used by different people.

- a validity                                      b reliability  
c practicality                                d creativity

(3)  is an approach in which learners are not taught grammatical or other types of rules directly but are left to discover rules from their experience of using the language.

- a Incidental learning                      b Intentional learning  
c Deductive learning                      d Inductive learning

(4)  is the positive or negative impact of a test on classroom teaching or learning. In some countries, for example, national language examinations have a major impact on teaching and teachers often “teach to the tests”.

- a Halo effect                                b Backwash effect  
c Ceiling effect                              d Floor effect

(5)  is a collection of organized and interrelated ideas, concepts and prior knowledge structures that are abstract representations of objects, events and relationships in the real world.

- a Schema
- b Metacognition
- c Rapport
- d Motivation

(6)  is a level of reading comprehension or discussion skills when the learner is able to question and evaluate what is read or heard. In language teaching this is said to engage students more actively with materials in the target language, encourage a deeper processing of it, and show respect for students as independent thinkers.

- a Consciousness raising
- b Input processing
- c Critical thinking
- d Discourse competence

(7)  is the supposition or proposed explanation that successful second language acquisition requires not only comprehensible input, but also comprehensible output, language produced by the learner that can be understood by other speakers of the language.

- a Noticing Hypothesis
- b Grammar Translation Method
- c The Oral Method
- d The Output Hypothesis

## 第4問

- (1) Directions: You will read three 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 goal-setting consultation is conducted to show the right way to learn
- b a progress-assessment consultation is conducted to correct the student's learning
- c a post-evaluation consultation is conducted to show what the student got wrong
- d teachers can assess their students' learning by using cooperative learning groups



②

According to this passage, .

- a students always know what to do in communicative activities such as role-plays and simulations
- b when students have difficulty in conducting communicative activities, teachers must hold back and let them work things out for themselves
- c when students have difficulty in conducting communicative activities, teachers can provide them with clues
- d when students have difficulty in conducting communicative activities, teachers can effectively allow students to use their mother tongue

③

According to this passage, .

- a diplomats used to seldom ask how people with different cultural experience can understand one another
- b people now wonder how others with different cultural experiences can understand one another
- c communication won't contribute to creating a society tolerant of diversity
- d one of the skills we need for the present world is to take advantage of strangers

(2) Directions: You will read the following passages with tables or figures. Beneath them, you will see four sentences, 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 Kaplan's model, based on the linear discourse of English, has a bias against other cultural styles
- b Kaplan's model does not advocate one cultural style over against another
- c no language teachers use Kaplan's model to show the superiority of English academic writing style
- d Kaplan's model is now considered useless despite illuminating rhetorical differences between writing cultures

②

According to this passage and table, 

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- a around 1900, the share of foreign-born population was slightly more than 20 percent
- b the number of immigrants plummeted in 1921 and 1924 only because of policies of the U.S. government
- c when the foreign-born share was the lowest in 1970, the population of the U.S. was about 200 million
- d the number of immigrants in 2015 is exactly four times more than that in 1970

③

According to this passage, 

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- a classroom oral tasks are often composed of three parts, where the main task is followed by focus and evaluation
- b many students answer the teacher's questions correctly in the oral task exchanges
- c students are often frustrated when their answers are affirmed by the teacher
- d teachers seem to often rely on the brightest students who can answer their questions

## 第5問

- 1 次の文は、平成30年2月2日 心のバリアフリー学習推進会議より報告された「学校における交流及び共同学習の推進について～「心のバリアフリー」の実現に向けて～」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) 交流及び共同学習に関する基本的な考え方

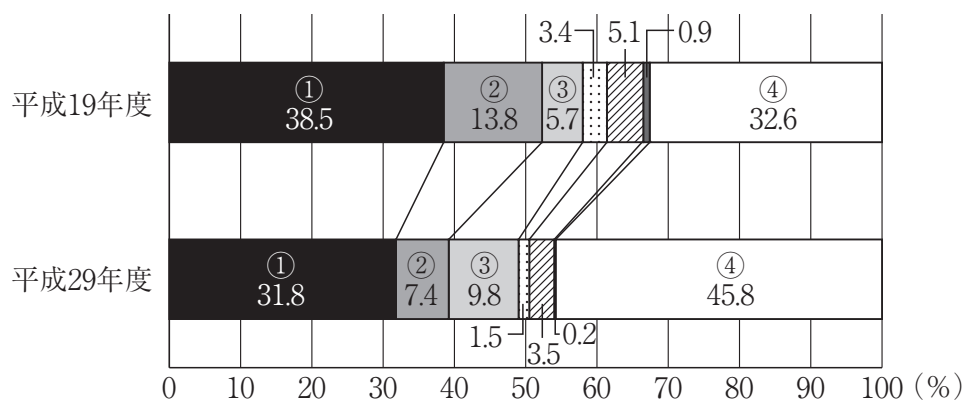
- 幼稚園、小学校、中学校、義務教育学校、高等学校及び中等教育学校（以下「小・中学校等」という。）並びに特別支援学校が行う、障害のある児童生徒等と障害のない児童生徒等の交流及び共同学習は、障害のある児童生徒等にとっても、障害のない児童生徒等にとっても、経験を深め、社会性を養い、豊かな人間性を育むとともに、お互いを  し合う大切さを学ぶ機会となるなど、大きな意義を有する。
- このような交流及び共同学習は、学校卒業後においても、障害のある児童生徒等にとっては、様々な人々と共に助け合い支え合って生きていく力となり、積極的な  につながるとともに、障害のない児童生徒等にとっては、障害のある人に自然に言葉をかけて手助けをしたり、障害のある人に対する支援を行う場に積極的に参加したりする行動や、人々の  を理解し、障害のある人と共に支え合う意識の醸成につながり、さらに、児童生徒等の成長を通じてその  の意識の向上も促すなど、社会における「心のバリアフリー」の実現に資するものである。

- |                                |             |        |        |      |
|--------------------------------|-------------|--------|--------|------|
| <input type="text" value="ア"/> | a 理解        | b 尊重   | c 尊敬   | d 注目 |
| <input type="text" value="イ"/> | a コミュニケーション | b 就労   | c 社会参加 |      |
|                                | d 生活態度      |        |        |      |
| <input type="text" value="ウ"/> | a 多様な在り方    | b 障害特性 | c 長所短所 |      |
|                                | d 基本的人権     |        |        |      |
| <input type="text" value="エ"/> | a 支援者       | b 保護者  | c 教職員  |      |
|                                | d 関係者       |        |        |      |



- 2 次のグラフは「平成29年度 高知県の特別支援教育資料」の「5 年度別特別支援学級数」をもとに、平成19年度と平成29年度の障害種別の設置状況割合を示したものである。  
①～④に該当する障害種について適切な組み合わせを、下のa～dから一つ選びなさい。

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- a ① 自閉症・情緒障害      ② 肢体不自由      ③ 病弱・身体虚弱  
④ 知的障害
- b ① 知的障害                  ② 肢体不自由      ③ 病弱・身体虚弱  
④ 自閉症・情緒障害
- c ① 自閉症・情緒障害      ② 肢体不自由      ③ 病弱・身体虚弱  
④ 聴覚障害
- d ① 聴覚障害                  ② 肢体不自由      ③ 病弱・身体虚弱  
④ 知的障害

- 3 次の文は、文部科学省の「学校教育法施行規則の一部を改正する省令等の公布について（通知）（平成28年12月9日）」の「Ⅲ 留意事項 第1 高等学校における通級による指導の制度化関係 2 実施形態について」の一部である。文中の（ア）～（ウ）に該当する障害種について適切な組み合わせを、下のa～dから一つ選びなさい。

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<p>通級による指導の実態形態としては、①生徒が在学する学校において指導を受ける「（ア）」、②他の学校に週に何単位時間か定期的に通級し、指導を受ける「（イ）」、③通級による指導の担当教員が該当する生徒がいる学校に赴き、又は複数の学校を巡回して指導を行う「（ウ）」が考えられる。実施に当たっては、対象になる生徒の人数と指導の教育的効果との関係性、生徒や保護者にとっての心理的な抵抗感・通学の負担・学校との相談の利便性、通級による指導の担当教員と通常の授業の担任教員との連絡調整の利便性等を総合的に勘案し、各学校や地域の実態を踏まえて効果的な形態を選択すること。</p>
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- |   |   |        |   |      |   |      |
|---|---|--------|---|------|---|------|
| a | ア | 自校学習   | イ | 他校学習 | ウ | 巡回相談 |
| b | ア | 自校通級   | イ | 他校通級 | ウ | 巡回指導 |
| c | ア | 個別学習   | イ | 定期通級 | ウ | 巡回学習 |
| d | ア | 特別支援学級 | イ | 他校通級 | ウ | 巡回相談 |





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 People are having tea and chatting in a cafe.  
b People are having dinner in a cafe.  
c People are having a fight in a cafe.  
d People are having a bad time in a cafe.

(間 5 秒)

- (2) a The woman was hit by the bicycle.  
b The couple are riding a bicycle.  
c The police officer is arresting the woman.  
d The people are running a marathon.

(間 5 秒)

- (3) a Two girls and a dog are carrying a piece of wood.  
b A dog is eating a piece of wood held by two girls.  
c Two girls are being walked by a dog and a piece of wood.  
d Two girls are hitting a dog with a piece of wood.

(間 5 秒)

- (4) a The person on the left is about to jump down the mountain.  
b The person on the left is practicing soccer on the hill.  
c Two people have just gotten to the top of the mountain.  
d Two people are worrying about climbing down the mountain.

(間 5 秒)

- (5) a Three people are watching TV.  
b The lady is buying a bag.  
c The children are talking about their homework.  
d The young woman is being interviewed by two men.

(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) A: Hi, Cara. What are you doing?  
B: I'm reading a book about Mozart.  
A: Oh, Mozart! I love his music. What does the book say?  
B: Well, this part is interesting. It says, "Mozart could play the piano when he was four. He could write music when he was five, but he couldn't write words."  
A: That's interesting.

(間8秒)

- (2) A: Are you going to take a vacation this summer, Carmen?  
B: Yeah. I'm going to go to Canada for two weeks.  
A: That's great. What are you going to do there?  
B: I'm going to go backpacking with some friends. And we might go kayaking, too. What about you? Any travel plans?  
A: Yeah. I'm going to go to Thailand.  
B: Thailand? That's exciting. How long are you going to stay?  
A: Just a week.... I don't have much vacation time because I started a new job last month.  
B: Well, have a great time.

(間8秒)

- (3) Man: Do you ever watch nature programs?  
Woman: No, I never do. I really don't like nature programs. I usually watch talk shows and sports.  
Man: Oh, what sports do you usually watch?  
Woman: Well, I watch baseball and basketball a lot. Do you ever watch sports?  
Man: Sometimes I do. But my favorite programs are sitcoms.  
Woman: What's that?  
Man: Sitcom is short for situation comedy.  
Woman: Hmm. Do you like cartoons?  
Man: Oh, yeah. I really like cartoons, too.

(間8秒)

- (4) A: So, which jacket are you going to buy? The black one or the red one?  
B: Well, I like the black one a lot, but I also like the red one. I really can't decide which one I like better. What do you think?  
A: I like the black one better. It's more stylish.  
B: Well, it is more stylish, but it's also a lot more expensive.  
A: Yeah, but it also looks better on you.  
B: Do you really think so?  
A: Yes, really. And it's higher quality, too. I think you should buy the black one.  
B: You're right. It's more attractive. I'm going to buy it.

(間8秒)

- (5) A: I'm going to have a glass of iced tea. What about you?  
B: I'd like a cup of coffee.  
A: What are you going to have to eat?  
B: I'm not sure. Everything looks so delicious! Maybe I'll get the chocolate cream pie. What about you?  
A: Hmm... I think I'll have a piece of that carrot cake.  
B: Oh, you'll like that. The carrot cake here is excellent!  
A: Good. Listen, why don't you go and sit down at a table? I'll order everything. Let me think... That'll be one glass of iced tea, one cup of coffee, a slice of chocolate cream pie, and a piece of carrot cake. Right?  
B: That's right.

(間8秒)

- (6) A: Excuse me. Could you tell me how often the buses to the city leave?  
B: They leave every 15 minutes.  
A: Can you tell me how long the bus ride is?  
B: It takes about 45 minutes to get to the city center.  
A: And do you know how much the fare is?  
B: It's \$12.00.  
A: And just one more question. Could you tell me where I can buy a bus ticket?  
B: There's a ticket machine next to the bus stop.  
A: Oh, good. Thank you very much!

(間10秒)



## Section 3 Listening Comprehension

Directions: In this section, you will hear four short passages. You will hear the passages twice. 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)

(1回目 間3秒 2回目 間8秒)

(2)

(1回目 間3秒 2回目 間8秒)

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(3)

(1回目 間3秒 2回目 間8秒)

(4)

(1回目 間3秒 2回目 間8秒)

This is the end of the listening comprehension section.

