中学校 英語

解答についての注意点

- I 解答用紙は、マーク式解答用紙と記述式解答用紙の2種類があります。
 筆答試験後にリスニングテストを行いますが、リスニングテストの問題用紙および解答用紙は
 筆答試験終了後に配付します。
- 2 大問 I と大問 2 については、マーク式解答用紙に、大問 3 と大問 4 については、記述式 解答用紙に記入してください。
- 3 解答用紙が配付されたら、まずマーク式解答用紙に受験番号等を記入し、受験番号に対応する 数字を、鉛筆で黒くぬりつぶしてください。 記述式解答用紙は、全ての用紙の上部に受験番号のみを記入してください。
- 4 大問 I と大問 2 の解答は、選択肢のうちから、**問題で指示された解答番号**の欄にある数字のうち一つを黒くぬりつぶしてください。例えば、「解答番号は 」 」と表示のある問題に対して、「3」と解答する場合は、解答番号 1 の欄に並んでいる ① ② ③ ④ ⑤ の中の ③ を黒くぬりつぶしてください。
- 5 間違ってぬりつぶしたときは、消しゴムできれいに消してください。二つ以上ぬりつぶされて いる場合は、その解答は無効となります。
- 6 その他、係員が注意したことをよく守ってください。

指示があるまで中をあけてはいけません。

| | Rの(I)~(20)の ~④から一つ選べ。 | 各英文の()内に | :入る最も適切な語(イ | 可)はどれか。 |
|-------|--------------------------|---|-----------------------|--------------------------------|
| (1) | The president was | absent from the de | epartment meeting, | so her () presided and |
| | facilitated the mee | eting. | | |
| | ① cipher | 2 counterfeit | ③ deputy | 4 prelude |
| | | | | 解答番号は |
| (2) | As a result of adva | ances in medical tec | hnology and improve | ed lifestyles, many people are |
| | now able to enjoy i | | 37 | , , , , , , |
| | ① custody | 2 fallacy | ③ gridlock | 4 longevity |
| | 3 | O ************************************ | 9 9 | 解答番号は 2 |
| | | | | |
| (3) | Expanding into the | competitive market | may cause Michael | some difficulties to (). |
| | However, he is con | fident about finding | his way since facing | g challenges motivates him. |
| | ① adapt | 2 condemn | ③ quote | 4 withhold |
| | | | | 解答番号は 3 |
| (4) | Multinational comp | panies involved in re | newable enerav inte | rest a number of investors all |
| | · | | - | sess great power to () |
| | the global economy | | остраннос инг рос | , see 3. co., benen 10 () |
| | ① avert | ② ingrain | ③ nominate | 4 revitalize |
| | o averr | © 11.9. d.11 | © 110111111G | 解答番号は 4 |
| | | | | 777 日田 3 106 |
| (5) | At this university, | students can take | e () summer | courses, in which professors |
| | provide individualiz | zed guidance for cer | tification in a short | period of time. |
| | ① expired | ② incisive | ③ intensive | 4 undecided |
| | | | | 解答番号は 5 |
| (6) | Students who pass | sed the math class w | vill () be able | to enroll in an advanced class |
| (-) | in the upcoming se | | , | |
| | ① convincingly | ② consequently | ③ irreversibly | 4 perpetually |
| | Convincingly | © consequently | © II Teversiony | W per perdany 解答番号は 6 |
| | | | | 件合田 5 14 |
| (7) | Caroline was highly | y praised for her acc | complishments durin | g the past year and has been |
| | () by her bos | ss to join the new pro | oject. | |
| | ① designated | ② enclosed | ③ interrupted | @ minimized |
| | | | | 解答番号は 7 |

| (8) | and some life accor | taello Santi contain mplishments. | ed () tacts, s | such as where he was raised |
|------|----------------------------|--------------------------------------|-------------------------|--------------------------------|
| | ① biographical | 2 botanical | ③ mechanical | 4 theological |
| | | | | 解答番号は 8 |
| (9) | • | · | | is a decent and responsible |
| | person, which they | | characteristics. | |
| | ① admirable | ② disposable | ③ impassable | 4 intolerable |
| | | | | 解答番号は 9 |
| (10) | In order to make th | ne town lively and fu | ll of tourists on holic | days, the students in the area |
| | are going to (|) a plan to develop | new products using | local specialties. |
| | ① execute | 2 ferment | ③ indict | 4 perceive |
| | | | | 解答番号は 10 |
| (11) | This stadium, whe | ere the track and f | ield championships | were held three years ago, |
| | () about 6,0 | 00 square meters. | | |
| | ① covering | 2 covers | ③ is covered | 4 that covers |
| | | | | 解答番号は 11 |
| (12) | Please don't let yo | our daughter use yo | our computer (|) she deletes the important |
| | files that you have | been storing. | | |
| | ① as long as | ② in case | ③ unless | 4 until |
| | | | | 解答番号は 12 |
| (13) | A: How was the gol | f competition yester | day? | |
| | B: It couldn't be | (). Thunder | roared in the midd | dle of the game, causing a |
| | downpour and th | ne game to be cance | led. | |
| | ① better | 2 best | ③ worse | 4 worst |
| | | | | 解答番号は 13 |
| (14) | Two crowns made pure gold. | of different metals v | were weighed, and (|) the two proved to be |
| | ① heavier than | ② the heavier of | 3 the heaviest | 4 the heaviest in |
| | | | | 解答番号は 14 |

| (15) | Mobile ordering is | a convenient option | when customers ar | re waiting in a long line at a |
|------|--|-----------------------|----------------------|--------------------------------|
| | store, () is w | hy many people use | it. | |
| | ① on which | 2 when | ③ where | 4 which |
| | | | | 解答番号は 15 |
| (16) | The building, over future generations. | I,000 years old, ne | eeds () to pre | serve its historical value for |
| | ① for repair | 2 repaired | ③ repairing | 4 to repair |
| | | | | 解答番号は 16 |
| (17) | I never look at this | photograph without | being () my ju | unior high school days. |
| | ① remembered | 2 remembered of | ③ reminded | 4 reminded of |
| | | | | 解答番号は 17 |
| (81) | The party we went | to last night was v | ery noisy. It can so | metimes be difficult to make |
| | () in such a c | crowded place. | | |
| | ① hear yourself | 2 heard yourself | ③ your hearing | 4 yourself heard |
| | | | | 解答番号は 18 |
| (19) | That scholar's the | ory was of the sort t | that, () the me | eteorite not collided with the |
| | earth, the dinosaur | rs would not have be | come extinct. | |
| | ① were | ② had | ③ have been | 4 had been |
| | | | | 解答番号は 19 |
| (20) | The company's new | w mobile telephones | have been selling s | so well domestically that the |
| | company executive | s are already (|) exporting them ov | verseas. |
| | ① considering | 2 expecting | ③ hoping | <pre> promising </pre> |
| | | | | 解答番号は 20 |

| 2 | 次の英文を読み、 | あとの(1)~(8)の問いに答えよ。 |
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| 出典:IO Mindframe | es for Visible Learning Teachi | ng for Success |
| John Hattie aı | nd Klaus Zierer | |
| Routledge | | |
| | | |
| John Hattie and Klaus Zierer "10 Mind | frames for Visible Learning T | eaching for Success" |
| | | |
| (1)本文中の【 ア 】に入る最も適切な語句 | 可を、①~④から一つ選べ。 | |
| | | 解答番号は 21 |
| ① complicated and petrified | ② excavated and disrupted | |
| ③ mandated and isolated | ④ ordered and structured | |
| (2)下線部①について、本文中の意味と最もシ | 近いものを、①~④から一つ選^ | Š. |
| | | 解答番号は 22 |
| ① different types of performance test | S | |
| ② diverse teaching strategies | | |
| 3 multiple usages of assessment | | |
| 4 various ways of attracting learners | | |
| | | |

| | 下線部②について、文全体の意味が通る。 | | |
|-----|--|-----------------------------|------------------------|
| ۷ | (5番めにくる語(句)の組合せとして最も | 適切なものを、①~④から一つ | つ選べ。 |
| | | | 解答番号は 23 |
| | ① 2番め(the learning goals) | 5番め(helped) | |
| | ② 2番め(the methods) | 5番め(to achieve) | |
| | ③ 2番め (used in the lesson) | 5番め(the methods) | |
| | ④ 2番め(helped) | 5番め(whether) | |
| (4) | 本文中の【 イ 】に入る最も適切な語句 | を、①~④から一つ選べ。 | |
| | | | 解答番号は 24 |
| | ① butter up | ② muscle in on | |
| | ③ rattle off | 4 take precedence over | |
| (5) | 下線部③の内容を最も適切に表しているも | のを、①~④から一つ選べ。 | |
| | | | 解答番号は 25 |
| | () A lesson can be successful when the | | ts of the lesson, even |
| | though the teacher implements a tea | | |
| | ② A lesson lacks a learning arrangem method and implements a student-le | · | a particular teaching |
| | 3 The learners fail to attain the lear | | is successful if the |
| | teacher implements a creative and the | | |
| | The teacher employs a single teach the monotonous activities. | ing method, but the student | 's are not engagea in |
| (6) | 本文中の【 ウ 】に入る最も適切な語を | 、①~④から一つ選べ。 | |
| | | | 解答番号は 26 |
| | ① curtail | 2 evade | |
| | ③ recommend | 4 relinquish | |
| | | | |
| | | | |

(7) 下線部④が「つまりは、多くの情報を収集すればよいということではなく、利用可能な情報を別の方法で見ることである。」という意味になるように【 】内の語(句)を並べ替えた時、2番めと5番めにくる語(句)の組合せとして最も適切なものを、①~④から一つ選べ。

解答番号は 27

2番め (collecting)
 2番め (a matter of)
 5番め (but)

③ 2番め(more data) 5番め(a matter of)

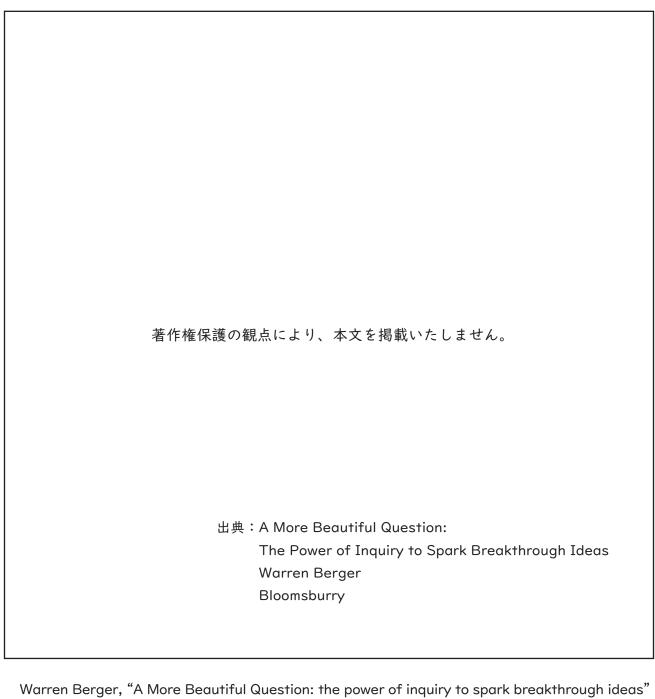
④ 2番め(looking at) 5番め(not)

(8)次の①~④の英文を読み、本文で述べられている内容と一致するものを一つ選べ。

解答番号は 28

- ① The key to achieving all learning goals is whether learners sustain their learning over a long period of time using diverse methods.
- ② The effectiveness and outcomes of the methods employed by the teacher are far more significant than the mere diversity of methods used.
- ③ It is important for teachers to discover teaching methods that suit themselves and there is no need to change the way of conducting lessons depending on the students.
- To apply methods based on evidence, it is mandatory to collect extensive scientific data over a certain period of time.

| 3 | 次の英文を読み、 | あとの(I)~(8)の問いに答えよ。 |
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- (Ⅰ) 第Ⅰ段落の内容をまとめたものとして最も適切なものを、①~④から一つ選び、番号で答えよ。
 - ① Human adults are distinct from human children in their ability when trying to gain cultural information from other individuals.
 - ② Our ability to question sets us apart from lower primates, as from a young age we seek cultural information from older individuals.
 - ③ Chimpanzees and other primates have abilities not found in humans, such as asking questions to older people and seeking cultural information.
 - The ability to question and seek cultural information from older individuals can be seen both in humans and lower primates.
- (2) 本文中の【 ア 】【 イ 】【 ウ 】に入る語の組合せとして最も適切なものを、①~④ から一つ選び、番号で答えよ。
 - ① ア embrace イ probe ウ end
 - ② ア end イ probe ゥ embrace
 - ③ ア probe イ embrace ゥ end
 - ④ ア probe イ end ウ embrace
- (3) 下線部①を本文に即して具体的に15字以下の日本語で説明せよ。
- (4)下線部②について、suchの内容を明らかにして日本語で書け。
- (5) 下線部③の語を、文全体の意味が通るように並べ替えて書け。
- (6) 下線部④を日本語で書け。
- (7) 下線部⑤を解答欄に合うように英語で書け。
- (8) 本文で述べられている内容と一致するものを、①~④から一つ選び、番号で答えよ。
 - ① The acknowledgement of other people's lack of knowledge is a primary motivator for questioning, and adept questioners are typically aware of the ignorance of others.
 - ② According to the study done by Dan Rothstein, students can only become engaged and interested in the school subject when instructed by their teachers.
 - 3 The cerebral cortex activity that occurs during the process of forming or asking a question can now be explained by contemporary neurology.
 - The questioning process can involve initially exploring divergent possibilities, but then transitioning to more focused thinking.

- **4** 次の(1)、(2)の問いに答えよ。
 - (Ⅰ)下線部①~③を英語で書け。
 - ① グローバル化する社会の持続的な発展に向けて学び続ける人材の育成
 - ② 誰一人取り残さず、全ての人の可能性を引き出す共生社会の実現に向けた教育の推進
 - ③ 地域や家庭で共に学び支え合う社会の実現に向けた教育の推進
 - ④ 教育デジタルトランスフォーメーション (DX) の推進
 - ⑤ 計画の実効性確保のための基盤整備・対話

(文部科学省 次期教育振興基本計画について(答申)(中教審第241号)より)

(2) 中学校学習指導要領(平成29年告示)解説 外国語編では、「聞くこと」、「読むこと」、「話すこと [やり取り]」、「話すこと [発表]」、「書くこと」の五つの領域ごとに、「知識及び技能」と「思考力、判断力、表現力等」を一体的に育成する目標を設定し、複数の領域を効果的に関連付ける統合的な言語活動がより重視されている。

このことを踏まえ、複数の領域を効果的に関連付けるために、あなたは授業中にどのような言語活動を行いますか。具体的な言語活動内容と指導上の留意点を含め、100語程度の英語で書け。

解答の際は、次の記入例にならって書き、コンマやピリオドなどの記号は語数に含めないこと。

| 記入例 | | | | | |
|-----|--------|-------|------|--------|-----|
| Do | you | know | what | date | it |
| is | today? | Well, | it's | August | 19. |