

(解答上の注意) 解答は、各設問の指示に従って、解答用紙に記入すること。

【 I 】 Listening Section

Part A * The dialogue will be read **once**.

* You can write answers during the 1-minute-pause before Part B.

Q1: What has the first speaker's grandmother wanted to learn more about? Choose the best answer.

- (a) Renaissance politics. (b) Renaissance furniture.
- (c) Renaissance artists. (d) Renaissance revolution.

Q2: What is a win-win situation to the second speaker's mother and her clients? Choose the best answer.

- (a) They don't have to go to a common location thanks to the internet.
- (b) They don't have to go to a workplace thanks to the nearby universities.
- (c) They can drive hundreds of miles away thanks to the internet.
- (d) They can join a class halfway around the world thanks to the nearby universities.

Q3: Which statement is true based on the dialogue?

- (a) Both speakers recognize the benefits of remote contacts.
- (b) The two speakers recommend us to use the same styles of connections.
- (c) Whether we like it or not, we can do almost everything online.
- (d) The first speaker's grandmother didn't pass the exam of Oxford University.

Part B * The passage will be read **twice**.

Q1: How often is the National Climate Assessment released? Write an answer in English.

Q2: Which group is NOT included in the National Climate Assessment? Choose the best answer.

- (a) Younger Americans. (b) Poor people.
- (c) Marginalized communities. (d) Outdoor workers.

Q3: What does the National Climate Assessment affect? Choose the best answer.

- (a) It emphasizes the importance of science in our lives.
- (b) It is capable of dramatically increasing emissions of planet-warming gasses.
- (c) It influences everything from court cases to local decisions.
- (d) It contributes to the research that Columbia University has done.

Q4: What did hundreds of scientists do to contribute to the report? Choose the best answer.

- (a) They expressed a negative view on the current research.
- (b) They found some errors in the report.
- (c) They published the complicated assessment.
- (d) They reviewed highly advanced research.

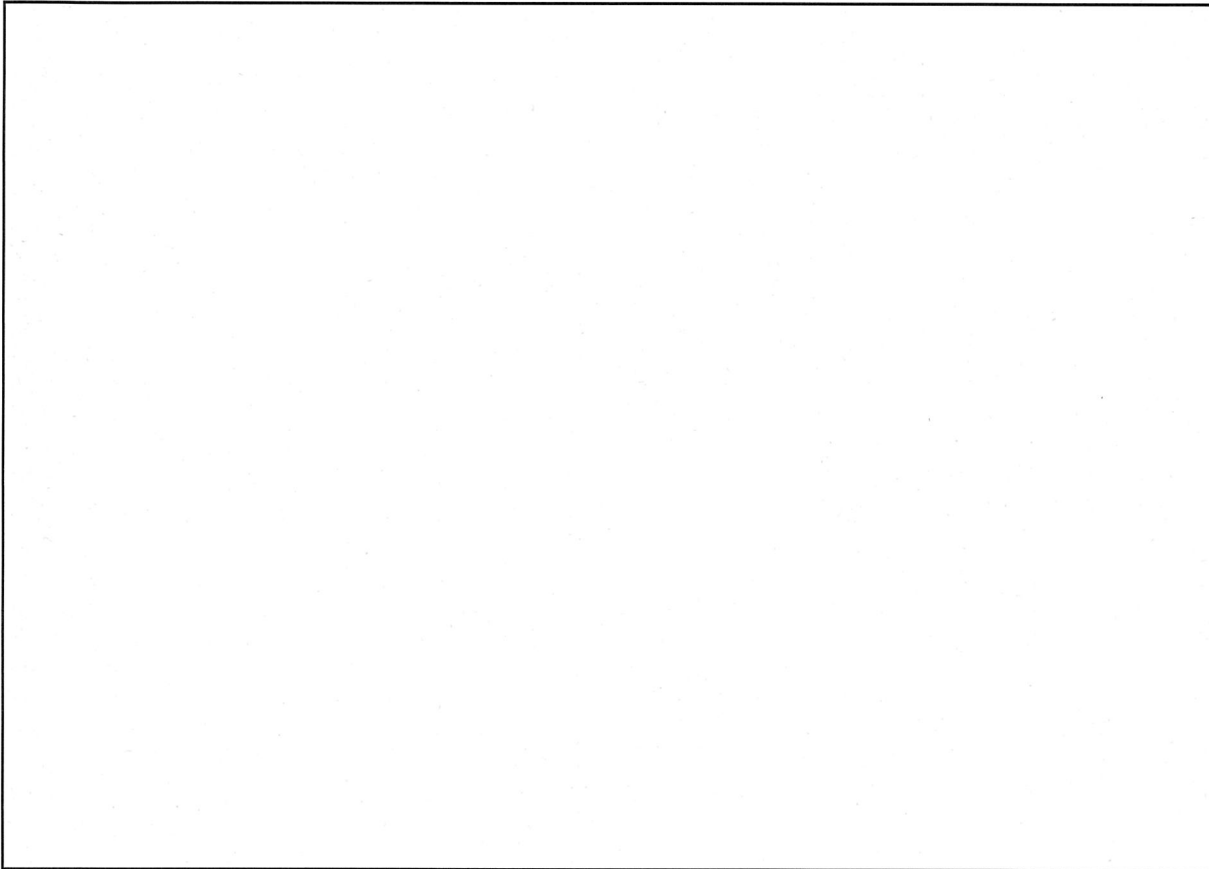
Q5: Which statement is true based on the news report?

- (a) Climate change affects people throughout the world equally.
- (b) The National Climate Assessment will be put into Spanish for the first time.
- (c) In 2023, thousands of people were killed in floods and heat waves in the U.S.
- (d) A hotter Earth will make our lives more unpleasant in the near future.

《This is the end of the Listening Section.》

【 II 】 Suppose you are going to teach a lesson about AI (Artificial Intelligence) and have decided to conduct a "performance test" based on "speaking." Using the **Newspaper Article** as the subject in English Communication II class, refer to the **Lesson Goal** and **Lesson Plans** to answer the following questions.

Newspaper Article



Lesson Goal - 話すこと [やり取り]

社会的な話題（科学技術と人間の知的活動）について、情報や考え、気持ちなどを理由や具体例とともに話して伝え合うやり取りを続けることができる。

Lesson Plans (Total : 6 hours)

Period	Contents
1~4	<ul style="list-style-type: none"> • Sharing the Lesson Goal and the content of the performance test • Textbook comprehension with Language Activities
5 本時	<ul style="list-style-type: none"> • Introduction of the newspaper article • Sharing their own opinions and ideas about the use of AI in pairs and in class
6	<ul style="list-style-type: none"> • Performance Test Area: Speaking Duration: 3 minutes in pairs (including 1 minute preparation)

Questions

Q1: Choose the most appropriate verb that fits (1), (2), (3) and (4). Change the form if necessary. You can only use the same verb once.

[consume fabricate regulate surpass]

Q2: To have the students understand the article, make one Fact Finding Question and one Inferential Question in English about the article.

“Fact Finding Questions”:

Questions that make the students read what is shown directly in the text.

“Inferential Questions”:

Questions that ask the students to make assumptions based on the information in the text.

Q3: In the 5th period (本時) , after reading the **Newspaper Article**, you asked the students a question below about the underlined part (a) and heard the students talking. Based on the **Lesson Goal**, answer the questions (1), (2), (3) and (4) below in English.

下線部 (a) について、あなたから生徒への発問

According to an AI researcher Chiba, in the entertainment industry, even if the AI technology makes progress, we still want to see people. **Why do you think we are interested in seeing people?**

I will give you 1 minute to think about the reasons, and then you are going to talk with your partner about the question in English for 2 minutes.

机間指導中にあなたが聞き取ったペアのやり取り

Manabu : (b) How about you, Yuko?

Yuko : I think we want to see humans because we sometimes make mistakes. For example, when nervous, we do something funny.

Manabu : I see. That’s interesting. Ah, ... (言いたいことを英語にできず、沈黙) .

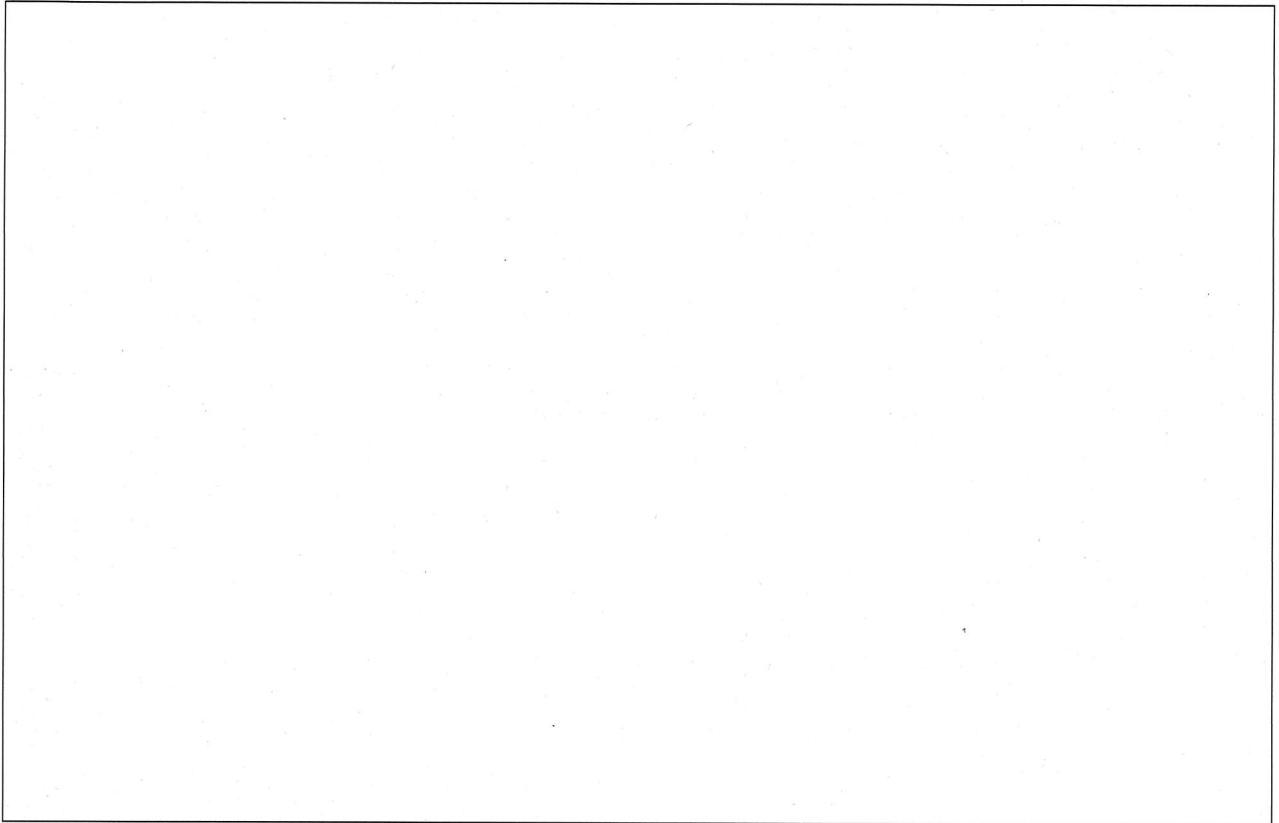
Yuko : Let me see. I mean (c).

Manabu : I got it.

【中間指導】生徒が **Lesson Goal** を達成するために、授業内であなたから生徒に伝えるつもりで解答してください。

- (1) Other than the underlined part (b), teach students another useful expression to ask for their ideas. Do not copy from the text.
- (2) Specify a good point about Yuko’s first remark and explain why it is good to the class.
- (3) Specify a good point about Manabu’s second remark and explain why it is good to the class.
- (4) In the blank (c), Yuko rephrased what she said in her first remark to keep the conversation going. Give an example to say Yuko’s opinion in other words. Please include the following two words in your answer. [**perfect, attractive**]

[III] Jay McTighe and Grant Wiggins, experienced educators, suggest that an essential question is a tool for teachers to shape the content and enhance student comprehension in the classroom. Read the following passages and answer the questions.



Questions

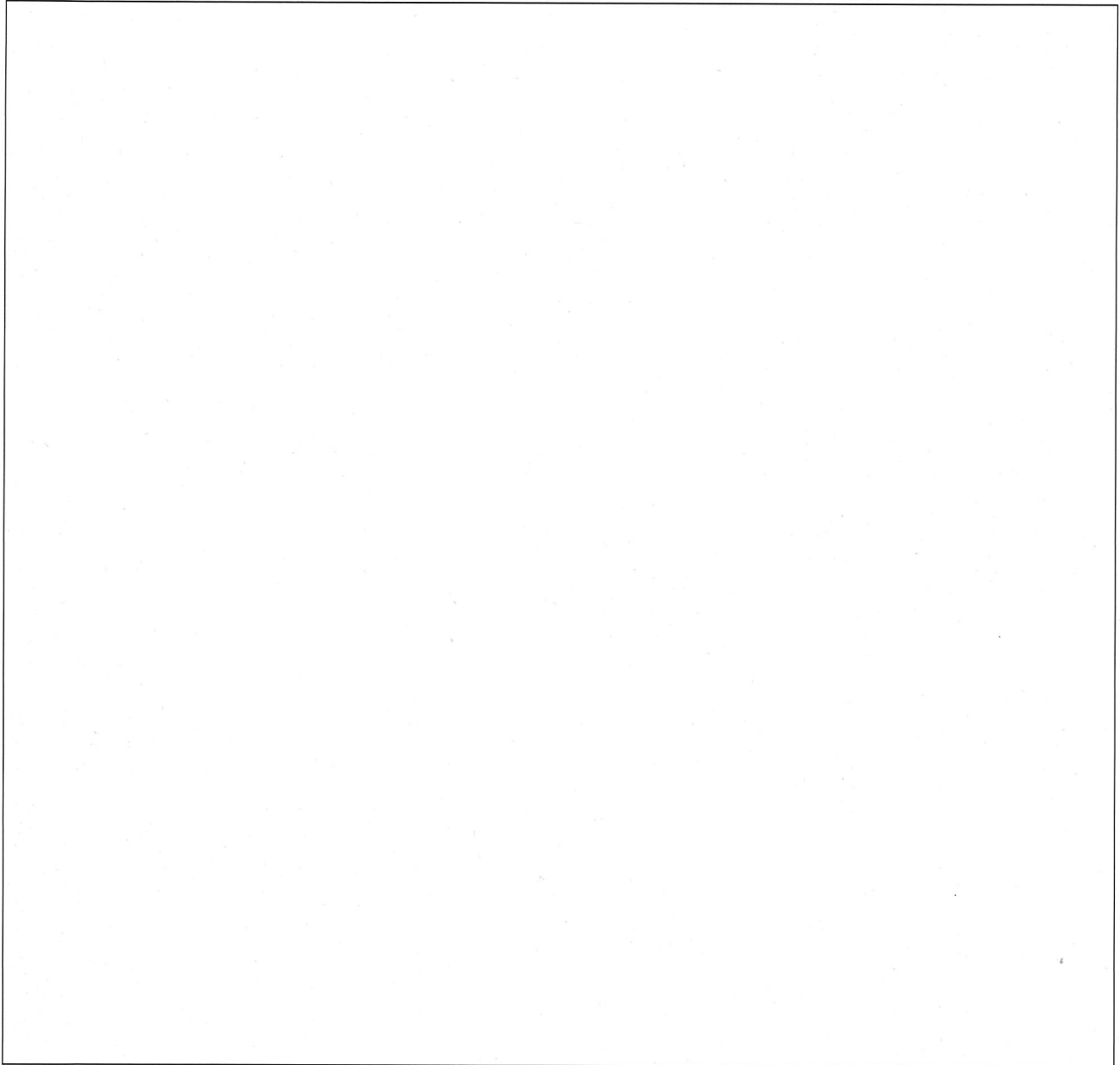
Q1: Choose TWO questions which are NOT “essential” based on the defining characteristics above.

- (a) In what year was the Battle of Okinawa fought?
- (b) How do effective writers hook and hold their readers?
- (c) How does where you live influence how you live?
- (d) What is the speed of light?
- (e) Who is a true friend?

Q2: Choose the set of words that best fits [A].

- (a) suppressive and generative
- (b) suppressive and infertile
- (c) provocative and generative
- (d) provocative and infertile

McTighe and Wiggins also discuss the role of questions, teachers, and students as essential elements in establishing a culture of inquiry in classrooms.



Questions

Q3: For the word (B) in the text, please provide a word that is commonly used in the blank spaces of the following English sentences.

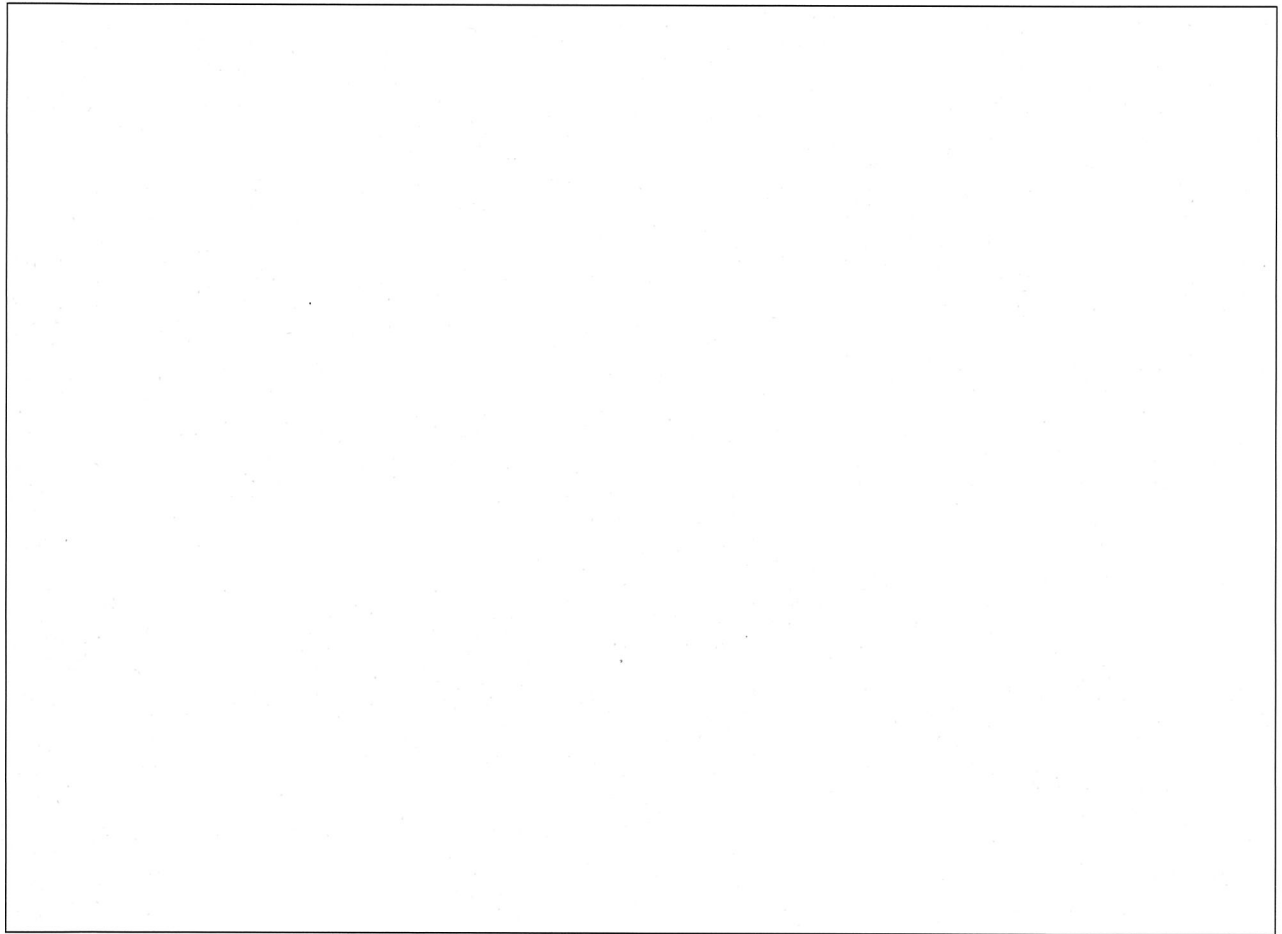
- We all make mistakes sometimes, but the only thing that (B) is that we learn from them.
- Environmental conservation (B) for the future of our planet.

Q4: According to the passage, what does the underlined part (C) “this shift” imply? Choose the best option.

- (a) a focus on memorization rather than comprehension
- (b) placing answers as the central goal of inquiry-based learning
- (c) the priority of exploring questions over seeking definitive answers
- (d) encouraging students to avoid questioning and accept facts as absolute truths

Q5: Choose the set of words that best fits [D].

- (a) a definitive conclusion (b) a final statement
- (c) a convincing fact (d) a hypothesis to be tested



Questions

Q6: In the context of facilitating inquiry-based learning, what does the underlined part (E) “to be as helpful yet unobtrusive ‘traffic cop’ as possible” imply? Choose the best option.

- (a) assisting students without dominating discussions
- (b) controlling and dictating every aspect of the conversation
- (c) providing answers promptly to guide the discussion
- (d) encouraging diverse perspectives by actively interrupting conversations

Q7: Choose the best set of phrases that fits [F] and [G].

	[F]	[G]
(a)	avoid listening carefully	teach and judge
(b)	avoid teaching and judging	listen carefully
(c)	avoid asking a question	assess student answers
(d)	avoid assessing student contributions	make students look at you

Questions

Q8: Regarding the underlined part (H), what are the misunderstandings that students have about the nature of discussion and inquiry? Based on the context, choose TWO options that apply.

- (a) Genuine inquiry should not be treated as a formal debate with winners and losers.
- (b) A few outspoken students should control genuine inquiry.
- (c) False confidence in one's answers is not a desirable trait.
- (d) Participation should be encouraged regardless of its impact on others.

Q9: Regarding the underlined part (I), why do the authors refer to the student's learning process in inquiry learning as a "team sport"? Explain in Japanese.

【IV】 The figures below are a part of a *Survey of High School Students' Views on Career and Path after High School*. The goal of this survey is to utilize its findings for future educational purposes. Based on the figures, answer the questions that follow.

Figure1 「仕事よりも、自分の趣味や自由な時間を大切にしたい」

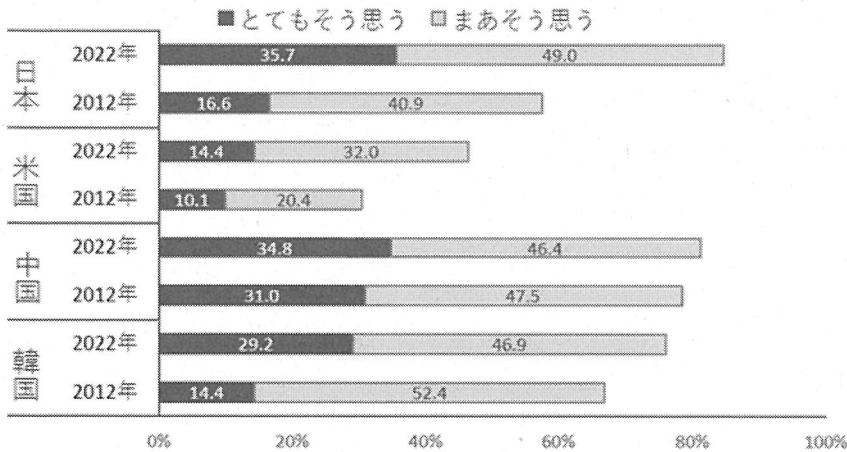
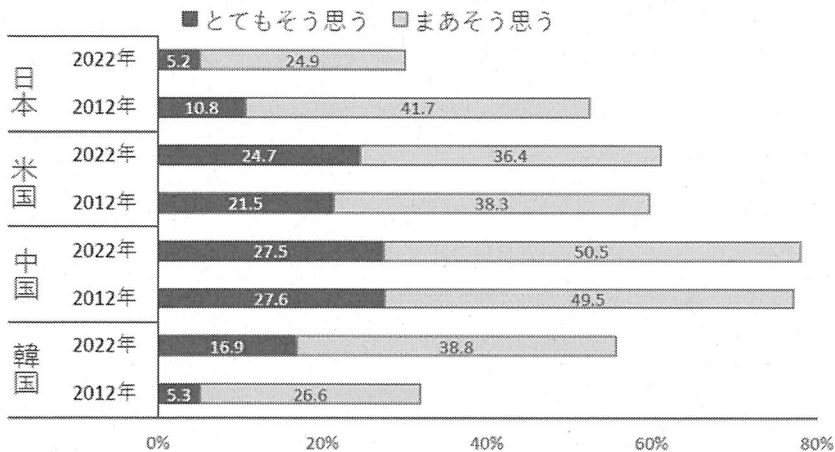


Figure2 「望む仕事につけなくても、がまんして働くべきだ」



(国立青少年教育振興機構, 高校生の進路と職業意識に関する調査報告書
-日本・米国・中国・韓国の比較-. 令和5年6月 より)

Questions

Q1: Describe the facts that each figure shows in English. Please mention the trend in Japan compared to other countries.

Q2: Write your own opinion about what you have mentioned above in English.