

平成31年度採用

群馬県公立高等学校教員選考試験問題

英 語

受験 番号		氏 名	
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注 意 事 項

- 1 「開始」の指示があるまでは、問題用紙を開かないでください。
- 2 問題は、1ページから5ページまであります。「開始」の指示後、すぐに確認してください。
- 3 解答は、すべて解答用紙に記入してください。
- 4 「終了」の指示があったら、直ちに筆記具を置き、問題用紙と番号順に重ねた解答用紙を机の上に置いてください。
- 5 退席の指示があるまで、その場でお待ちください。
- 6 試験終了後に実技試験の指示があります。
- 7 この問題用紙は、持ち帰ってください。

1 次の(1)~(4)の会話が成り立つように、()に当てはまる最も適切なものを、ア~エから1つ選び、記号で答えなさい。

(1) A: Today's meeting was so long, wasn't it?

B: () I dozed off for a few seconds.

ア Couldn't be better.

イ I couldn't agree more.

ウ Couldn't be true.

エ I couldn't help attending.

(2) A: I am going to Kyoto to see John.

B: I haven't seen him for ages. ()

ア Please take care of himself.

イ What's up?

ウ Mind your business.

エ Please say hello to him for me.

(3) A: Who will cook dinner tonight?

B: I will. ()

ア Don't hold your breath.

イ No kidding.

ウ By all means.

エ That's more like it.

(4) A: Sorry, I missed the train. I could be late.

B: Oh, no. ()

ア Not again.

イ Does it have to be?

ウ You said it.

エ Do you have the time?

2 次の(1)、(2)の会話が成り立つように、()に当てはまる英文をそれぞれ1つ書きなさい。

(1) A: What are you so nervous about?

B: I am going to give a presentation in front of the president.

A: Good luck. ()

B: I hope so.

(2) A: Would you mind if I close the window?

B: Not at all. ()

A: I know. The weather keeps changing.

3 次の英文中の空欄(①)～(⑧)に最も適する単語を後の語群から1つずつ選び、必要であれば適切な形に変えて書きなさい。なお、それぞれの単語は1回だけ使うものとする。

[Douglas McGray, "Japan's Gross National Cool" *Foreign Policy* (May/June 2002)より一部抜粋]

語群

cost	crowd	do	float	grow
overprice	reinvent	sell	serve	take

4 次の英文を読んで、後の(1)～(6)の問いに答えなさい。

[Paul Tough, *Helping Children Succeed: What Works and Why* より一部抜粋]

- (1) Which of the following is the most appropriate for (a)?
- ア put a great emphasis on
 - イ never said a word about
 - ウ were hesitant to develop
 - エ spent hours teaching
- (2) How did Elizabeth Spiegel teach chess? Explain in Japanese.
- (3) What noncognitive skills or character strengths did Latina Reed help Keitha Jones develop? Name three of them.
- (4) Which of the following is the most appropriate for (b)?
- ア ineffective
 - イ meaningful
 - ウ practical
 - エ underestimated
- (5) Which of the following is true about the passage?
- ア There has been complete agreement on the best way to teach noncognitive skills among educators.
 - イ Elizabeth Spiegel teaches chess at a school where most students are from the wealthy neighborhoods.
 - ウ Keitha Jones used to be so frustrated that she often provoked fights with other students at her school.
 - エ Latina Reed eased Keitha Jones' sorrow and convinced her that her life was going to be easy.
- (6) Read the following passage and choose the most appropriate prepositions for blanks (①) – (⑤) from the options in the brackets []. You cannot use any of the prepositions more than once.

[Paul Tough, *Helping Children Succeed: What Works and Why* より一部抜粋]

5 次の英文を読んで、後の(1)～(4)について英語で答えなさい。

You are going to use the following passage in a Communication English III class, and you are writing the lesson plan below.

Passage

Your Lesson Plan (Lesson time: 50 minutes)

Today's Objectives:

At the end of the lesson, students will be able to:

1. read the passage and list the advantages of using drones. (外国語理解の能力)
2. exchange opinions about the advantages and disadvantages of using drones. (外国語表現の能力)

Procedure:

- Greeting and Presentation of Today's Objectives (2 minutes)

Teacher greets students and projects the topic and objectives of the lesson.

- Warm-up (5 minutes)

Seeing a picture of a drone on the blackboard, students discuss what they know about drones. Teacher introduces the underlined word "unmanned".

- Activity 1 (15 minutes)

- Activity 2 (25 minutes)

- Reflection on Today's Class (3 minutes)

- (1) Explain the underlined word "unmanned" in simple English so that high school students can understand.
- (2) Design a worksheet you are going to use in this lesson.
- (3) Design two activities (Activity 1 & 2) that will meet the objectives. Explain each of the activities in detail including (a) the format (pair, group, etc.) and (b) what the students do.
- (4) Discuss what difficulties students might have in achieving the objectives and what you would do to help them. Write in 5 – 7 sentences. You can write about what you would do before, during, or after this 50-minute lesson.

科目	英語 解答用紙	2枚中の1	受験番号		氏名	
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(31年)

1 (1) _____ (2) _____ (3) _____ (4) _____

2 (1) _____
 (2) _____

3 ① _____ ② _____ ③ _____ ④ _____
 ⑤ _____ ⑥ _____ ⑦ _____ ⑧ _____

4 (1) _____
 (2) _____

(3) _____

(4) _____ (5) _____

(6) ① _____ ② _____ ③ _____ ④ _____ ⑤ _____

5 (1) _____

(2)

Date No. Name _____

以下はあくまでも解答の一例です。

科目	英語 解答用紙	2枚中の1	受験番号	氏名	(31年)
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8点 [各2点]

1 (1) イ (2) エ (3) ウ (4) ア

6点 [各3点]

2 (1) (例) I know your presentation will be great.
 (2) (例) It's getting cold.

16点 [各2点]

3 ① reinventing ② grown ③ did ④ crowd
 ⑤ takes ⑥ overpriced (costly) ⑦ serves ⑧ sells

25点 [(1)~(5)各3点、(6)各2点]

4 (1) イ
 (2) (例) 彼女は、生徒たちの試合を彼らと一緒に熱心に分析し、彼らがおかしたミスについて詳細にわたって率直に話し合い、どうしたらよかったのかを理解させた。
 (例)
 (3) persistence optimism self-control
 (4) ア (5) ウ
 (6) ① as ② on ③ in ④ for ⑤ with

30点 [(1)3点、(2)5点、(3)12点、(4)10点]

5 (1) (例) If a machine is unmanned, it doesn't need a person to control it. You can say drones are unmanned because nobody is flying on them.

(2)

Date _____ No. _____ Name _____	
Using Drones	
Advantages	Disadvantages
↓	↓
(Disagree/Negative) Using drones should not be banned.	(Agree/Affirmative) Using drones should be banned.
Your Own Idea	

