

(解答上の注意) 解答は、各設問の指示に従って、全て解答用紙に記入すること。

【 I 】 Listening Section

Part A

You will hear a news report on online short-form videos **twice**. You may answer while listening.

Q1: According to the passage, how has the role of short-form video changed in many children's lives? Choose the best answer.

- (a) It has replaced face-to-face communication almost entirely.
- (b) It has become a continuous presence rather than a brief pastime.
- (c) It is mainly used for educational purposes at school.
- (d) It is now carefully designed specifically for young children.

Q2: What concern about the design of short-form video apps is raised in the passage? Choose the best answer.

- (a) It limits children's exposure to new ideas.
- (b) It encourages users to watch only familiar content.
- (c) It can make it hard for young people to control how long they watch.
- (d) It requires adult supervision to function properly.

Q3: What positive effect of short-form video platforms on pre-teens is mentioned in the passage? Choose the best answer.

- (a) It improves academic performance through tutorials.
- (b) It helps young users explore who they are and stay connected with each other.
- (c) It teaches children how to manage their time efficiently.
- (d) It reduces the need for offline social interaction.

Q4: What does the passage say about the "problematic use" of short-form videos? Choose the best answer.

- (a) It is mainly defined by the total number of minutes spent watching.
- (b) It only becomes an issue when children watch videos late at night.
- (c) It depends on whether the content is appropriate for children.
- (d) It relates to uncontrollable scrolling habits.

Q5: According to the passage, short-form videos are usually between _____ and _____ seconds long.

Answer with numbers only.

Part B

You will hear a conversation between two ALTs, Mark and Oliver, and a JTE, Ms. Tanaka. You will hear a conversation **only once**. You may answer while listening.

Q1: Why does Mark sometimes feel unprepared for his lessons? Choose the best answer.

- (a) He struggles to understand the official teaching guidelines.
- (b) He lacks confidence when working with other teachers.
- (c) He receives key information too close to the start of class.
- (d) He finds it difficult to motivate students.

Q2: According to Ms. Tanaka, why are brief discussions before class beneficial? Choose the best answer.

- (a) They allow teachers to reduce the amount of planning needed.
- (b) They help teachers clarify lesson objectives and responsibilities.
- (c) They make it easier for teachers to follow the textbook exactly.
- (d) They prevent misunderstandings between students and teachers.

Q3: According to the conversation, why is using simple English acceptable for teachers? Choose the best answer.

- (a) Students prefer easy vocabulary.
- (b) Native speakers should lead all communication.
- (c) Communication should come before perfection.
- (d) Grammar mistakes do not matter at all.

Q4: What does Ms. Tanaka appreciate about working with Mark and Oliver? Choose the best answer.

- (a) They strictly follow her teaching instructions without question.
- (b) They are willing to spend a long-time discussing lesson plans.
- (c) They understand the curriculum better than Japanese teachers do.
- (d) They provide comments that help improve lessons while keeping a positive relationship.

Q5: What can be concluded from the entire conversation? Choose the best answer.

- (a) Effective teamwork among teachers creates a better learning environment for students.
- (b) ALTs play a more important role than JTEs in lesson planning.
- (c) Frequent long meetings are essential for successful team teaching.
- (d) Teachers should focus more on individual strengths than cooperation.

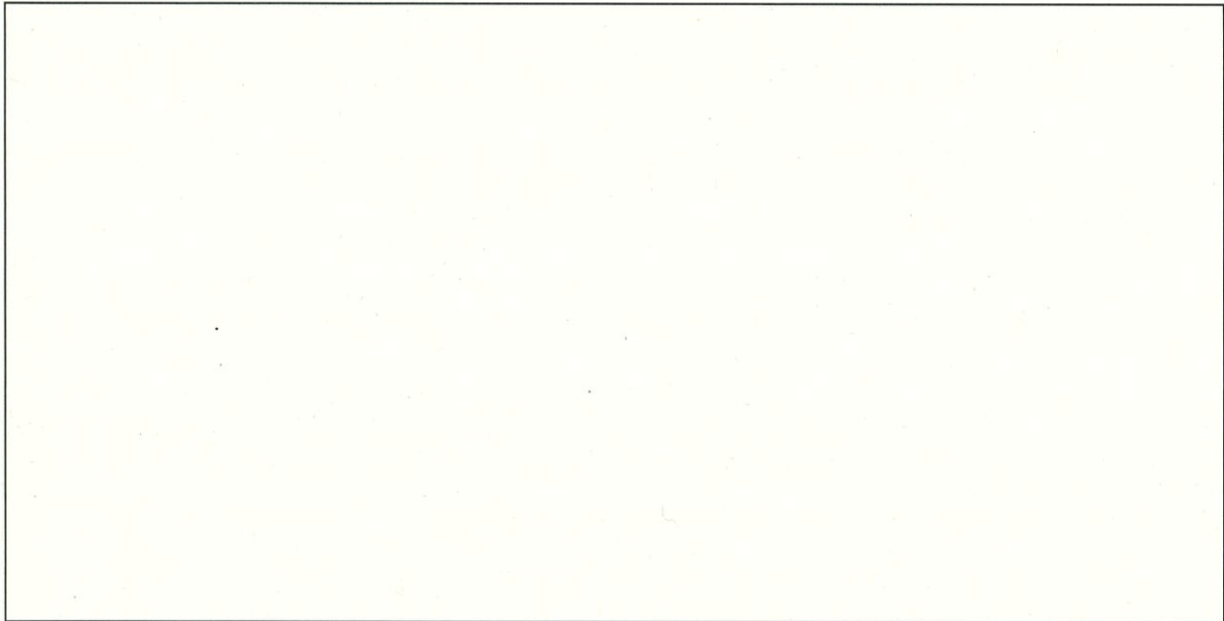
《This is the end of the Listening Section.》

【Ⅱ】 Suppose you (JTE) and Luke (ALT) are going to conduct a lesson aimed at promoting your students' understanding their culture in English Logic and Expression I class. Read the **Lesson Goal**, the **Passage**, and the **Lesson Schedule**, then answer the following questions.

Lesson Goal - 話すこと [発表]

自分たちの文化について調べた内容をもとに、その文化を取り巻く状況を踏まえ、世界に発信するための効果的な方法について自分の考えをまとめ、聞き手を意識して語彙や表現を工夫し、わかりやすく論理的な構成で、英語で発表することができる。

Passage



Edited with reference to the following article: AFP. (2025, January 19). Sumo to stage event in Paris as part of global push. *ARAB News Japan* https://www.arabnews.jp/en/arts-culture/article_139395/ (Accessed: 2026 February 25)

Lesson Schedule (Total: 4 Periods)

Periods	Contents
1	<ul style="list-style-type: none"> • Understand the Lesson Goal. • Read the Passage and comprehend its content. • Have a brainstorming activity about the students' own culture.
2	<ul style="list-style-type: none"> • Have an explanation about the presentation and a model presentation as an example. • Learn useful expressions to make a presentation with a logical structure. • Choose a cultural topic and conduct research in preparation for the presentation.
3	<ul style="list-style-type: none"> • Conduct research in preparation for the presentation. • Practice the presentation.
4	<ul style="list-style-type: none"> • Give the presentation on the chosen cultural topic. • Review and reflect on the presentation.

Questions

Q1: Identify a single word in the **Passage** that best corresponds to the meaning given below.

- (1) very much respected and admired, usually because of being important
- (2) real, true, or what people say it is

Q2–Q3: Read the following **Conversation** and answer the questions.

Conversation

The following is a conversation between the JTE and the ALT during their lesson preparation.

JTE: Hi! Do you have a minute? I've been reading this article about Sumo heading to Paris in 2026. I'm thinking of using this as a main material for our next class. Have you read this?

ALT: Yes. It's the first time in Paris for over 30 years, right? That sounds like a great topic. What's your plan for the lesson?

JTE: Well, first, I want the students to understand (あ) this part fundamentally by asking “ (㍷) ”

ALT: That's a good inferential question! It'll be interesting to see how the students respond. Some might say “ (㍵) ”

JTE: I hope so. Now, let's look at the **Lesson Goal**.

ALT: I see here in the **Lesson Schedule** that you have a presentation scheduled for 4th **Period**. What kind of theme are you thinking for that?

JTE: That's what I'm struggling with. Through this lesson, I want students to be able to propose their own ideas, but I'm not sure about a good theme. They have already learned how to introduce Japanese culture in junior high school, so I want something a bit more advanced.

ALT: I see. In that case, what about “ (㍸) ”?

JTE: That theme fits the **Lesson Goal** well, and it allows the students to express their own ideas. I think it could work nicely.

ALT: Right. Instead of just introducing traditional culture, the students have to think logically to make a persuasive presentation.

JTE: That's perfect. It encourages them to share their own original ideas rather than facts. Let's go with that!

Q2: The underlined part (あ) in the **Conversation** refers to the underlined part in the **Passage**.

- (1) For (㍷), write a question about the underlined part that makes students think deeper. The question should not be one that can be answered directly from the text (fact-finding question) but one that requires students to think about what it suggests based on the information in the text (inferential question).

- (2) Write one possible student answer (㍵) to your question (㍷).

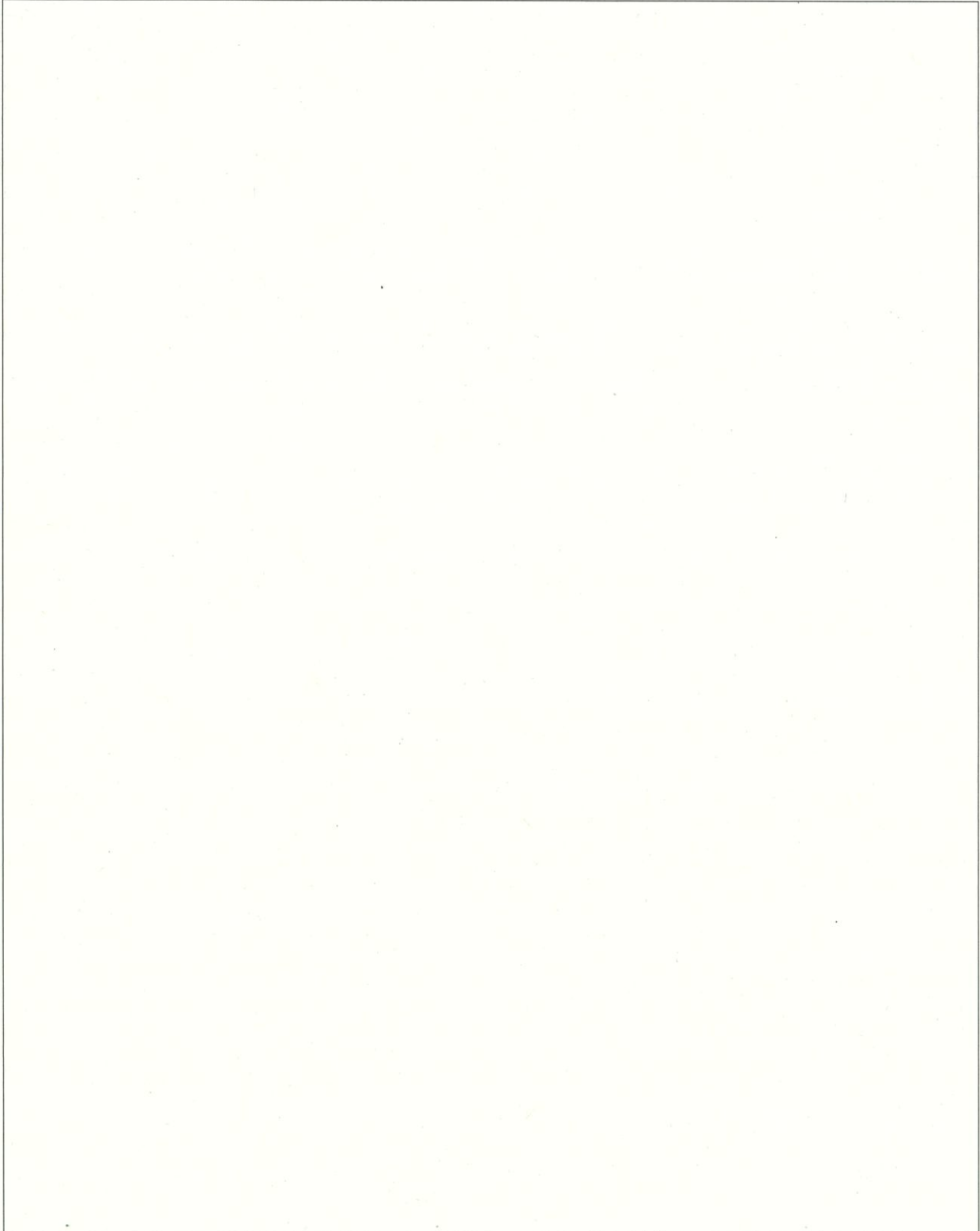
Q3: Write an appropriate presentation theme for (㍸) based on the context of the **Conversation**.

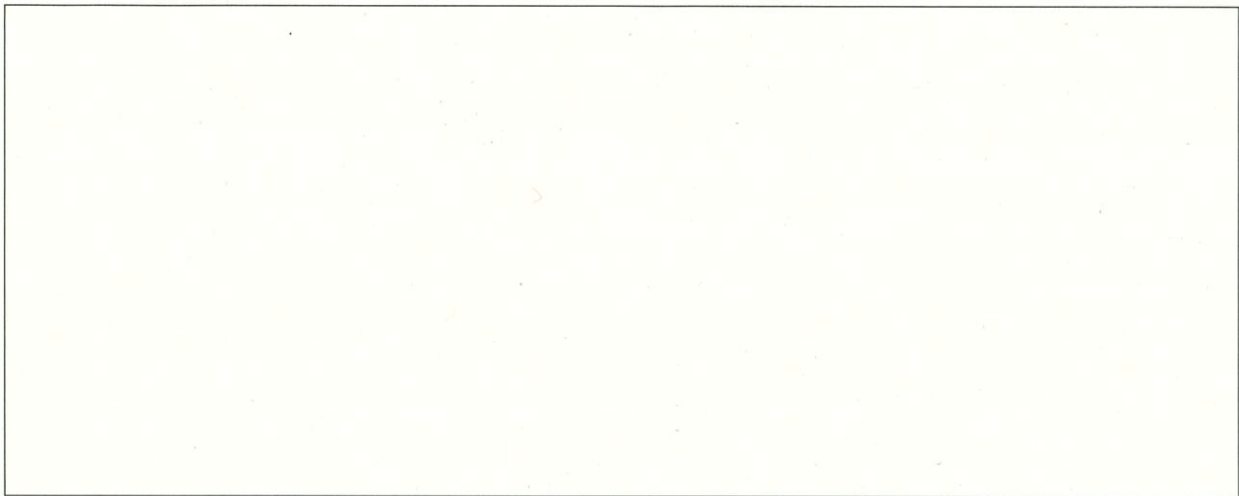
Q4: Based on the lesson schedule, write **two** ideas describing how you would like to collaborate with the ALT. For each idea, choose one period in which you would like to conduct the activity. You may choose the same period for both ideas, as long as the activities are different. For each idea, your answer must include the following:

- What activity you will do
- The role of the ALT

【Ⅲ】 The following is excerpted from a leadership book that explores how purpose-driven leaders and organizations inspire action, foster loyalty, and achieve long-term success. Read the passage **Part1** and **Part2** and answer the following questions.

Part 1





Sinek, S. (2009). *Start with Why: How Great Leaders Inspire Everyone to Take Action* (pp. 37–39). Penguin Books Ltd.

Questions

Q1: Based on **The Golden Circle framework** shown in **Figure 1**, which of the following sequences correctly represents the order in which inspiring leaders communicate? Choose the most appropriate combination for **1**, **2**, and **3** in **Figure 1**.

Figure 1

- | | 1 | | 2 | | 3 |
|-----|------|---|------|---|------|
| (a) | HOW | — | WHAT | — | WHY |
| (b) | WHAT | — | HOW | — | WHY |
| (c) | WHY | — | HOW | — | WHAT |
| (d) | WHY | — | WHAT | — | HOW |

Q2: In the context of The Golden Circle, what is the main difference between WHY and HOW? Choose the best answer.

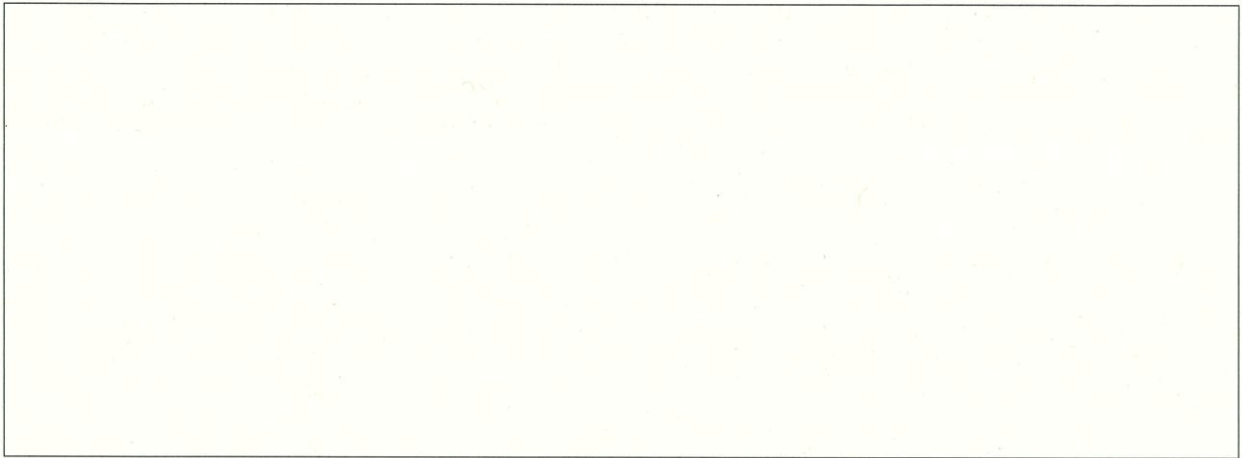
- (a) WHY is about the specific products or services a company offers, while HOW is about the company's financial goals.
- (b) WHY refers to a company's core purpose or belief, while HOW describes the unique process or values that enable the company to realize its purpose.
- (c) WHY explains the technical features of a product, while HOW explains the marketing strategy.
- (d) WHY refers to the exact technical steps used in manufacturing, while HOW identifies the final products delivered to customers.

Q3: In the passage, following the underlined part (あ), the author subsequently introduces the following marketing message from Apple as an example of applying The Golden Circle. In **Apple's Marketing Message**, what role does the underlined sentence play in the passage? Choose the best answer.

Apple's Marketing Message:

- (a) It serves as a concrete demonstration of Apple's core belief in action.
- (b) It provides the main reason customers choose Apple over competitors.
- (c) It summarizes customer feedback on Apple's computer designs.
- (d) It is an apology for not focusing on other technology products.

Part 2



Sinek, S. (2009). *Start with Why: How Great Leaders Inspire Everyone to Take Action* (pp. 55–57). Penguin Books Ltd.

Questions

Q4: Choose the most suitable single word from the options (い), (う), (お), and (き) that fits the context of the passage.

Q5: For the underlined words (え), what does “talk around it” mean? Choose the best answer.

- (a) Changing the topic to something unrelated to the question.
- (b) Giving a clear and straightforward answer without hesitation.
- (c) Avoiding direct explanation by speaking vaguely or indirectly.
- (d) Using complex language or jargon to confuse the listener.

Q6: For the underlined part (か), why do we have a hard time explaining why we did what we did when a decision feels right? Choose the best answer.

- (a) Because we often fail to retain the rationale behind our decisions shortly after those choices are made.
- (b) Because the limbic brain, which handles decision-making and emotions, cannot process language, so it’s hard to express our true motivations in words.
- (c) Because our brains lack the necessary function in understanding emotions, we cannot express our feelings precisely.
- (d) Because most decisions are made randomly, against our intuition, and they lack any clear reasoning behind them.

Q7: Answer the following questions **in JAPANESE**.

The Golden Circle is explained as a three-layered framework that inspires people through internal motivation. If you use The Golden Circle framework in your teaching, how would you apply it as a teacher? In your answer, do the following:

- (1) Explain The Golden Circle, briefly mentioning each of the three layers described in **Part 1**.
- (2) Describe how you would use The Golden Circle to help students become internally motivated learners.

【Ⅳ】 Complete the sentences below by choosing the most appropriate word or the set of words that fits both the context and grammar.

1. When students face what has overwhelmed them in their learning before, () them to try again could help them believe that they can cope successfully with it.
 (a) letting (b) preventing (c) demanding (d) persuading
2. Some people believe that learning is the result of teaching. It cannot be entirely denied, but an enormous amount of children's learning takes place without a teacher or parent ().
 (a) present (b) attend (c) existent (d) accompany
3. Theory provides a foundation, and practice turns knowledge into real skills. People cannot achieve better results () they combine theory with practice.
 (a) if (b) unless (c) even if (d) as long as
4. One persistent challenge in English education in Japan is the development of communicative competence. Teachers should not excessively focus () exam-oriented assessment systems.
 (a) for (b) on (c) to (d) toward
5. Assigning students an essay and requiring them to visualize the process of forming their opinions allows the teacher to assess the extent ().
 (a) to that they are capable of thinking logically
 (b) how much they are capable to think logically
 (c) to which they are capable of thinking logically
 (d) to what they are capable to think logically

【Ⅴ】 Read the passage and answer the following questions in English.

AI offers significant benefits in education by supporting teachers with lesson planning. It also enables students to personalize their learning through continuous practice and feedback. At the same time, concerns remain about the risk of a decline in students' thinking ability.

Questions

- Q1: In what settings can AI be used as a study support tool for students in English learning? Give **two** examples.
- Q2: Considering the pros and cons of using AI in education, what do you want students to pay attention to when using AI to promote their own learning?
- Q3: What do you think is the value of learning English in the AI era? Write your opinion with reasons.