

(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

* The interview will be read **twice**. You can write answers while listening to the interview.

Q1: Choose the word that best describes Mr. Ando's feelings about reconstruction when he saw the devastated areas in the Tohoku region.

- (a) apathetic (b) convinced (c) promising (d) uncertain

Q2: How many Nobel laureates collaborated on the Momo-Kaki Orphans Fund? Choose the best number.

- (a) one (b) two (c) three (d) four

Q3: Write numbers in the blanks (a), (b), and (c) to complete the explanation of how Momo-Kaki Orphans Fund raised funds for its activities.

Momo-Kaki Orphans Fund raised about (a) yen by a unit of (b) yen per year over a (c) -year period.

Q4: What does Tadao Ando hope children will learn from the stories in Tono Monogatari? Choose the best answer.

- (a) The practical methods to preserve ancient manuscripts
(b) The scientific theories behind legends and folklore
(c) The deep insights gained from various perspectives
(d) The skills needed to write their legends and stories

Q5: What inspired Mr. Ando to create the Children's Book Forests? Choose the best answer.

- (a) His reading experience when he was a telegraph messenger
(b) Imaginative creatures in the Japanese folk tales
(c) Andrew Carnegie's contribution to build libraries
(d) A request from the Reconstruction Design Council

Q6: What are Mr. Ando's reasons for reducing smartphone usage among children? Choose the best answer.

- (a) To promote independent thinking and idea development
(b) To provide more opportunities for interactions with family and peers
(c) To encourage better sleep patterns for improved academic performance
(d) To reduce exposure on social media to protect children from being bullied

Q7: In addition to supporting children's personal development, what other trait did Mr. Ando emphasize is gained from reading books? Choose the best answer.

- (a) charisma (b) coexistence (c) dependency (d) indifference

《This is the end of the Listening Section.》

【Ⅱ】 Suppose you (JTE) and Emma (ALT) are going to conduct a lesson on social issues in English Logic and Expression I class. Read the **Lesson Goal**, the **Newspaper Article**, and the **Lesson Schedule**, then answer the following questions.

Lesson Goal - 話すこと [やり取り]

社会的な話題に関する新聞記事を読み、概要や要点を捉えるとともに、賛成や反対の立場から、意見や主張などを理由や根拠とともに話して伝え合うことができる。

Newspaper Article

Ritchie, H. (2024). 'Australia approves social media ban on under-16s', BBC News, 29 November. Available at: <https://www.bbc.com/news/articles/c89vjj0lxx9o> (Accessed: 3 January 2025).

Lesson Schedule (Total: 4 hours)

Period	Contents
1 st	<ul style="list-style-type: none"> Understand the Lesson Goal. Read the Newspaper Article and comprehend its outline (概要). Grasp the gist (要点) of the Newspaper Article by reading it again.
2 nd	<ul style="list-style-type: none"> Have a brainstorming activity from the approval and disapproval viewpoints in groups. Learn useful expressions to tell one's own opinions with the viewpoints clarified. Summarize one's own opinions.
3 rd	<ul style="list-style-type: none"> Discuss one's own opinions with reasons from the perspectives of approval/disapproval in groups. (Try multiple times to experience both viewpoints within a group.)
4 th	<ul style="list-style-type: none"> Performance Test (Two students discuss the topic, and one student video shoots them. Change the role of video-shooting, and each student discusses both viewpoints.) Review and reflect on the discussions.

Questions

Q1: Explain the meanings in this context of the underlined verbs (a) and (b) in English so that the students can understand.

Q2: Write the appropriate nouns to fill in the blanks (c) and (d) based on each definition below. Both nouns start with “c”. Change the form if necessary.

(c) : people who express unfavorable opinions of something

(d) : permission for something to happen or agreement to do something

Q3: To have the students understand the **Newspaper Article** in the 1st period, make one Fact-finding Question and one Inferential Question in English about the article.

Fact-finding Questions:

Questions that require the students to confirm what is shown directly in the text

Inferential Questions:

Questions that require the students to draw conclusions based on the information in the text

Q4: In the 2nd period, you (JTE) and Emma (ALT) explain the task to the students before brainstorming. Answer the questions based on the following dialogue. S: Student

JTE: I'd like to ask you about the article you read in the last class. What would you think if the Japanese government introduced a ban on using social media by young people under 16?

S1: I can't do without social media.

S2: Me neither.

JTE: Thank you. Today's goal is “Let's think about the pros and cons of the law”. To achieve this goal, you have to make your viewpoints clear.

ALT: Exactly. For example, you can use expressions like “I agree with...” or “(e)” for positive opinions about introducing the law. If you have negative opinions, you can say, “I disagree with...” or “(f)”. Also, describing the effects of the law on young people makes your discussions more persuasive.

JTE: Right. Please keep in mind what Emma and I told you. Well, as a first step, let's focus on age. Do you think (g)? To answer yes or no to this question, think of the positive and negative effects of the law in groups and take notes on your tablet as much as possible. I'll give you 10 minutes for brainstorming. Later, I will ask you what you come up with.

(1) What other useful expressions would you teach students to express their positive and negative opinions? Give an example for each blank (e) and (f) within five words. Do NOT copy from the dialogue.

(2) What question would you ask in this context to help students think about the topic from pros and cons? Fill in the blank (g) in English to complete the question.

Q5: Considering that you help students achieve the **Lesson Goal**, answer the questions below in English.

(1) In the 1st period, what do you think is essential for students to grasp the gist of the article?

(2) In the 3rd period, what role do you expect the ALT to play in instructing “discussion in English”?

(3) In the 3rd period, what are the objectives of making students try discussion multiple times?

Write one of the objectives.

【Ⅲ】 Read the each passage and answer the following questions.

Part 1

(Cal Newport. (2021). *Digital Minimalism: Choosing a Focused Life in a Noisy World*. Penguin Books Ltd. pp. 31-33.)

*1: Raymond Kethledge, a U.S. Circuit Judge, and Michael Erwin, a U.S. Army Reserves Lt. Colonel, co-wrote *Lead Yourself First*, a book about solitude.

Questions

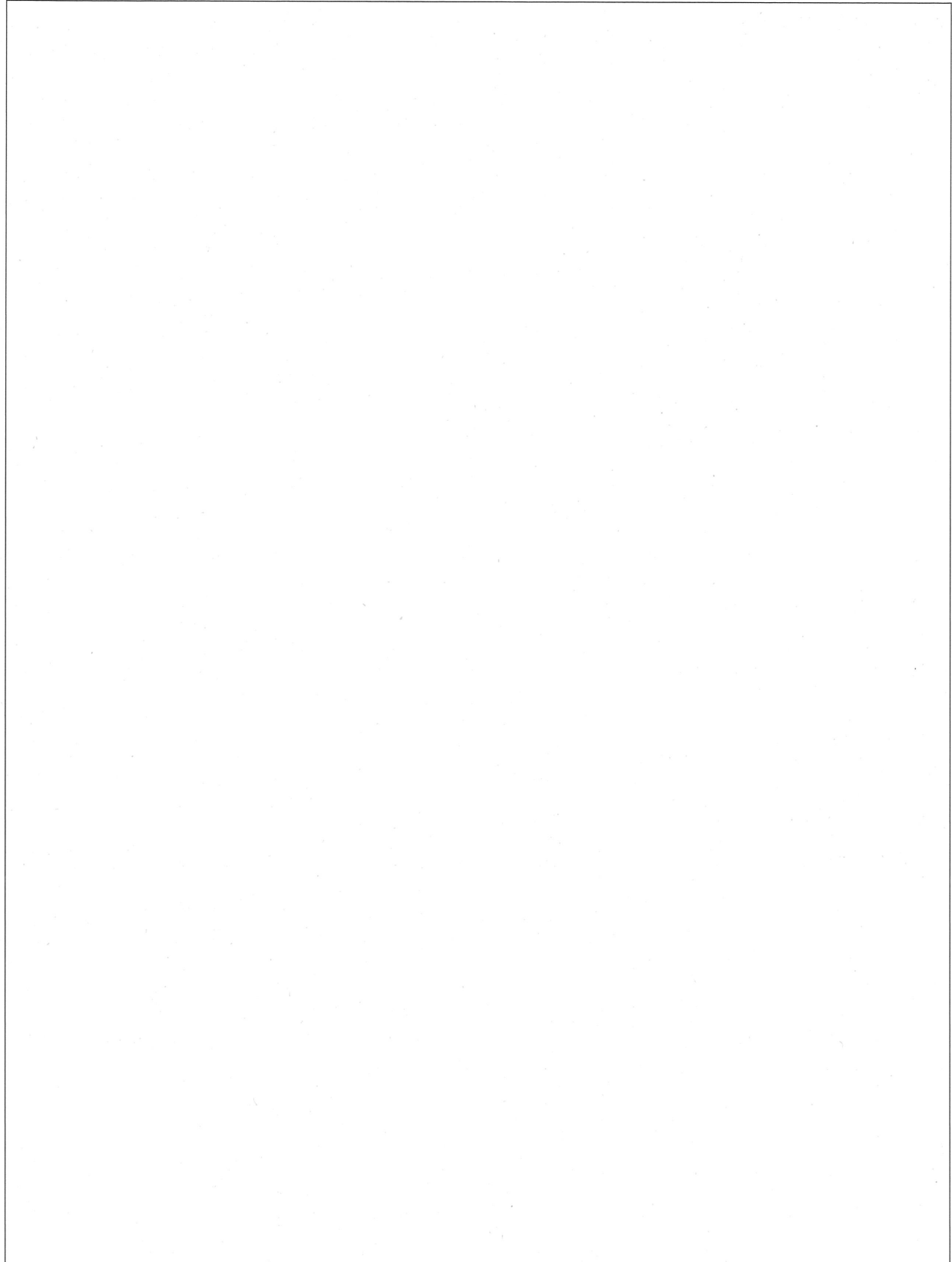
Q1: There are four sentences in the blank [①]. Rearrange the sentences below in the correct order.

- (a) Instead, it is really about what is happening in your brain.
- (b) If we think that this is what solitude means, then it is obviously something that most people will never be able to experience.
- (c) Many people think that solitude means that you have to go and live on your own in a hut, far from other people.
- (d) However, Kethledge and Erwin explain that solitude is not about where you are living.

Q2: Which statements are true about the passage? Choose the two most appropriate options.

- (a) Solitude is defined as being alone with your thoughts, unaffected by external influences.
- (b) Martin Luther King Jr. took the bus boycott leadership instinctively because of its clear goals.
- (c) You need to be in a completely quiet place in order to obtain solitude.
- (d) Martin Luther King Jr. spent his time alone to reflect and found the courage to face hardships.

Part 2



(Cal Newport. (2021). *Digital Minimalism: Choosing a Focused Life in a Noisy World*. Penguin Books Ltd. pp. 34-36.)

*2: Adam Alter, a business professor at New York University, and the author of the book *Irresistible: The Rise of Addictive Technology and the Business of Keeping Us Hooked*.

Questions

Q3: Write the words that fit in the blank [②]. Your answer should be around ten words. Do NOT copy the text from the passage.

Q4: Choose the most appropriate combination for the blanks (A) and (B).

- (a) A: typical B: low
- (b) A: typical B: high
- (c) A: unusual B: low
- (d) A: unusual B: high

Q5: Choose the set of words that best fits in the blank [③].

- (a) you are addicted to digital devices and download new apps all day
- (b) you spend almost no time alone with your own thoughts
- (c) you try to avoid communication with others as much as possible
- (d) you connect deeply with your own thoughts and emotions

Q6: Choose the most appropriate word that fits in the blank (C).

- (a) ironic (b) optimistic (c) pessimistic (d) realistic

Part 3

(Cal Newport. (2021). *Digital Minimalism: Choosing a Focused Life in a Noisy World*. Penguin Books Ltd. pp. 40-41.)

*3: Henry David Thoreau (July 12, 1817 – May 6, 1862) was an American essayist, poet, and practical philosopher known for his book, *Walden* (1854), which reflects on simple living nature.

Questions

Q7: Choose the most appropriate sentence in order to fill in the blank [④].

- (a) Why do we need isolated places to be alone in nature
- (b) What technology can help us to experience more solitude
- (c) Where should I spend time with intelligent people to get solitude
- (d) How do we create solitude in the busy, highly connected 21st century

Q8: Choose one unnecessary sentence that is logically **improper** from among underlined sentences (a), (b), (c), and (d) in the text.

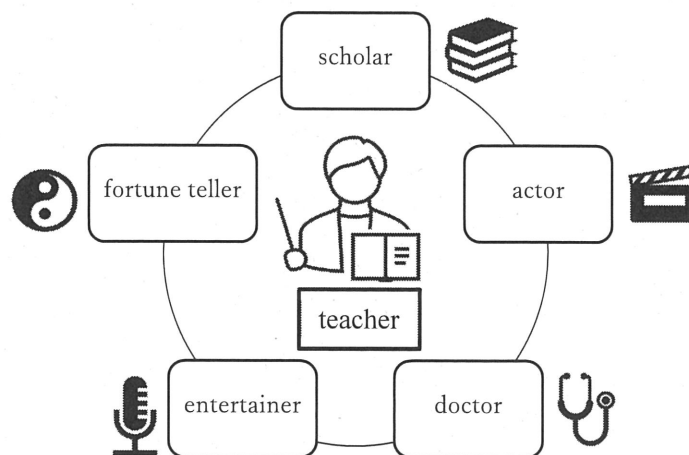
Q9: What do you think about the idea of the author: the underlined part (e)? Based on the passages, write your opinion in JAPANESE.

【Ⅳ】 Identify and correct one grammatically incorrect part from the underlined parts (a), (b), (c), and (d) in each sentence below. Write “X” for the sentence with no grammatical errors. Follow [Ex.] (Example) to write your answer.

[Ex.] He (a)get up (b)early every morning to (c)get some exercise (d)before going to work.

1. She (a)would have to leave her family and completely (b)adapt to a new culture and lifestyle, (c)were she to accept the job offer (d)in abroad.
2. The speaker’s ability to (a)engage the audience and (b)convey complex ideas (c)are among his (d)greatest strengths.
3. The book, (a)which complexity (b)intimidated many readers (c)at first, eventually (d)became a bestseller.
4. Children (a)exposed to bilingual environments (b)tend to perform better (c)than those raised in monolingual settings because of their (d)enhanced cognitive flexibility.
5. The results of the experiment (a)conducted by researchers (b)were inconsistent, (c)suggested that either the methodology or the equipment (d)was flawed.

【Ⅴ】 The diagram below shows five roles that have been thought to be important for teachers. Based on the diagram, answer the following questions in English.



Questions

Q1: Choose three of the five roles from the diagram and briefly explain why each of them is important for teachers.

Q2: Other than the five roles in the diagram, define and explain one possible role of a teacher that you think is important. In your explanation, include the following points.

- The name and definition of the role
- Why this role is and will be important in your teaching career
- Your vision for students’ development in relation to this role