

④ 小学校専門教科問題（英語）の解答について（注意）

1. 解答はすべて、別紙のマークシートに記入すること。
2. マークシートは、電算処理するので、折り曲げたり、汚したりしないこと。また、マーク欄はもちろん、余白にも不要なことを書かないこと。
3. 記入は、HB または B の鉛筆を使って、ていねいに正しく行うこと。（マークシート右上の記入方法を参照）消去は、プラスチックの消しゴムで念入りに行うこと。
4. 名前の記入 名前を記入すること。
5. 教科名の記入 教科名に「小学校 英語」と記入すること。
6. 受験番号の記入 受験番号欄に5けたの数で記入した後、それをマークすること。
7. 解答の記入
 - ア. 小問の解答番号は1から10までの通し番号になっており、例えば、2番を 2 のように表示してある。
 - イ. マークシートのマーク欄は、すべて1から0まで10通りであるが、各小問の選択肢は必ずしも10通りあるとは限らないので注意すること。
 - ウ. どの小問にも、選択肢には①、②、③……の番号がついている。
 - エ. 各問いに対して一つずつマークすること。

(マークシート記入例)

フリガナ	コウベタロウ				
名前	神戸太郎				

数字で記入……

受験番号					小問番号	解答記入欄										小問番号	解答記入欄										小問番号	解答
						1 - 25											26 - 50											51
1	0	1	2	3	4	5	6	7	8	9	0	26	1	2	3	4	5	6	7	8	9	0	51	1	2	3	4	
2	0	1	2	3	4	5	6	7	8	9	0	27	1	2	3	4	5	6	7	8	9	0	52	1	2	3	4	
3	0	1	2	3	4	5	6	7	8	9	0	28	1	2	3	4	5	6	7	8	9	0	53	1	2	3	4	
4	0	1	2	3	4	5	6	7	8	9	0	29	1	2	3	4	5	6	7	8	9	0	54	1	2	3	4	
5	0	1	2	3	4	5	6	7	8	9	0	30	1	2	3	4	5	6	7	8	9	0	55	1	2	3	4	
6	0	1	2	3	4	5	6	7	8	9	0	31	1	2	3	4	5	6	7	8	9	0	56	1	2	3	4	
7	0	1	2	3	4	5	6	7	8	9	0	32	1	2	3	4	5	6	7	8	9	0	57	1	2	3	4	
8	0	1	2	3	4	5	6	7	8	9	0	33	1	2	3	4	5	6	7	8	9	0	58	1	2	3	4	
9	0	1	2	3	4	5	6	7	8	9	0	34	1	2	3	4	5	6	7	8	9	0	59	1	2	3	4	
10	0	1	2	3	4	5	6	7	8	9	0	35	1	2	3	4	5	6	7	8	9	0	60	1	2	3	4	
11	0	1	2	3	4	5	6	7	8	9	0	36	1	2	3	4	5	6	7	8	9	0	61	1	2	3	4	

【1】 Namiと友人のSandyは、韓国からの留学生について話し合った。2人の会話について、次の問いに答えよ。

Nami : Our student from Seoul arrived on Monday.

Sandy : Fantastic!

Nami : Her name is Soon-hee.

Sandy : That's a pretty name! What's she like?

Nami : She's really nice. I'm sure we'll get on well. We seem to have a lot in common.

Sandy : How do you know that already? What does she like doing?

Nami : Well, she likes dancing, and so do I. And we both like listening to the same kind of music.

Sandy : What does she look like?

Nami : Oh, she's really pretty. She has big, brown eyes and long, dark hair.

Sandy : Why don't we do something with Soon-hee this weekend? What should we do? Go shopping or have lunch? What would she like to do?

Nami : I'll ask her tonight. She was a bit homesick at first, so I'm pretty sure she'll want to go out and make some friends.

Sandy : How is she now?

Nami : Oh, she's OK. She called her parents and felt much better after she'd spoken to them.

Sandy : Oh, that's good. I can't wait to meet her.

(1) How does Sandy feel about Soon-hee after talking with Nami?

- ① She gets a little nervous to meet her.
- ② She wants to know that she can speak English.
- ③ She finds it might be difficult to be friends with her.
- ④ She is looking forward to seeing her.

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(2) How does Soon-hee feel now?

- ① She feels like going shopping and having lunch.
- ② She is pretty with big eyes and brown hair.
- ③ She is fine after calling her parents.
- ④ She feels that she wants to go back home.

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【2】 次の会話文の (a)、(b) にあてはまる適切な語句を①～⑥から選び、番号で答えよ。ただし、①～⑥のすべての語句を用いること。

(1) 教師：Now please () (a) () and () (b) () related to Unit 6. OK?
児童：Yes, OK.

① decide ② into ③ a topic ④ get ⑤ on ⑥ pairs

(a)	(b)
3	4

(2) 教師：Finally, () (a) () () (b) () about this story. Think about them in groups. How did you like this story?
児童：Very interesting.

① ask ② some ③ let ④ you ⑤ questions ⑥ me

(a)	(b)
5	6

[3] Read the following passage and answer the questions below.

There's nothing worse than going into a class full of people who don't really want to be there. As an EFL teacher most of us have the chance to work with a variety of age groups. Adults are usually in your classroom because they have made the choice to be there and in most cases they have made a financial commitment towards their learning and they know exactly what they want to achieve by (A) their language skills.

However, children and teenagers often haven't made their own decision to attend the English class and they are obliged either by their parents or school to do so. It is sometimes appropriate for teachers to take an active role in trying to improve the motivation levels of a group. A highly motivated group of students is generally a lot easier and more fun to teach. Obviously there's only so much you can do, but most teachers have come across de-motivated students at some time in their careers and it's often worth addressing the problem when you recognize it before it escalates further. Don't however feel personally (B) for a student's lack of motivation. There are often many factors that contribute towards a lack of motivation and these should be taken into account. Here are some ideas that I've put together which may go some way towards increasing motivation levels in a group or at least addressing the problems and (C) them out into the open.

[...]

Try to negotiate some realistic goals with the group. What do they want to be able to do in English by the end of the course? Find out, and think of ways of achieving those goals together. Achieving the goals will take effort on both parts, it's not only up to you; so be sure they accept their part of the bargain and take some responsibility for their own learning goals.

(1) Choose the appropriate word for (A) ~ (C) from the words below. The same word(s) cannot be used twice.

- ① bringing ② improving ③ responsible

(A)	(B)	(C)
7	8	9

(2) Choose the answer that fits with the passage above.

- ① Adults in the English class are usually without any motivation of their learning.
② Children and teenagers often attend the English class with their own decision.
③ There are no good ideas towards student's lack of motivation in the English class.
④ Some realistic goals for English learning will be effective on both of students and teachers.

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