

(解答上の注意) 解答は、各設問の指示に従って、すべて英語で解答用紙に記入すること。

【 I 】 Listening Section

**Part A** \* The passage will be read once.

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

Q1: How long is the underground system now? Choose the best answer.

- (a) 10 kilometers.
- (b) 24 kilometers.
- (c) 25 kilometers.
- (d) 30 kilometers.

Q2: When did the Royal Mail begin delivering letters using this system? Choose the best answer.

- (a) About 25 years ago.
- (b) In 1927.
- (c) Around 75 years ago.
- (d) In 2003.

Q3: Choose the **incorrect** statement below.

- (a) The Royal Mail originally built a tunnel used for delivering mail.
- (b) It employed electric trains that moved without drivers.
- (c) Most parts of the tunnel were dug by machines.
- (d) The railway stopped service in 2003.

Q4: Why did the Mail Rail worker's wife think her childhood home was haunted?

Q5: Write an appropriate title for the news report.

**Part B** \* The dialogue will be read once.

\* You can write answers after listening to the dialogue.

Q1: According to the interviewee, forty years ago, what was the answer to the question;  
“Why would we sleep?”

Q2: According to the interviewee, sleep has an image problem; explain this problem in simple English.

Q3: Explain three out of the five tips for better sleep in simple English.

《This is the end of the Listening Section.》

【Ⅱ】 Suppose you (JTE) and an ALT are going to conduct a performance test on writing in “Logic and Expression I” class. Read the **Lesson Outline**, the **Newspaper Article** and **Class Discussion in the 1<sup>st</sup> class**, and answer the following questions.

**Lesson Outline**

**Can-Do Statement**

With some assistance, I can write about my surroundings in coherent English, paying attention to logic and using familiar phrases and sentences.

**Lesson Goals**

I can write about Japanese school customs and introduce them to someone abroad.  
I can share my opinions about why Japanese schools have certain customs.

**Lesson Schedule**

1 <sup>st</sup> class	Understand the <b>Lesson Goals</b> . Read the <b>Newspaper Article</b> and discuss the topic in class.
2 <sup>nd</sup> class	Learn useful expressions and model sentences to communicate one’s ideas effectively. Summarize thoughts about the topic (cleaning) based on one’s own experiences and research.
3 <sup>rd</sup> class	Share the opinions and ideas with classmates.
4 <sup>th</sup> class	Take the Performance Test. (Area: Writing, Location: Classroom, Duration: 20 min)
5 <sup>th</sup> class	Review and reflect on the test, and rewrite opinions.

**Newspaper Article**

Class Discussion in the 1<sup>st</sup> class A: ALT J: JTE S: Student

A : Is it true that this kind of behavior, cleaning after the event, is not something special for Japanese people?

S1: I guess it is not special. I wonder why this news has caught so much attention.

A : Why do you think so?

S1: Well, because I have been cleaning at school and home since I was little. I think it is natural for me to clean up after I use something.

J : In Japan, we say, “*Tatsu tori ato wo nigosazu.*” It means [ A ]. Do you agree with this idea?

S2: Yes. Actually, I always try to clean after using the classroom or using sports equipment for the person who will use it next.

J : Yes, that’s right. Students are taught from a young age to keep what we use clean. For example, we rarely see ② **janitors** at school in Japan. Instead, students and teachers all participate in cleaning the school.

A : I see. What surprised me when I came to Japan was that the students clean the school. That is one of the unique customs I found in Japanese schools. Why do you think Japanese schools have a cleaning system? What is a good point of students’ cleaning at school?

J : [ B ].

A : Interesting. That is why cleaning is conducted as a part of education.

Questions

- Q1: Explain ① and ② in English to the students.
- Q2: To have the students understand the **Newspaper Article**, make one fact-finding question and one inferential question.  
 “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: Fill in blanks [A] and [B] to complete each sentence.
- Q4: You are making the **Instruction** for the **Performance Test** shown on the next page. Answer the following questions.
- (1) In the performance test, the students will reply to an email from a girl named Katie in the UK, who read the same newspaper article. Based on the **Can-Do Statement, Lesson Goals, and Conditions**, complete Katie’s email message in the **Instruction** part [C].
- (2) Based on the **Can-Do Statement and Lesson Goals**, fill in blanks [D] and [E] in the **Scoring Criteria**.

**Performance Test**

\* Students are given the following performance test along with the Scoring Criteria.

**Instruction**

You have received the following email from your friend Katie in the UK, who saw the same news. Please reply to her.

Hi, there! Have you watched the news about Japanese fans cleaning up at Qatar’s FIFA World Cup stadium?

[C]

Looking forward to hearing from you!  
Best wishes,  
Katie

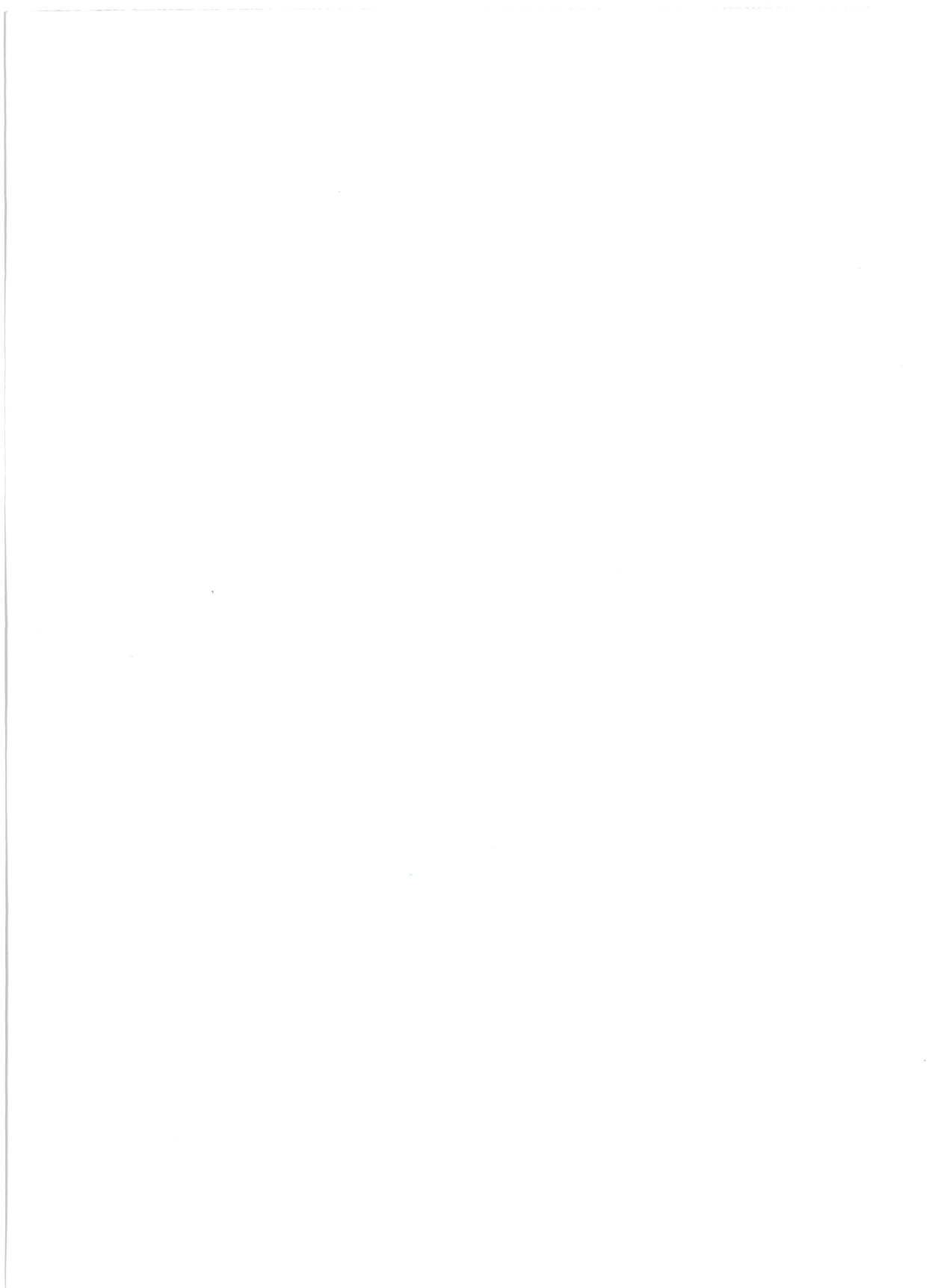
**Conditions**

- 1 You should clearly write your thoughts and opinions on given topics.
- 2 You should write reasons and examples to support your thoughts and opinions.

**Scoring Criteria**

Rank	Knowledge & Skills	Ability to think, make decisions, and express ideas	Proactive attitude toward learning
a	Writes in easily understandable English with excellent choice of vocabulary and expressions	Using both <b>Conditions</b> , writes and conveys relevant information, thoughts, and opinions in detail	[D], based on both <b>Conditions</b>
b	[E]	Writes with both <b>Conditions</b>	Tries writing with both <b>Conditions</b>
c	Does not meet “b”	Does not meet “b”	Does not meet “b”

【III】 Read the passage below and answer the following questions in English. This passage, which was written in the late 19<sup>th</sup> century, is a part of a book about American school education.





**Questions**

Q1: What does the underlined part (1) refer to?

Q2: Choose the most appropriate sentence for blanks ( 2a ), ( 2b ), ( 2c ), and ( 2d ).

- (a) that so many thousands of children were studying at a given hour, say eleven o'clock, just such a lesson in geography
- (b) its passivity of attitude, its mechanical massing of children, its uniformity of curriculum and method
- (c) statements are made, inquiries arise, topics are discussed, and the child continually learns
- (d) that there are certain ready-made materials which are there, which have been prepared by the school superintendent, the board, the teacher, and of which the child is to take in as much as possible in the least possible time

Q3: Fill in each blank [ 3a ], [ 3b ], and [ 3c ] with an appropriate word.

Q4: Choose the most appropriate word(s) for blanks < 4a >, < 4b >, and < 4c >.

- |        |                         |                    |
|--------|-------------------------|--------------------|
| < 4a > | (a) begin               | (b) cease          |
|        | (c) decide              | (d) deny           |
| < 4b > | (a) alike               | (b) demanding      |
|        | (c) interesting         | (d) optimal        |
| < 4c > | (a) beyond expectations | (b) no doubt       |
|        | (c) quite the contrary  | (d) second to none |

Q5: Based on the text, what does the author mean by the underlined part (5)? You cannot copy the sentences in the passage as they are.

【IV】 Read the dialogue below and answer the following questions.

A: I read a newspaper article this morning.

B:

A: Do you often go to convenience stores?

B: Yes, of course! I can't imagine life without them. I think more and more convenience stores should be built in the future.

A: I don't agree with you. 【 ② 】 .

B: I see your point.

A: Also, I have a son, who is a junior high school student. He learned about the value of inconvenience in his Japanese class. We talked a lot about the benefit of inconvenience.

B: Hmm... benefit of inconvenience? What does that mean?

A: It means we are able to gain something from inconvenience. For instance, 【 ③ 】 .

B: Sounds interesting. Your example makes it easy for me to understand the benefit of inconvenience.

### Questions

Q1: In English, explain what the underlined part ① means and fill in blanks ② and ③ to complete the dialogue appropriately.

Q2: Based on the dialogue above, using more than 80 words, write a paragraph in English giving your opinion on “the benefit of inconvenience,” with an appropriate example to support your idea.