

令和7年度長崎県公立学校
教員採用選考第1次試験問題

教科・科目

高校 英語

受験番号

氏名

実施日 令和6年6月16日(日)

令和7年度長崎県公立学校教員採用選考試験

英語

※解答はすべて解答用紙の該当欄に記入すること。

1

聞き取りテスト

問1 放送の指示に従って答えよ。

No. 1



No. 2



No. 3



問2 放送の指示に従って答えよ。

No. 1

- ア. Seriously
- イ. Awfully
- ウ. Minimally
- エ. Inevitably

No.2

- ア. They can learn how business works.
- イ. They can learn the necessity of making sacrifices for a future plan.
- ウ. They can learn what their parents expect of them.
- エ. They can learn the importance of giving to good causes.

No.3

- ア. Children learn what to pay for without any guidance from their parents.
- イ. Children can get an understanding of how business works when they are paid for normal housework.
- ウ. Parents should advise their children to save their allowances because they learn the best that way.
- エ. Some people say that children should do usual housework without pay.

2

次の英文を読み、後の問いに答えよ。

【Adapted from *the Japan Times*】

*debasement : 墮落 *secretariat : 事務局 *the U.N. Charter : 国連憲章

問1 空所[X]と[Y]に入る語として最も適当なものを、次の中からそれぞれ1つずつ選び、記号で答えよ。

[X] ア. convenience イ. horrors ウ. tents エ. achievement

[Y] ア. interesting イ. artificial ウ. reasonable エ. hopeless

問2 空所(A)～(E)に入る語として最も適当なものを、次の中から1つずつ選び、記号で答えよ。ただし、同じ選択肢を複数回使わないこと。

ア. watchdog イ. birth ウ. limits エ. genuine オ. similar カ. neutral

問3 英文の流れに合うように、下線部の語を並べかえよ。

3

次の文章を読み、後の問いに答えよ。

(出典) 「和泉伸一・著『フォーカス・オン・フォームとCLILの英語授業—生徒の主体性を伸ばす授業の提案』」

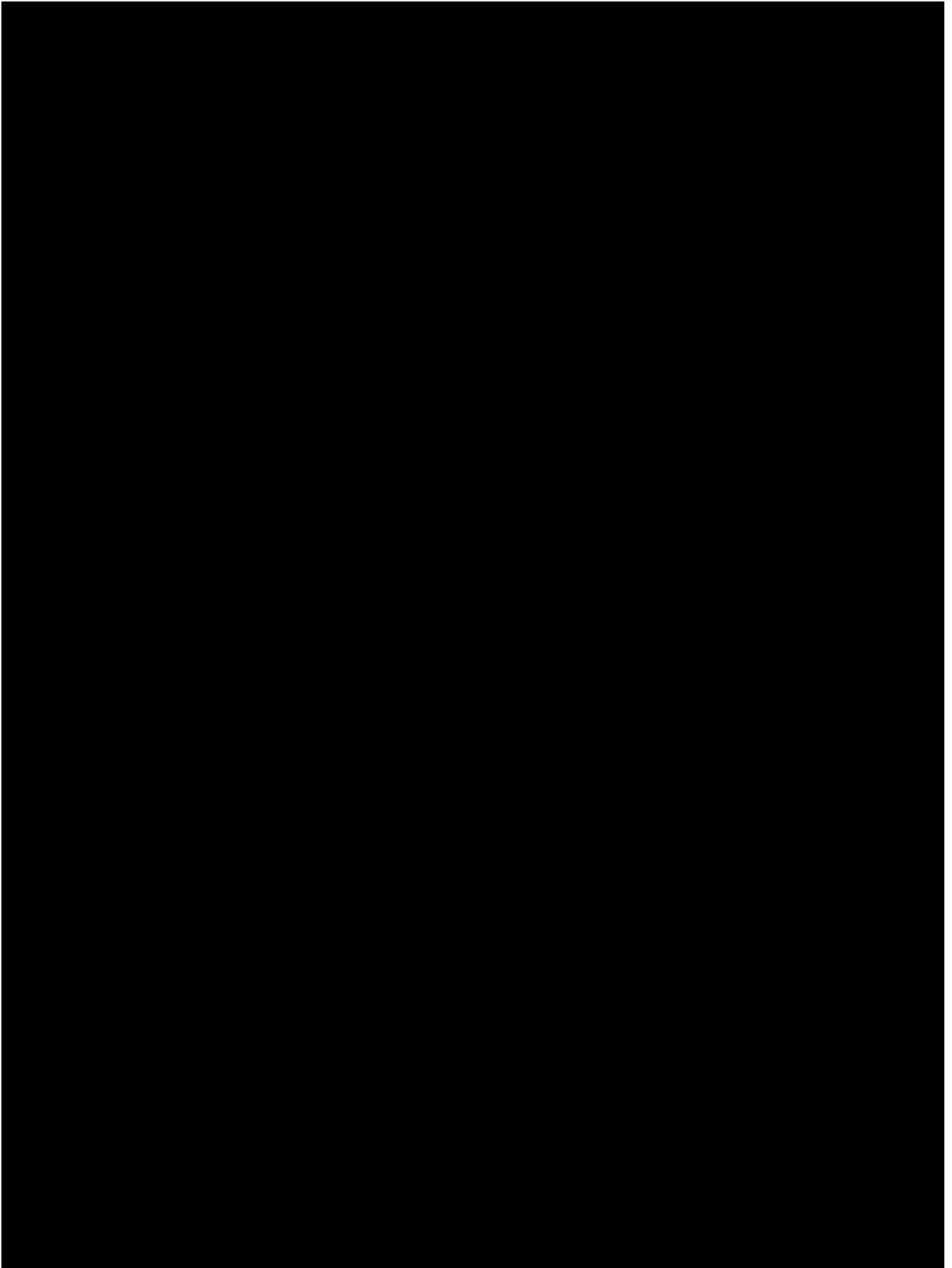
問1 下線部を英語に直せ。

問2 What would you advise students to do to make them active readers? Write your answer, including any special points to pay attention to, in around 80 words.

【下書き用紙】

4

次の英文を読み、後の問いに答えよ。



【Adapted from *blink* by Malcolm Gladwell】

*medical malpractice protection : 医療過誤保険 *credentials : 資格 *shoddy : 粗雑な
 *metastasize : 転移する *adamant : 頑固な

問1 次の(1)、(2)が本文の内容と一致する英文となるように、()に入る最も適切なものを次の中から1つずつ選び、記号で答えよ。

(1) If you try to find out which doctors are most likely to be sued, you will find that ().

- ア. all you have to do is examine their training and career background
- イ. the risk of being sued for malpractice has a lot to do with their mistakes
- ウ. patients file lawsuits because they have suffered from careless medical mistakes
- エ. there is another factor besides shoddy medical care when doctors are sued

(2) Alice Burkin once had a client who ().

- ア. complained that her internist didn't take the time to talk to her about her condition
- イ. had a breast tumor spotted by her radiologist before it spread
- ウ. was so adamant that she sued her radiologist for shoddy medical care
- エ. insisted on suing the internist who was at fault

問2 次の英文が入るのに最も適切な箇所を、本文中の空所 ～ の中から1つ選び、記号で答えよ。

It's how they were treated, on a personal level, by their doctor.

問3 次の文は下線部の具体的内容についてまとめたものである。本文の内容に合うように日本語を入れよ。

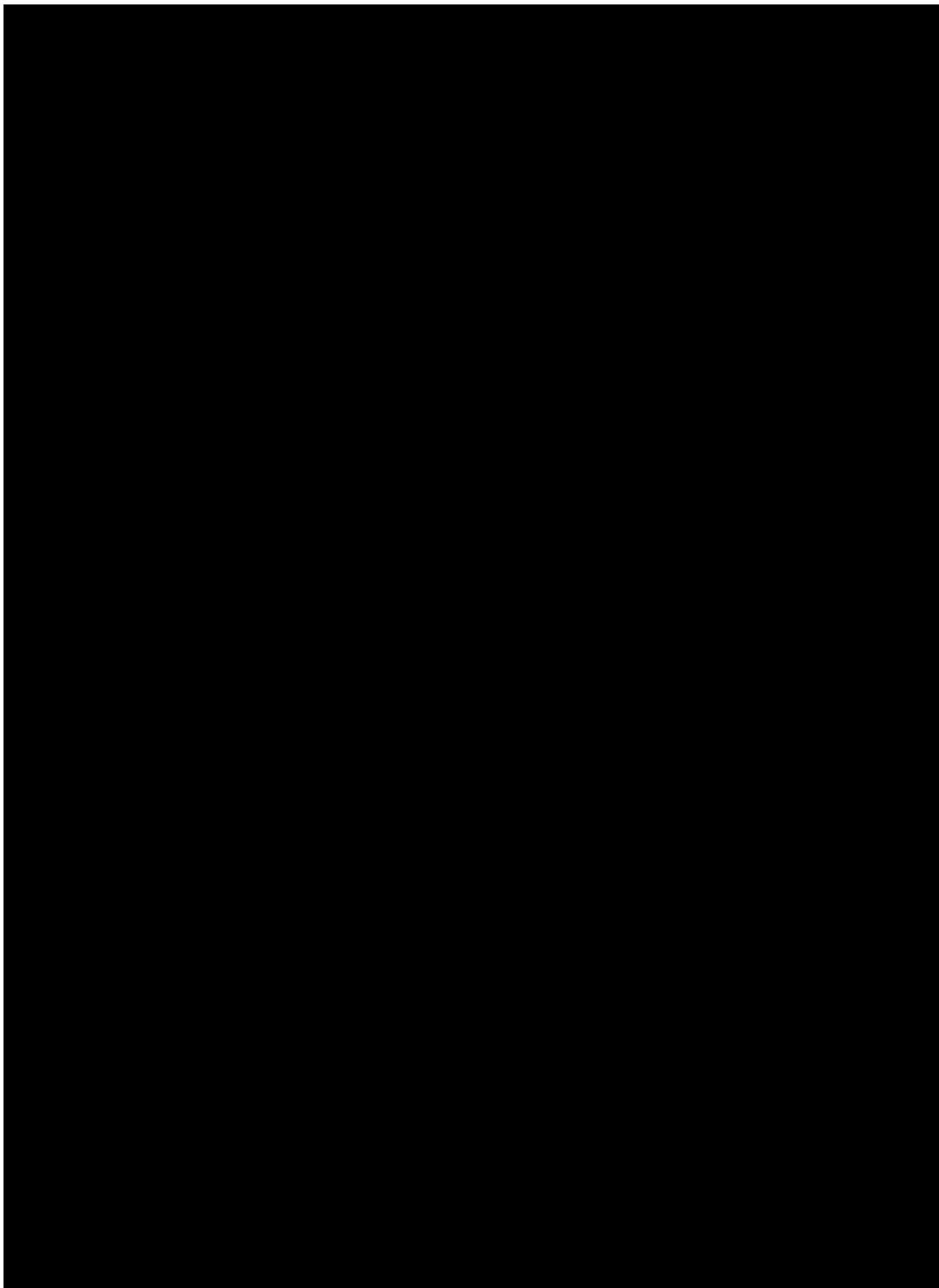
・患者が (①) や (②) がわかるような患者を落ち着かせるコメント。

問4 本文の内容に合うものを次の中から1つ選び、記号で答えよ。

- ア. Highly skilled doctors are less likely to be sued by patients.
- イ. Primary care doctors tend to be more negligent than specialists.
- ウ. Alice Burkin has never met a potential client who liked their doctors but wanted to sue them.
- エ. The doctors who had been sued provided more details and information to their patients.

5

次の英文を読み、後の問いに答えよ。



【Adapted from *Grit* by Angela Duckworth】

問1 と に入る語句として最も適当なものを、次の中からそれぞれ1つずつ選び、記号で答えよ。

- | | | | | |
|--------------------------------|-----------------|--------------|----------------|------------------|
| <input type="text" value="A"/> | ア. productive | イ. tough | ウ. enjoyable | エ. profitable |
| <input type="text" value="B"/> | ア. Nevertheless | イ. Therefore | ウ. Furthermore | エ. In conclusion |

問2 下線部(1)について、次の質問に対する答えを次の中から1つ選び、記号で答えよ。

Who are the “overachievers”?

- ア. The students who are talented in mathematics.
- イ. The students who did better at the start but now are struggling
- ウ. The students who achieve more than expected.
- エ. The students who give up studying easily.

問3 下線部(2)を日本語に直せ。

問4 下線部(3)の具体例として本文に述べられている内容について、次の日本語に合うようにそれぞれ25字程度で答えよ。

- ・ () ということ。
- ・ () ということ。

問5 下線部(4)について、筆者がこのように考えた理由を、本文に即して20字程度の日本語で説明せよ。

問6 本文の内容に合うものを次の中から1つ選び、記号で答えよ。

- ア. The author left McKinsey because she would rather lead a relaxed life than work at McKinsey.
- イ. The author enjoyed teaching her brilliant students, who needed little help to solve math problems.
- ウ. The author was surprised that the achievement gap between naturals and the rest of the class didn't change.
- エ. The author thinks that her weak students couldn't talk about complicated ideas.