

受験番号	
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平成28年度大阪府・大阪市・堺市・豊能地区公立学校教員採用選考テスト

中学校 英語解答用紙 (6枚のうち1)

1

得点	
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	<誤りのある箇所>	<正しい語>	
(1)	1. ウ	where /	□
	2. エ	frequently /	
(2)	1. エ	called /	
	2. エ	other /	

2

得点	
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(1)	① Milk contains calcium, which			□
	is a necessary nutrient for keeping bones and teeth healthy and strong. /			
(1)	③ Orange juice and soymilk that			□
	have calcium added to them also supply the nutrient. /			
(2)	② イ /	④ ウ /	⑤ エ /	□
(3)	1. promote /			□
	2. decision /			
	3. exercise /			

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中学校 英語解答用紙 (6枚のうち2)

3

得点	
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(1)	惑星は恒星とは異なる。 /	<input type="checkbox"/>
	惑星は、太陽の周りをまわっている。 /	
	惑星の軌道は、観察され、記録され、明らかにされ、予測されうる。 /	
(2)	毎晩現れる恒星について、ほとんど何も知らないこと。 /	<input type="checkbox"/>
(3)	And what was that wide band of light	<input type="checkbox"/>
	reaching from one horizon to the other on a clear night? /	

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中学校 英語解答用紙 (6枚のうち3)

3 (続き)

(4)	<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 0 auto;"> <p>この400年ほどの間、天文学者が見ることができたものは望遠鏡の倍率と感度に依存してきたにもかかわらず、プラーエはごく簡単な装置を使うだけで、肉眼で詳しい観察をしたから。 (84字)</p> </div>											
											80	
	(5)	(最初)	For						(最後)	telescopes	/	
	(6)	エ									/	
	(7)	イ									/	

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中学校 英語解答用紙 (6枚のうち4)

4	得点	
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(1)	A	/								
(2)	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> 農業従事者の収入を減じ、消費者の出費を増加させる無駄な投資。 (31字) </div>				30					
(3)	①	イ	/	②	ウ	/	③	ア	/	
(4)	1.	infrastructure			/					
	2.	negligence			/					
	3.	sustainable			/					
(5)	We profile a subset									
	of approaches that experts suggest are particularly practical									
	and cost-effective, that could be implemented relatively quickly, and that could									
	achieve quick gains.									/
(6)		エ	/							

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中学校 英語解答用紙 (6枚のうち5)

5

得点

When I teach junior high school third graders, I'd like to have them express themselves and enjoy communicating in English.

So I would like to do effective pair work and group work in my English class. If my students can have experiences communicating with others in English, they can enjoy studying English and be confident in speaking English.

When I have the students do pair work and group work, I'll think about the way to make pairs and groups. If a student with high proficiency makes a pair with a student with low proficiency, the relation might be one-sided. I'd like to arrange pairs and groups in a way that all the students can teach and learn from each other.

In pair work, I'd like to practice telephone conversations. I'll make my students sit back to back and practice telephone conversations. Sitting back to back can arouse their interest and help to improve their speaking and listening skills.

In group work, I'd like to have task activities. For example, I'll pick a story and divide it into smaller parts. Each student has some part of the story. He / she reads the assigned sentences to himself / herself and then shares what he / she figures out with other students in the group. The task here is to complete the story line in the group.

I'd like to do my best to encourage students to communicate with others in English and to develop students' basic communication abilities.

(247 word)

