

## Coffee Break① ～「読むこと」における評価問題より～

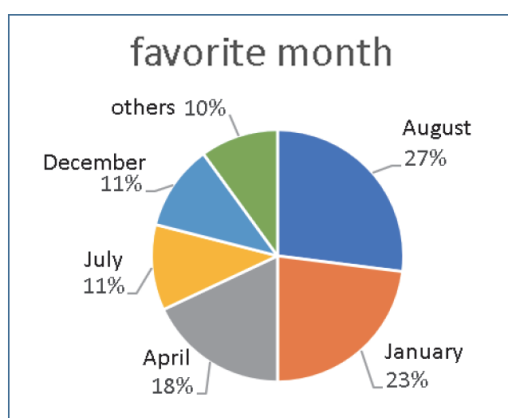
Quiz: 新しい学習評価において、「知識・技能」の評価問題と「思考・判断・表現」の評価問題の境目はどことどこの間でしょうか? アルファベットで答えましょう。



### 【問題 a】

下の円グラフは、中学生150人を対象に行われた「好きな月調べ」の調査結果です。この円グラフを表す英文として正しいものを選びなさい。

- ① January is the most popular month.
- ② July is not as popular as April.
- ③ April is more popular than any other months.
- ④ December is more popular than August.

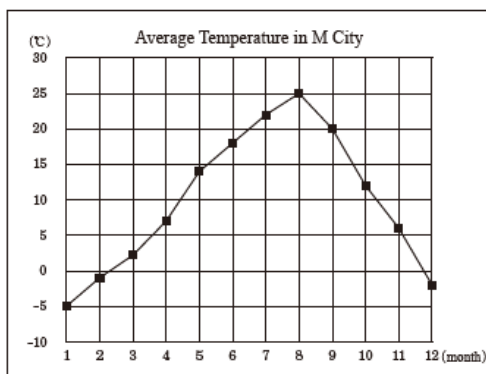


(正解) ②

「『指導と評価の一体化』のための学習評価に関する参考資料」より

### 【問題 b】

(3) 次のグラフは、M市の月ごとの平均気温 (average temperature) を表しています。このグラフから読み取れることを正しく表している英文を、下の1から4までの中から1つ選びなさい。



- 1 It is colder than 0°C in February and hotter than 20°C in June.
- 2 October is not warmer than April.
- 3 It is hotter than 25°C for three months.
- 4 It is the hottest in August and the coldest in January.

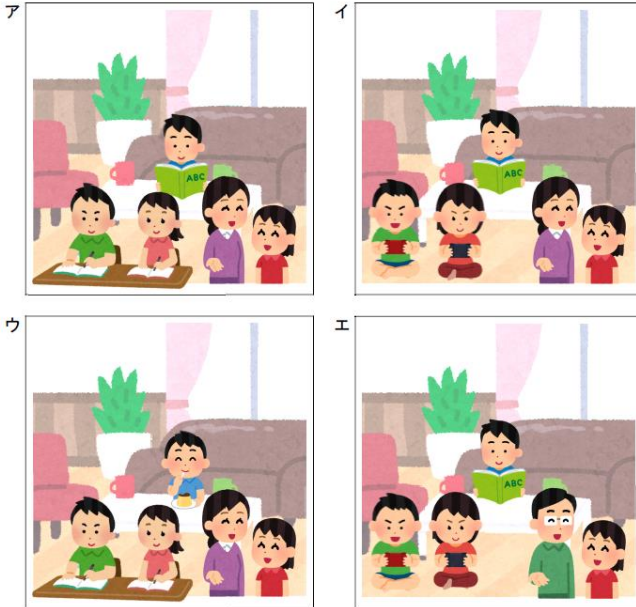
「平成31年度 全国学力・学習状況調査」より

【問題 c】

5

(1) 次の英文を読んで、その内容を最も適切に表している絵を、あとのアからエの中から1つ選んで、その記号を書きなさい。

I visited Mika's house last Sunday. We did our homework together. I saw her family. Her mother and sister were talking. Her brother was reading a book.



「令和元年度 佐賀県学習状況調査」より

【問題 d】

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英語の授業で、カナダ(Canada)から来る生徒の歓迎会(welcome party)で何をするか話し合い、歓迎会で掲示するポスターを作りました。ALTのスミス先生(Ms. Smith)と生徒の対話を読んで、話し合いのあとに作ったポスターとして最も適切なものを、あとのアからエの中から1つ選んで、その記号を書きなさい。

Ms. Smith : We'll have a welcome party for the students from Canada.  
 Student A : When is it?  
 Ms. Smith : On February third. What do you want to do with them?  
 Student B : How about origami? We can make \*<sup>1</sup>cranes and rabbits together.  
 Ms. Smith : That's nice. Any other ideas?  
 Student C : Let's cook Japanese food and eat together. I want to make *temaki zushi* with them.  
 Ms. Smith : Sorry, but we don't have \*<sup>2</sup>enough time to cook.  
 Student A : Then, let's sing \*<sup>3</sup>songs. \*<sup>4</sup>If we sing English songs, they can sing with us.  
 Student B : I don't think it's good. How about \*<sup>5</sup>easy Japanese songs? First we sing, then we \*<sup>6</sup>teach the songs. They can learn Japanese and Japanese \*<sup>7</sup>culture.  
 Ms. Smith : That's a good idea. Japanese songs will be interesting for them. Let's sing Japanese songs. Any other ideas?  
 Student C : I think *kendama* is good. It'll be fun.  
 Student A : Yes. They will enjoy it.  
 Ms. Smith : So we have three things to do at the welcome party.

(注) \*<sup>1</sup>cranes and rabbits 鶴とうさぎ \*<sup>2</sup>enough 十分な \*<sup>3</sup>song(s) 歌  
 \*<sup>4</sup>If もし~ならば \*<sup>5</sup>easy 簡単な \*<sup>6</sup>teach 教える  
 \*<sup>7</sup>culture 文化



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## 【問題 e】

7 中学生の一部は、スミス先生 (Ms. Smith) と話しています。次の会話文中の ( ) に入る最も適切なものを、右の1から4までの中から1つ選びなさい。

Ms. Smith: Ichiro, why don't you read this article? It's interesting.

Ichiro: Oh, thank you, but it's all in English. That's difficult for me.

Ms. Smith: This newspaper is for students. Try reading it!

Ichiro: OK.

[Ichiro reads the article.]

Chimpanzees are one of the smartest animals. They can do a lot of things. How smart are they? A team at a university in Japan found the answer. Some chimpanzees may be as smart as four-year-old children in some ways.

Few animals can understand *janken*. In *janken*, none is the strongest among *rock*, *scissors*, and *paper*. Learning about the relation among the three is very difficult.

The team tried teaching *janken* to seven chimpanzees. They showed pictures of two different *janken* hands to the chimpanzees. The chimpanzees got food when they pointed to the stronger one. Finally, five of the chimpanzees learned *janken*.

The team also tried teaching *janken* to some human children. They found that children could learn *janken* when they were about four years old. Through this study, they got the answer to the question: "How smart are chimpanzees?"

[A few minutes later]

Ms. Smith: What is the most important point in this article?

Ichiro: ( ).

Ms. Smith: Right. That is the main point.

(注) article: 記事 chimpanzee: チンパンジー four-year-old: 4歳の  
few: ほとんどない none is ~: いずれも~ない among ~: ~の中で  
rock, scissors, and paper: グー、チョキ、パー (じゃんけんの指の出し方)  
relation: 関係 human: 人間の study: 研究

- 1 Some chimpanzees may be as smart as four-year-old children
- 2 Few animals can understand *janken*
- 3 The team showed pictures of two different *janken* hands to the chimpanzees
- 4 The team found that children could learn *janken* when they were about four years old

「平成31年度 全国学力・学習状況調査」より

## 【問題 f】

8 英語の授業で、次のような資料が配られました。これを読んで、文中の問いかけに対するあなたの考えを英語で簡潔に書きなさい。

There are a lot of hungry people in the world. The World Food Programme gives food to about 90,000,000 people in 83 countries. Japan is a member of this project. However, here in Japan, people waste more than 6,000,000t of food every year. It means that one person wastes two rice balls every day. We waste food not only at home, but also at restaurants, convenience stores, supermarkets, schools, and some other places. That is really *mottainai*! We have to stop wasting food now. What can we do about this problem?

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Let's check the answer!

Ans. cとdの間

【問題 a】 「知識・技能」

特定の言語材料⇒比較表現

【問題 b】 「知識・技能」

特定の言語材料⇒比較表現

【問題 c】 「知識・技能」

特定の言語材料⇒過去形及び過去進行形

【問題 d】 「思考・判断・表現」

概要を捉える問題

【問題 e】 「思考・判断・表現」

要点を捉える問題

【問題 f】 「思考・判断・表現」

要点を捉える問題（「聞くこと」と「書くこと」の領域統合型の評価問題）