

原著論文

日本と韓国の小学校6年生の英語力に関する調査

与那覇恵子

A study on English proficiency of Japanese and Korean 6th graders

Keiko YONAHA

要 旨

筆者は過去に韓国との比較によって日本の小学校英語教育を論ずる論文を書いている。英語学習の動機に関する調査では、韓国の2校の小学生は沖縄の2校の小学生より道具的動機が高いという結果が出た。小学校英語の教科書の比較分析では、韓国の英語の教科書は日本の英語の教科書に比べ単語数や英文数が多く、又、実践的コミュニケーション能力を養成することにより焦点が当てられていることがわかった。本稿は、2件の結果を受けそれらの影響を受けるであろうと考えられる英語力の調査に焦点を当て、日本の児童英検を利用して沖縄と韓国の小学校6年生の英語力を比較・分析した。その結果、韓国の2校の小学校6年生は沖縄の2校の小学生より単語、文章、会話、文字のすべての面で点数が高くバランスがとれており、特に会話面で優れていた。又、韓国の2校の平均点は受験したその他の日本の小学校6年生と比較しても高かった。児童英検を利用して日本と韓国の小学生の英語力を測定、比較分析した例は無く、必修化された小学校英語教育の出発点であるこの時期において、将来の日本の小学校英語教育を考える上でもその意義は大きいものと筆者は考える。

キーワード：日本、韓国、英語力、小学校6年生、児童英検

Abstract

The author has previously written two papers on Elementary school English education comparing Japan and South Korea. In one paper, she found that the instrumental motivation to study English of Korean children was higher than that of Okinawan children, and in the other, she found that Korean English language textbooks have a higher level of English and are more clearly focused on developing communication skills than Japanese English language textbooks. The author considered that these results influence children's English proficiency in the two countries. This paper studies English proficiency of 6th graders in South Korea and Okinawa, Japan by targeting two elementary schools in each place and using the Silver level "Junior STEP" English test. The Korean 6th graders acquired higher scores than Okinawan 6th graders in all four sections (words, sentences, letters and conversation). It was the same when the average score of the two Korean schools was compared with that of all Japanese schools which took the test. The Korean 6th graders were also better balanced in all the four sections when compared with both Okinawan and nationwide 6th graders. There have been no previous studies in which English proficiency of Japanese and Korean children are measured and analyzed by making use of the "Junior STEP" test and the author regards this paper meaningful in considering future elementary school English education at this crucial starting point of it becoming compulsory.

Key words: Japan, Korea, English proficiency, 6th graders, Junior STEP

I Background and Working Assumptions

The author has previously written two papers on elementary school English education comparing Japan and South Korea. In one paper, she compared the motivation to study English between Korean children and Okinawan children and reached the following conclusions (Yonaha, 2008):

It was found that Korean 3rd and 6th graders have higher instrumental motivation than Okinawan 3rd and 6th graders, which means that Korean 3rd and 6th graders consider English more important for their future life and career than Okinawan children do.

In another paper of comparative analysis of English language textbooks, she found the following (Yonaha, 2010):

1. In Korean textbooks, children are taught about two times more English sentences than Japanese children who use Eigo Note I, II.
2. Regarding the number of words, children learn more than two times the number of words in Korean textbooks. Also, in Eigo Note, most of the words are nouns but in Korean textbooks a greater variety of parts of speech are used, such as nouns, verbs, adjectives, etc.
3. Regarding the lesson structure, Korean textbooks include many more activities than the Japanese texts do. For example, the Korean textbooks include chants and songs in every lesson to practice the target English sentence.
4. Eigo Note I, II show consideration of other languages, multicultural understanding and also Japanese language education whereas Korean textbooks focus on just developing English language communication skills.

English language communication skills in the last point above is defined as English conversation ability here. Having acquired these results, the author wished to investigate the English proficiency of the children of both countries. If Korean children have a

higher motivation to study English, and their English language textbooks are of a higher standard and put more focus on developing English conversation ability, then they might be expected to have higher English proficiency than Japanese children, and their English conversational ability should also be higher. This paper's working assumptions are therefore:

- ① General English proficiency of Korean 6th graders is higher than that of Japanese (Okinawan) children.
- ② English conversation ability of Korean 6th graders in particular is higher than that of Japanese (Okinawan) children.

II Junior STEP as a measure of English level

In order to test English proficiency, the author made use of the "Junior STEP" System which is called "Jido Eiken" in Japan. There are three reasons for this choice. Firstly, STEP (the Society for Testing English Proficiency) has a history of 48 years measuring English proficiency in Japan. It started carrying out tests to measure English proficiency in 1963 (1). Secondly, the STEP tests are widely used in Japan as a reliable standard to determine the level of English proficiency at present. The total number of examinees to 2009 is 83 million and about 2.3 million people per year take the tests. Thirdly, the tests are made by dedicated professionals investing much time.

For these three reasons, the author considers the Eiken (STEP) test to be higher in validity and reliability than any test that the author might make herself.

For children in elementary schools, STEP started "Jido Eiken" in 1994. According to its homepage, about 1.2 million children have taken the tests so far. The tests follow the main three objectives in the following official guideline to elementary school English education in Japan, namely to develop a positive attitude to communication, to be familiar with the sounds and basic expressions in English, and to deepen the understanding of the language and culture:

外国語を通じて、言語や文化について体験的に理解を深め、積極的にコミュニケーションを図る

うとする態度の育成を図り、外国語の音声や基本的な表現に慣れ親しませながらコミュニケーション能力の素地を養う。(Ooshiro/Naoyama2008)

The following is a translation of the Japanese explanation about the characteristics of the Junior STEP test found on its homepage:

The goal of the Junior STEP tests is to determine the examinees' listening ability which is said to be essential for children in the early stages of learning. In most sections, the examinees listen to English vocabulary, phrases, dialogs or sentences, and then choose the illustration or answer that corresponds to what they have heard.

Junior STEP has three levels, bronze, silver, and gold. Each test is explained as follows on the homepage:

Bronze : The test for children who have learned English for half a year to one year at a cram school or for a year and a half to two years at a normal school in one 50 minute class a week. No learning of letters is necessary.

Silver : The test for children attaining more than 80% in the Bronze level test. It is suitable for children who have learned English for from one to two years in a cram school or two and a half to three years at a normal school in one 50 minute class a week. They should also have learned letters for one to two years.

Gold : The test for children who attaining more than 80% in the test of silver level. It is suitable for children who have learned English for from two to three years in a cram school or from four to five years in a normal school in one 50-minute-class a week. They should also have learned letters for two and a half years to three years.

Considering the amount of time studying English in each level and the fact that no letters are introduced in Japanese elementary schools, the author concluded that the Bronze level would be appropriate for Okinawan (Japanese) children and that the Gold level would be appropriate for Korean children. Therefore, she decided to use the intermediate Silver test to measure proficiency of the children from the two countries.

III Two elementary schools in Okinawa and South Korea

The author carried out the Silver test on 6th graders at two elementary schools each in Japan (Okinawa) and in South Korea. Since the new semester starts in March in South Korea, the author carried out the test at the end of March 2010 in South Korea and in early May 2010 in Okinawa, as this is about a month after the new semester in both countries.

The two schools in Okinawa are school A located in the middle part of Okinawa (chubu), and school B located in the northern part of Okinawa (hokubu). Although School A is not a government-supported special (Tokku) school, the level of English is somewhat higher than the average elementary school. They have a native speaker of English as an Assistant Language Teacher (ALT) and have English classes 10 hours a year for the 1st and 2nd graders, 20 hours a year for the 3rd and 4th graders, and 35 hours a year for the 5th and 6th graders. Concerning the language environment, since the school has a U.S military base nearby, the children can often see American people on the street which gives the city an exotic air. However, this does not necessarily mean that the children have any greater chance of hearing or speaking English. School B in the northern part of Okinawa seems to be lower than the average among the elementary schools in Okinawa regarding English. They have an ALT visiting their school once a week and have 35 hours of English classes a year for the 5th and 6th graders. Both of the two Korean elementary schools are located in Seoul. School C is located in a wealthy part of the city and it seems that the school puts lots of energy into English education. The principle looked happy and full of pride when he talked

about his school's English education program to the author. It seems to be one of the top schools in Seoul regarding English. School D is located in a district with many automobile-related factories and shops. The principal said that the English level in this school is a little lower than the average among elementary schools in Seoul.

As for the frequency of English classes, both schools have 68 hours per year for the 5th and 6th graders according to their curriculum (Gotoh, 2005; Kawazoe, 2005). Among the children in School C, the author assumes that many go to cram schools to learn English considering the "English fever" among rich families in Korea (Yonaha, 2006).

The tests were carried out by the homeroom teachers in both Okinawa and Korea. In the case of the Korean schools, the author made tapes in which all the Japanese instructions are translated into Korean. The author also delivered handouts explaining how to carry out the test at the two Korean elementary schools to avoid any confusion among the Korean homeroom teachers in charge of supervising the test.

The number of 6th graders who took the test are as follows:

Japan	School A: 82	School B: 139	Total: 221
Korea	School C: 92	School D: 80	Total: 172

IV The content of the test

The test consists of nine spoken questions which the children answer by choosing the appropriate illustration. Section 1 asks children to choose the illustration which corresponds to three sentences they hear. In the first question there are three sentences: 1. It's winter now. 2. It's spring now. 3. It's summer now. The illustration shows a girl in yukata with a fan and fireworks in the background. If the children know the word "summer", they can choose the correct answer, number 3. In the second question, the illustration shows two boys crying. The answers they have to choose from are 1. Two boys are eating together, 2. Two boys are smiling together, and 3. Two boys are crying together. Here, the children should have knowledge of the verb "cry". The following summarizes the required vocabulary:

Q1:winter, spring, summer Q2:eat, smile, cry
Q3:ruler, scissors, eraser Q4:happy, angry, sad
Q5:small, big, doughnut Q6:laugh, read, cook
Q7:bathroom, bedroom, classroom
Q8:rabbit, mouse, crow

Section 2 asks children to choose the right response to a spoken statement out of a choice of two. For example, in the first question, Flower said "I'm going to open up" and the two answers to choose from are 1. I can't wait, and 2. I'm all right. If they know what they mean, they can answer correctly. Below are the required phrases.

Q9:I can't wait. / I'm all right
Q10:Sure, here you are. / Oh, that's true.
Q11:I'm fine. / That's exciting.
Q12:You're so beautiful. / I'm coming.

Section 3 asks children to choose the right word corresponding to what was said. The required vocabulary is:

Q13:tomato, chicken, potato, cabbage
Q14:soap, shower, towel, mirror
Q15:sofa, bed, chair, carpet

Section 4 asks children to choose the animal which correspond with the following self-introductions:

Q16:I'm hungry. My stomach is purple. I'm flying.
Who am I?
Q17:I'm wearing glasses. I'm jumping. My tail is long. Who am I?
Q18:I'm talking with my friend. I have some juice. I'm sitting under the tree. Who am I?
Q19:I have big eyes. I have a long tongue. I'm blue. Who am I?

Section 5 asks children to identify the common first letter in the following groups of three words:

Q20:kettle, key, kangaroo Q21:cow, clock, carrot
Q22>window, watch, women
Q23:river, radio, rain

Section 6 asks children to choose the illustration corresponding with what was said. They should

know the meaning of these sentences:

- Q24:It's snowing.
 Q25:Two people are swimming in the pool.
 Q26:There are many rocks.
 Q27:A boy has a towel on his head.
 Q28:There are some shops on the street.
 They're by the river.
 Q29:Some people are on the street. A woman is sitting under an umbrella.
 Q30:A man is walking. He's talking on the phone.
 Q31:A boy is in the taxi. He's holding a book.

Section 7 asks children to choose the illustration corresponding with a dialog. They should understand these dialogs, and the stressed word in particular.

- Q32:Which one is your UFO? The one on the left:
 Q33:May I fly your UFO? Sure. First, press the square button.
 Q34:What should I do next? Press the numbers five, three, and seven.
 Q35:What's wrong? I'm getting scared.
 Q36:We're flying! Watch out for the ship!
 Q37:We're home! Oh no! This is your home!

Section 8 asks children to choose the illustrations describing the following conversations:

- Q38:Mother: We're going to get a dog.
 Takeshi: Really? Great!
 Mother: Can you take care of it Takeshi?
 Takeshi: Yes. I'll take it for a walk.
 Q39:Mother: How about you, Yuki? Can you take care of the dog?
 Yuki: Sure. I'll give him food.
 Mother: Anything else?
 Yuki: I'll watch it, too.
 Q40:Teacher: Makoto, did you go to the new building near the station?

Makoto: Yes, I went to the ice-cream shop.
 Teacher: That's nice!

Makoto: I also went to the book store.

Q 41: Teacher: Did you go to the new building, Akiko?

Akiko: I bought clothes and shoes.

Teacher: How nice!

Akiko: My brother bought music CDs. And we went to see the swimming pool, too.

Teacher: Wow!

Section 9 asks children to choose the right word corresponding with what was said. The question tests whether they can link spelling and sound.

1. lake 2. bridge 3. town 4. forest
 5. hill 6. toilet

IV Test results and analysis

The average score of each school is shown below. School C, which seem to be one of the top schools in Seoul, acquired 94.6 points with a deviation of 6.1. When the author asked one of the boys who just came out of the classroom finishing the test, "How was the test?", he answered "Quite easy!!" with a big smile. It seems that all the children of school C felt the same way when considering their scores. School D, which seemed to be a little lower than the average among the schools in Seoul (according to its principal) acquired 82.8% with a deviation of 14.4. One English teacher there said, "There are some children who do not show any interest in English and it's difficult to teach those children." However, as the average score shows, the English standard of Korean children in both schools is above Silver level, since 80% in any test, means that they should go up to the next level. The Gold test is the appropriate one for the children of both Korean schools.

Table ① The average score and deviation by country and school.

Okinawa	Average	Deviation	South Korea	Average	Deviation
School A	79.0	9.8	School C	94.6	6.1
School B	68.0	13.5	School D	82.8	14.4
Weighted average	72.1			89.1	

School A, with an above-average English level among the schools in Okinawa's acquired 79.0 with a deviation of 9.8, also indicating that most of them should take the Gold test next time. Lower placed school B acquired 68.0 points with a deviation of 13.5. Some children must have had difficulty with the test. The table below shows the percentage of correct answers in different areas.

According to Table ②, it is clear that Korean children are better in all the sections of Words, Conversation, Sentences and Letters. In particular, they are better in words and conversation sections than Okinawan children. Table ③ shows the percentage of correct answers for each school.

When the two Okinawan schools were compared, School A beats School B in all sections. This is understandable as School A has allocated much more time to studying English and more with an ALT in the classroom compared to School B. School C is the best among the four schools in all four sections. As mentioned in the previous section, School C seems to place a high emphasis on English education, an example being its intensive course for developing English ability during summer holidays. School D seems to be an average Korean elementary school, yet still acquired better results than both Okinawan

schools in all sections except Words. Okinawan school A performed a little better than school D in this section.

Next, we consider English proficiency not only through a limited comparison between Korean children and Okinawan children but also by comparison with Silver test results from all Japanese schools taking the test (Table ④, data from STEP). Japanese schools are divided into two categories, the schools designated as "Tokku" in Group 1 and the remaining ordinary schools, private schools and cram schools in Group 2.

Average scores from the "Tokku" schools, which focus on English education and receive financial support from the government, would be expected to exceed those from public schools. However Group 2 achieved about the same score as Group 1 (Tokku). Group 1 (Tokku) includes only public schools but Group 2 includes not only public school but also private schools and cram schools. The author regards most of the schools which take the Silver test in Japan to be those which consider English education important, and which make special efforts to develop the English proficiency of their children. Thus the schools in both groups place above-average emphasis on strengthening their English education. However, the average score of the two diverse Korean schools

Table ② Average scores by country in different grammar areas

	Words	Conversation	Sentences	Letters
South Korea	88.6	86.7	91.5	92.5
Okinawa	74.8	74.6	83.9	89.4

Table ③ Average scores by school in different grammar areas.

	Word	Conversation	Sentence	Letter
Okinawan School A	82.3	72.1	79.6	80.3
Okinawan School B	70.4	61.4	70.3	69.2
South Korean School C	94.4	91.9	97.1	97.8
South Korean School D	81.9	81.6	85.1	86.4

Table ④ Average scores of Korean schools and all participating Japanese schools

	Number of groups	Number of children	Average score
Korea	2	172	89.1
Group 1 (Tokku)	51	6,556	83.5
Group 2 (Others)	1,313	9,311	83.6

is higher than both these groups which make efforts in developing English proficiency. Although these Japanese children achieve a slightly higher average score than lower-than-average Korean School D (83.5 or 83.6 against 82.8, Table ①), School C beats them comprehensively with a score of 94.6 (Table ①).

As expected, the Korean schools acquired better results than Japanese schools in all four grammar areas, but especially in Conversation and Sentences. For the reasons above, it is reasonable to assume that this gap between Korea and Japanese schools would only increase if ordinary Japanese schools were to take the same test.

Table ⑥ shows the percentage of correct answers for Okinawan schools in each section and Table ⑦ shows the same data for Korea and all participating Japanese schools. When the two tables are compared,

it was found that Korean children exceed Okinawan children particularly in Sections 1, 2, 6, 7, and 9. Section 6 requires the ability to understand sentences rather than words. Sections 2 and 7 require the ability to understand dialog. However, Section 9 requires a knowledge of letters which children at schools following the Japanese guidelines cannot answer. Therefore, the results show that Korean children are better at understanding longer sentences or conversations than Okinawan children. Even though Section 4 also requires the ability to understand sentences, Okinawan children scored well. The author considers this to be because the sentences in Section 4 have many clues (words that children have already learned) enabling them to answer without understanding the complete sentence. For example, they include:

Table ⑤ Average scores of Korean Schools and all participating Japanese schools in different grammar areas

	Word	Conversation	Sentence	Letter
① Korean schools	88.6	86.7	91.5	92.5
② Group 1 (Tokku)	85.9	77.2	82.9	88.7
③ Group 2 (Others)	85.4	74.6	83.9	89.4

Table ⑥ Average scores in each section (Okinawa)

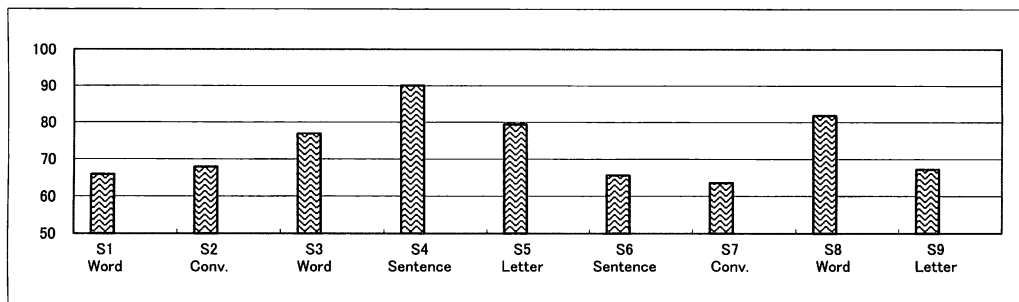
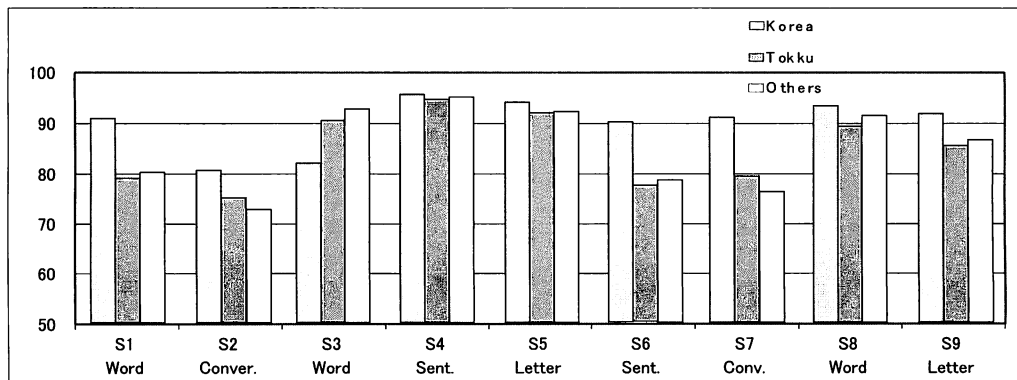


Table ⑦ Average scores in each section (Korea and all Japan)



Q16:hungry, purple, flying Q17:jumping, long
Q18:friend, juice, tree Q19:big eyes, blue

The author actually observed the class in Okinawa where the children were learning verbs, such as jump, stand up, run etc., in a game like “Simon Said”. She also observed the class where the names of the colors were taught.

In contrast to the easy conversations in Section 2, the conversations in Section 7 are longer and more complicated. Both Section 5 and Section 9 need a knowledge of letters, but the sections in the former are easier to answer. Children have to identify the common initial letter to three simple words whereas in Section 9 the words themselves are more difficult, such as lake, bridge, forest, hill etc. As a result, the Korean children exceeded the Okinawan children especially in the latter, more difficult part of the test, showing them to have a more advanced level of English than the Okinawan children.

We now compare scores for the Korean children with those in the rest of Japan (Table ⑦). The closer scores in Section 9 suggest that children at these Japanese schools have probably in fact learned the necessary letters. There is a much larger gap in scores for Section 1, 6, and 7. Sections 6 and 7 require the ability to understand long sentences and long conversations. The only section in which the two Japanese groups acquired a higher percentage of correct answers is Section 3, where children circle the appropriate picture for a spoken word. There are three questions in this section, containing the words ① tomato, chicken, potato, cabbage ② soap, shower, towel, mirror ③ sofa, bed, chair, carpet. It can be said that almost all of these words are Japanese “Gairai-go”, or loan words, and Japanese children can be expected to answer without difficulty.

In summary, School C, which is among the top elementary schools in Seoul regarding English important and expends much effort on developing English conversation ability through, for example, training sessions during summer holidays, acquired the best scores, well above the average of all the elementary schools which took the test in Japan, as can be seen in Table ③ and Table ⑤. Even School D, which seems to be an average or lower than average school in Seoul, acquired higher scores than the

average of both types of Japanese schools (Tokku and Others) in the areas of conversation and sentences, although it acquired lower scores than them in areas of words and letters (see also Tables ③ and ⑤). School A in Okinawa, which is not supported by the government but nevertheless puts more effort on English education than ordinary schools, acquired slightly lower results than the Korean school D except in vocabulary. School B, which is an ordinary school in a rural area of Okinawa, acquired the lowest scores.

VI Conclusion

Regarding the first working assumption ① English proficiency of Korean 6th graders is higher than that of Japanese (Okinawan) 6th graders, the author concludes that indeed this is true based on the results of the Eiken (Junior STEP) Silver test. Regarding the assumption ② Communication skill (English conversation ability) of Korean 6th graders is higher than that of Japanese (Okinawan) 6th graders, the author concludes that this is also true based on the same results, despite limited testing in the field of listening.

This may be considered natural given that Korean 6th graders have been learning English for a longer time than Japanese children. In Korea, 6th graders learn English 68 hours a year while Japanese 6th graders study for only 35 hours a year. Furthermore, Korean English language textbooks contain many more words and sentences than Japanese English language textbooks, as the author reported in a previous paper. However, the results also suggest that the methods employed in Korean elementary school English education are partly responsible for developing the English proficiency and communication skill of Korean children.

References

- 1) STEP Eiken Homepage <http://www.eiken.or.jp/about/index.html>
- 2) Gotho Y. (2005) *Nihon no Shogakko-eigo wo Kangaeru*. Tokyo: Sanseido
- 3) Jido Eiken Homepage http://www.eiken.or.jp/jr_step/index.html
- 4) Kawazoe, K. (2005) *Shogakko deno Gaikokugo Kyoiku*. In Y. Otsu (Ed.), *Nihon no Eigo Kyodoiku*

ni Hituyou na Koto. Tokyo: Keio Gijyuku Daigaku Syuppan.

- 5) Ooshiro & Naoyama (2008) Gakusyu Shido-yooryo no Kaisetu to Tenkai. Kyôiku Syuppan.
- 6) Yonaha, K. (2006) Eigo-mura o tooshite Miru Kankoku no Eigo Kyôiku. Meio University Kiyô 12
- 7) Yonaha K. (2008) Investigating the Problems of Japanese Elementary School English Education. Meio University Sôgo Kenkyujo Kiyô 13
- 8) Yonaha K. (2010) A Comparative Analysis of English Language Textbooks Meio University Sôgo Kenkyujo Kiyô 18



児童英検 SILVER (セットG) 問題内容

©(財) 日本英語検定協会

1 絵に合う文は？ これからそれぞれの絵について3つの文を英語で読みます。絵に合っていると思う文を一つ選び、その番号の解答欄にまるをつきましょう。3つの文は1回しか読みません。



- 1 It's winter now.
- 2 It's spring now.
- 3 It's summer now.



- 1 Two boys are eating together.
- 2 Two boys are smiling together.
- 3 Two boys are crying together.



- 1 I need the ruler, please.
- 2 I need the scissors, please.
- 3 I need the eraser, please.



- 1 That girl looks happy.
- 2 That girl looks angry.
- 3 That girl looks sad.



- 1 I want the small doughnut.
- 2 I want the big doughnut.
- 3 I want the long doughnut.



- 1 They're laughing.
- 2 They're reading.
- 3 They're cooking.



- 1 There are butterflies outside our bathroom.
- 2 There are butterflies outside our bedroom.
- 3 There are butterflies outside our classroom.



- 1 He's looking at the rabbit.
- 2 He's looking at the mouse.
- 3 He's looking at the crow.

2 遊事を楽しもう これからコスモスの花があなたに話しかけます。そのあと2つの遊事が書れます。どちらか正しく答えているほうを選んで、その番号の解答欄にまるをつきましょう。話しかけるのは1回だけです。



Flower : I'm going to open up.
Boy : 1 I can't wait!
2 I'm all right.



Flower : May I have some water?
Boy : 1 Sure, here you are.
2 Oh, that's true.

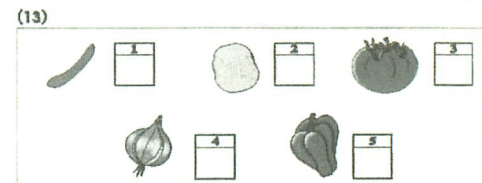


Flower : Uh, I'm beginning to open.
Boy : 1 I'm fine!
2 That's exciting!



Flower : How do I look?
Boy : 1 You're so beautiful!
2 I'm coming!

3 種類別ものえらび これから「サラダに入れる食べもの」の名前を4つ言います。言われたものが絵の中にあったら、その絵と同じ番号の欄にまるをつけてください。言われたものが絵の中にないときもありますから注意してください。この問題の答えは2つあります。もの名前は1回しか読みません。

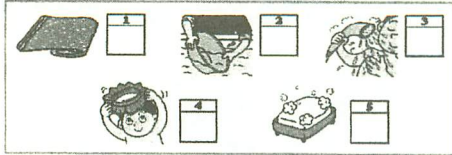


tomato chicken potato cabbage

SILVER

今度は「お風呂場にあるもの」の名前を4つ言います。この問題の答えは3つあります。

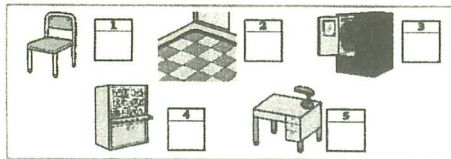
(14)



soap shower towel mirror

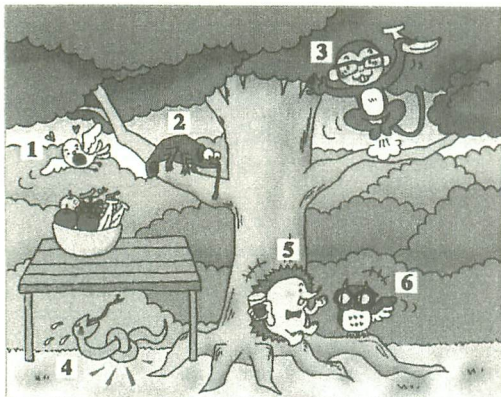
今度は「家の中にあるもの」の名前を4つ言います。この問題の答えは2つあります。

(15)



sofa bed chair carpet

4 スリーヒントクイズ これからこの中のだれかが自分について3つのヒントを書きますから、だれが話しているのかをあてましょう。ヒントは2回ずつくり返されます。



(16)

1	2	3	4	5	6

I'm hungry.
My stomach is purple.
I'm flying.
Who am I?

(17)

1	2	3	4	5	6

I'm wearing glasses.
I'm jumping.
My tail is long.
Who am I?

(18)

1	2	3	4	5	6

I'm talking with my friend.
I have some juice.
I'm sitting under the tree.
Who am I?

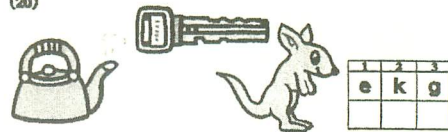
(19)

1	2	3	4	5	6

I have big eyes.
I have a long tongue.
I'm blue.
Who am I?

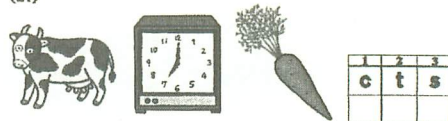
5 はじめはどの文字? これからもの名前を3つずつ読みます。3つとも最初の文字が同じアルファベットで始まります。最初の音をよく聞いて、右側の3つの文字の中からあっていると思うものを一つ選び、解答欄にまるをつけてみましょう。もの名前は1回しか読みません。

(20)



kettle key kangaroo

(21)



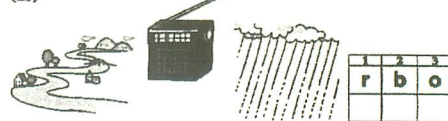
cow clock carrot

(22)



window watch woman

(23)



river radio rain

SILVER

6 どちらの絵？クイズ これから読まれる文を聞いて、1番、または2番のどちらの絵について言っているかをあてて、その絵の番号の解答欄にまるをつけましょう。文は2回ずつくり返されます。



(24)

1	2
---	---

It's snowing.

(25)

1	2
---	---

Two people are swimming in the pool.

(26)

1	2
---	---

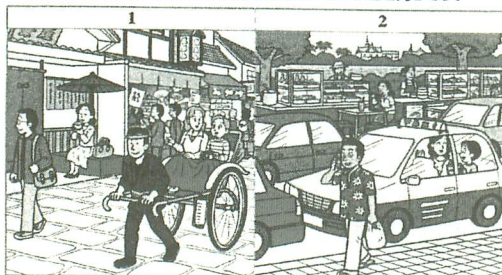
There are many rocks.

(27)

1	2
---	---

A boy has a towel on his head.

つぎの2枚の絵を見てください。問題の答え方はさきほどと同じです。



(28)

1	2
---	---

There are some shops on the street. They're by the river.

(29)

1	2
---	---

Some people are on the street. A woman is sitting under an umbrella.

(30)

1	2
---	---

A man is walking. He's talking on the phone.

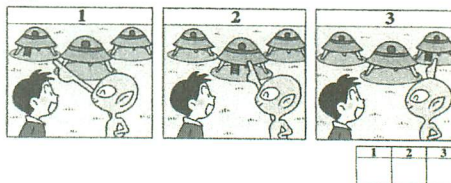
(31)

1	2
---	---

A boy is in the taxi. He's holding a book.

7 お話にあう絵は？ 男の子と宇宙人との会話を聞いて、その内容に合っていると思う絵の番号を一つ選び、その番号の解答欄にまるをつけましょう。会話は2回ずつくり返されます。

(32)



Boy : Which one is your UFO?

Alien : The one on the left.

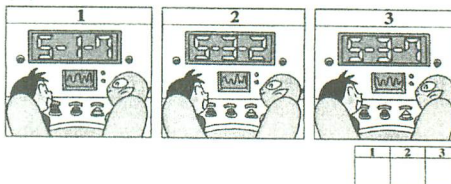
(33)



Boy : May I fly your UFO?

Alien : Sure. First, press the square button.

(34)



Boy : What should I do next?

Alien : Press the numbers five, three, and seven.

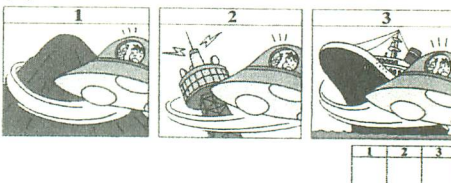
(35)



Alien : What's wrong?

Boy : I'm getting scared.

(36)



Boy : We're flying!

Alien : Watch out for the ship!

(37)

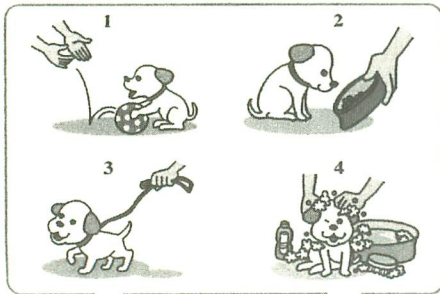


Alien : We're home!

Boy : Oh no! This is your home!

8

ふたりにきいてみよう これからお母さんが、たけし君と、ゆきちゃんに「子犬の世話」について聞きます。二人の答えをそれぞれ聞いて、内容に合っている絵の番号を全部選び、解答欄にまるをつけましょう。答えが2つあったら2つの番号を、答えが3つあったら3つの番号を選んで、その数だけまるをつけましょう。話は2回ずつくり返されます。



(38) (こたえは1つ)

1	2	3	4
---	---	---	---

(39) (こたえは2つ)

1	2	3	4
---	---	---	---

(38) Mother : We're going to get a dog.

Takeshi : Really? Great!

Mother : Can you take care of it Takeshi?

Takeshi : Yes. I'll take it for a walk.

(39) Mother : How about you, Yuki? Can you take care of the dog?

Yuki : Sure. I'll give him food.

Mother : Anything else?

Yuki : I'll wash it, too.

今度は先生がまこと君とあきこちゃんに「新しくできたビル」について聞きます。



(40) (こたえは2つ)

1	2	3	4	5	6
---	---	---	---	---	---

(41) (こたえは3つ)

1	2	3	4	5	6
---	---	---	---	---	---

(40) Teacher : Makoto, did you go to the new building near the station?

Makoto : Yes, I went to the ice-cream shop.

Teacher : That's nice!

Makoto : I also went to the bookstore.

(41) Teacher : Did you go to the new building, Akiko?

Akiko : I bought clothes and shoes.

Teacher : How nice!

Akiko : My brother bought music CDs. And we went to see the swimming pool, too.

Teacher : Wow!

9

文字をえらぼう 男の子が地図の描かれた案内板を見ている。これから4つの「場所」のことばを言います。言われたものを一つ選んで、その内容に合っている番号の解答欄にまるをつけましょう。こたは2回ずつくり返されます。

