

この紙のゴール：初めて読む英文から、大意と必要な情報を制限時間内につかむ / 本文はこの教材のための書き下ろし（初見用）です。

Most people in Japan step on tactile paving every day without giving it a thought. The yellow blocks are so ordinary that they have become part of the pavement itself.

The two patterns are not decoration. A block covered with long bars tells the walker that the safe route continues in that direction. A block covered with round dots tells the walker to stop and pay attention, because a step, a road, or the edge of a platform lies just ahead. People who cannot see read these patterns through their shoes, or through the tip of a white cane.

The blocks began in a single street. In 1967 they were first laid in Okayama, beside a school for blind children. Seiichi Miyake, who designed them, was trying to help a friend who was gradually losing his sight. The idea spread across Japan, and eventually to streets and stations in many other countries.

The color does its own work. Bright yellow stands out for people whose sight is weak but not gone, so the blocks speak in two ways at once.

Good design frequently behaves like this. It reaches the people who need it, while the rest of us walk over it and notice nothing.

〔語注〕 tactile paving = 点字ブロック pavement = 歩道の舗装 cane = つえ gradually = 少しずつ

設問 本文の内容に合うものを選ぼう。

- (1) この文章がいちばん伝えたいことは？ 思考・判断・表現 答え () 3点
- ア The two shapes carry different messages, and the feet can read them.
- イ Tactile paving is a facility built for people who cannot see at all.
- ウ The bright yellow color was chosen for people with weak eyesight.
- エ The blocks were invented in Japan and later spread to other countries.
- (2) 二つの形が伝えていることは？ 知識・技能 答え () 3点
- ア Long bars warn people to stop, and round dots show the way ahead.
- イ Both the bars and the dots show that the path ends at that point.
- ウ Long bars show the way ahead, and round dots warn people to stop.
- エ Long bars mark the edge of a platform, and round dots mark the stairs.
- (3) 点字ブロックの始まりについて、本文と合うものは？ 知識・技能 答え () 3点
- ア In 1967 a railway company tried the blocks at a station in Tokyo.
- イ In 1967 they were laid in Okayama for a friend who was losing his sight.
- ウ A school for blind children laid the first blocks on its own street.
- エ A group of blind people asked the government for them in 1967.
- (4) 最後の段落で筆者が言っているのは？ 思考・判断・表現 答え () 3点
- ア Good design should be obvious enough for everyone to notice it.
- イ Good design tends to be forgotten once a good many years have passed.
- ウ Good design reaches those who need it and stays unnoticed by others.
- エ Good design is usually borrowed from other countries and improved.

線と点は、ちがうことを言っている（標準） | 解答と出題のねらい

解答

(1)	ア	第2段落 The two patterns are not decoration. と最終段落。イは入口の理解、ウ・エは本文にあるが主題ではない。
(2)	ウ	第2段落 the safe route continues in that direction と to stop and pay attention。アは二つを入れかえた誤答。
(3)	イ	第3段落 In 1967 they were first laid in Okayama と a friend who was gradually losing his sight。学校は場所の目印として出てくるだけ。
(4)	ウ	最終段落 It reaches the people who need it, while the rest of us walk over it and notice nothing。

出題のねらい 定期テストに移すときの観点マップ

毎日踏んでいるのに、ほとんどの生徒が意味を知らないものを扱います。reading-12・13の「感覚と結論が逆」型とは別で、こちらは**仕組みの説明と、その始まりの事実**を順に読む型です。(2)は長い線と丸い点の意味を**入れかえた誤答**を置いてあるので、「読んだつもり」では必ず外れます。(3)は年・場所・動機の3つが1段落に固まっているので、ラベルごとに拾えているかを直接測れます。読んだあとに「学校のどこにあるか」を探させると、そのまま身近な調べ学習になります。

設問	型	観点	テストでの使い方
(1)	大意（スキミング）	思考・判断・表現	概要把握。「目の見えない人のための設備」で止まらず、形が意味を持つところまで届くか
(2)	明示情報	知識・技能	長い線と丸い点、それぞれが伝えていることの読み分け（入れかえた誤答つき）
(3)	明示情報	知識・技能	始まりの1段落から、年・場所・動機をラベルごとに拾う
(4)	筆者の結び	思考・判断・表現	結論の1文から、筆者が「よい設計」をどう言い表しているかを選ぶ

3つの版の使い分け

同じトピック・同じ設問構造で、英文の語彙・構文と選択肢の言語だけを変えてあります（基礎=選択肢も日本語／標準=選択肢が英語／発展=設問も英語）。①クラスの帯に合わせて選ぶ ②同じクラス内で配り分ける ③基礎→標準→発展と日を空けて再挑戦—の3通りの使い方ができます。正解の記号は版ごとに違います（配り分けのときの写し合い対策にもなります）。

