

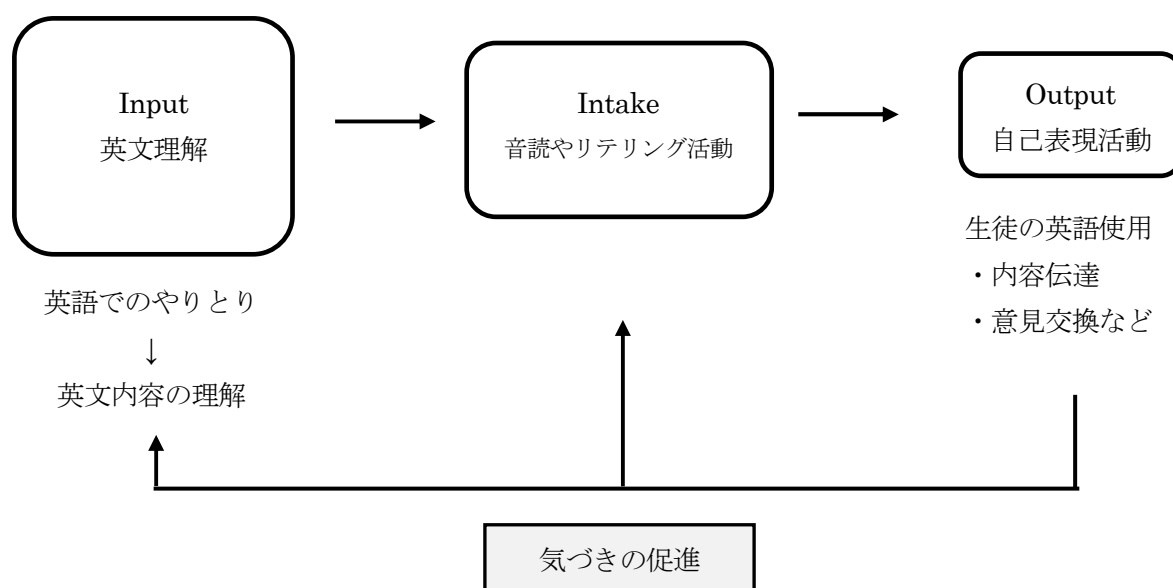
教科書で 4 技能を伸ばす授業

－ 生徒の思考を促し、アウトプットを引き出す授業設計 －

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1. 高津高校の授業イメージ



2. オーラルイントロダクション（単元の目標を意識した英語使用）

(1) 読むポイントを与える（内容を類推させ、ディスカッションした後、読ませる。）

ELEMENT English Communication II

Lesson 1 Beyond Words

Part 1

There is a lady in a coffee shop waiting for a friend. She is wearing a dress that seems to be new. Then a waiter comes along with a coffee. He somehow trips on something and spills the coffee all over her. Now her dress looks as though she has been fighting with a bull in a puddle of dirty water. She stares at her dress, then turns to the waiter, glares at him, and says in a loud voice, "Thank you very much!"

Do you think the lady really wanted to thank the waiter for soiling her dress? Was she looking for an excuse to go home without seeing her friend? Naturally, you would answer, "No way. She must have been extremely angry." You may say so because she glared at the waiter while she spat out those words. In other words, it is the way she looked at him and the way she talked to him that helped you understand what her real intention was.

(2) インタクションをしながら、ディスカッションやディベートにつなげる。

ELEMENT English Communication I

Lesson 2 Christian the Lion

Part 3

One day, Christian found a belt in the house and picked it up in his teeth. Ace tried to take the belt from him, but for the first time he angrily showed his sharp teeth. Ace was shocked, and that reminded him that Christian was a wild animal.

A few days later, the two men met George, an expert on lions from Africa. George said that Christian should join other lions in the wild. John and Ace knew that a life in the wild was best for Christian, so they finally agreed with George's idea.

The three men went to Kenya to set Christian free. They also needed to train Christian to live in the wild. Christian, then, met his new lion friends and learned their ways of living.

Their last day arrived quickly. John and Ace spent one last fun day with Christian. The next morning they left early without saying goodbye.

(3) レッソンのまとめとしてスピーチなど生徒のアウトプット活動につなげる。

Lesson 7 Biomimetics

Part 3

Biomimetics is also used to solve environmental problems. The 500 Series bullet trains have a unique design. There is a practical reason for the design of the front of the train. At first, the train made a loud noise when it entered tunnels. The designers worked hard to reduce this noise.

One day, a designer watching birds thought of an idea. It was to make the train's nose very long like a kingfisher's beak. Kingfishers are very good at diving into the water and catching fish. The shape of their beak makes it possible to dive with little resistance from the water surface. In the same way, the beak-like shape of the train reduces the air resistance that causes noise.

3. 音読、Story Retelling 活動

They realized that telling parents to part with their children was a horrible task. In later life Irena remembered the sad faces of Jewish mothers having to be separated from their children. "We saw terrible scenes. Sometimes fathers agreed, but mothers didn't. We had to leave those unfortunate families without taking their children from them. I'd go back there the next day and often found that everyone had been taken to the death camps."

The fortunate children were taken out in potato sacks or coffins. Others were buried in goods. Separated from their parents and given new names, those children were taken to families and religious groups willing to help and risk their own lives. Older children were taught Christian prayers, so that their Jewish heritage would not be noticed.

Not wanting to lose their family records, Irena kept lists of the names of all the children she saved. She was hoping that she could one day reunite them with their families.

(1) Repeating after the model reading

(2) Blanked text reading

①文法や語法に焦点を当てる

動詞の形を変える形式

They realized that (tell) parents (part) with their children was a horrible task. In later life Irena remembered the sad faces of Jewish mothers (have) to (separate) from their children. “We saw terrible scenes. Sometimes fathers (agree), but mothers didn’t. We had to leave those unfortunate families without (take) their children from them. I’d go back there the next day and often found that everyone (take) to the death camps.”

The fortunate children (take) out in potato sacks or coffins. Others (bury) in goods. (Separate) from their parents and (give) new names, those children (take) to families and religious groups willing to help and risk their own lives. Older children (teach) Christian prayers, so that their Jewish heritage would not (notice).

Not (want) to lose their family records, Irena kept lists of the names of all the children she saved. She (hope) that she could one day reunite them with their families.

前置詞を抜いたもの

They realized that telling parents to part () their children was a horrible task. () later life Irena remembered the sad faces () Jewish mothers having to be separated () their children. “We saw terrible scenes. Sometimes fathers agreed, but mothers didn’t. We had to leave those unfortunate families () taking their children () them. I’d go back there the next day and often found that everyone had been taken () the death camps.”

The fortunate children were taken out () potato sacks or coffins. Others were buried () goods. Separated () their parents and given new names, those children were taken () families and religious groups willing to help and risk their own lives. Older children were taught Christian prayers, so that their Jewish heritage would not be noticed.

Not wanting to lose their family records, Irena kept lists () the names of all the children she saved. She was hoping that she could one day reunite them () their families.

限定詞を抜いたもの

They realized that telling parents to part with () children was () horrible task. In later life Irena remembered () sad faces of Jewish mothers having to be separated from () children. “We saw terrible scenes. Sometimes () fathers agreed, but () mothers didn’t. We had to leave () unfortunate families without taking their children from them. I’d go back there () next day and often found that everyone had been taken to () death camps.”

The fortunate children were taken out in () potato sacks or () coffins. Others were buried in () goods. Separated from their parents and given new names, those children were taken to () families and () religious groups willing to help and risk their own lives. Older children were taught () Christian prayers, so that () Jewish heritage would not be noticed.

Not wanting to lose their family records, Irena kept lists of () names of all the children she saved. She was hoping that she could one day reunite them with () families.

②内容に焦点をあて、キーワードとなる語を抜いたもの

They realized that telling parents to () with their children was a () task. In later life Irena remembered the sad faces of Jewish () having to be separated from their children. “We saw terrible scenes. Sometimes fathers agreed, but () didn’t. We had to () those unfortunate families () taking their children from them. I’d go back there the () day and often found that everyone had been () to the () camps.”

The fortunate children were taken out in potato () or (). Others were buried in (). Separated from their () and given new (), those children were taken to families and () groups willing to help and () their own lives. Older children were taught Christian (), so that their Jewish () would not be noticed.

Not wanting to lose their () records, Irena kept () of the names of all the children she saved. She was hoping that she could one day () them with their families.

(3) Overlapping (Parallel reading)

(4) Timed reading

(5) Read and look up

(6) Pair reading

(7) Shadowing

(8) Reading aloud using Japanese

(9) Story Retelling (ストーリーリテリング)

① キーワードや絵を与える

② 英問をヒントとして与える

③ キーワードを生徒が抜き出す

3. 自己表現活動（学んだ言語材料を使用する場面を設定する。）

(1) 各パートのまとめとして行うアウトプット活動例

Impromptu Acting（場面を意識し、登場人物の会話を演じる活動）

Irena (student A) : May I talk to you in private? Your children need to be taken out of here.

Parent (student B) : My children? Why?

⋮

Parent (student B) : Okay. You can take my children.

(2) 単元のまとめとして行うアウトプット活動例

①パラグラフ構成

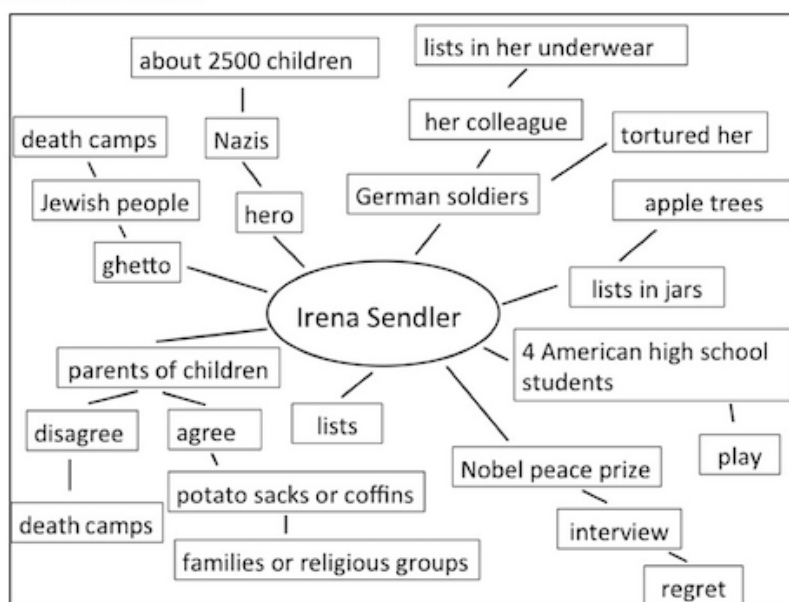
1st paragraph: About Irena Sendler and what she did during World War II.

2nd paragraph: About the part of Irena's story which you were impressed by the most.

3rd paragraph: About what you learned from the story and how you can apply it in your life.

② 生徒への配布資料（一部抜粋）

パラグラフ 1 の内容



パラグラフ 2 の内容

I was impressed by Irena's courage. + その具体的な説明と理由

Irena's belief in equality / Irena's patience and persistence / Irena's loyalty / Irena's not giving up hope / Irena's feeling regret
American high school students' behavior

③生徒の作品例① (ライティング)

Writing

Life in a Jar

I'd like to talk about a courageous Polish woman,

Zrena Sandler. During World War II, Jewish people were taken to a ghetto and to be killed by Germans. Zrena stood up and helped about 2,500 Jewish children. She was able to save lists composed of the names of all the children she helped, and eventually she was nominated for the Nobel Peace Prize.

I was impressed by Zrena's strong will. Although she was Polish, she helped Jewish children. I think that she really hoped for equality. She risked her own life and stood up against the discrimination. Her strong will kept her from giving up on helping them and it is giving people all around the world the courage against the discrimination.

Hearing about her story, I think we can learn about a strong will toward our goal. I have wanted to be a professional soccer player since I was a child. However, the other day I was injured while playing soccer and I was depressed. Then I heard this story. It encouraged me and helped me believe that I can realize my dream by keeping a strong will and a lot of efforts.

大阪教育大学
英語教授法ワークショップ



4技能を統合した授業づくり

2015. 2. 15

賢明女子学院中・高等学校

稲岡 章代

INAOKA FUMIYO

今日の英語授業において、「聞く」「話す」「読む」「書く」の4技能を統合的に活用できるコミュニケーション能力の育成と定着が求められています。

そのため授業では目標に合った活動内容・方法・学習形態などに工夫を凝らします。

そうした授業を通して、生徒は学ぶ意欲を高め、自己表現を楽しみ、力を伸ばしていきます。

今日は後半に授業の実際も紹介しながら、授業づくりについて一緒に考えたいと思います。

生徒は()の中でこそ育つ

Last, last, last Sunday

Did you watch TV?

----- Yes, I did.

I watched **baseball** on TV.

Last, last, last Sunday

Did you read a book?

----- Yes, I did.

I read a **comic** book.

It was **fun**.

Last, last, last Sunday

What did you do last Sunday?

Do you have a dream?

Yes, I do.

I have a big dream for the future.

What, What, What do you want

What do you want to be in the future?

I, I, I want to be

I want to be a cook in the future.

Where, Where, Where do you want

Where do you want to go in the future?

I, I, I want to go

I want to go to Italy in the future.

What, What, What do you want

What do you want to be in the future?

コミュニケーションに対する

態度や能力の育成

(1) () を育てる

(2) () を使う機会を持たせる

トライやる・ウィークについて語ろう (will の指導)



この授業で生徒が書いたノートより (その1)



Ryohei studied English last night. He likes English. Kenzo likes English too. He studies English every day. Me too! It is difficult, but it is interesting. I studied it after dinner last night.

Ryohei watched baseball on TV last night. It was fun. He likes baseball. He likes the Orix. It is strong. Kenzo likes the Hanshin Tigers. He likes Brazil. He is cool. Ryohei likes the Hanshin Tigers too. I like volleyball. So, I don't watch baseball on TV.

Ryohei ate chicken last night. It was delicious. Kenzo ate buta-no-shogayaki and gyoza last night. They were delicious. I like pork too. I ate yakisoba. It was delicious.

この授業で生徒が書いたノートより (その2)

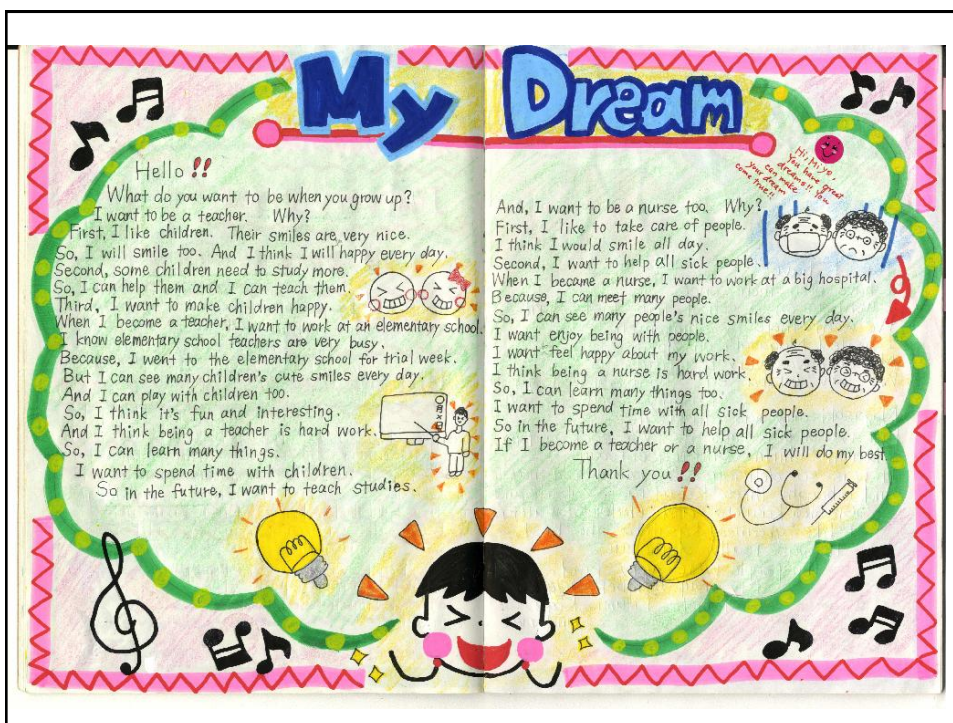


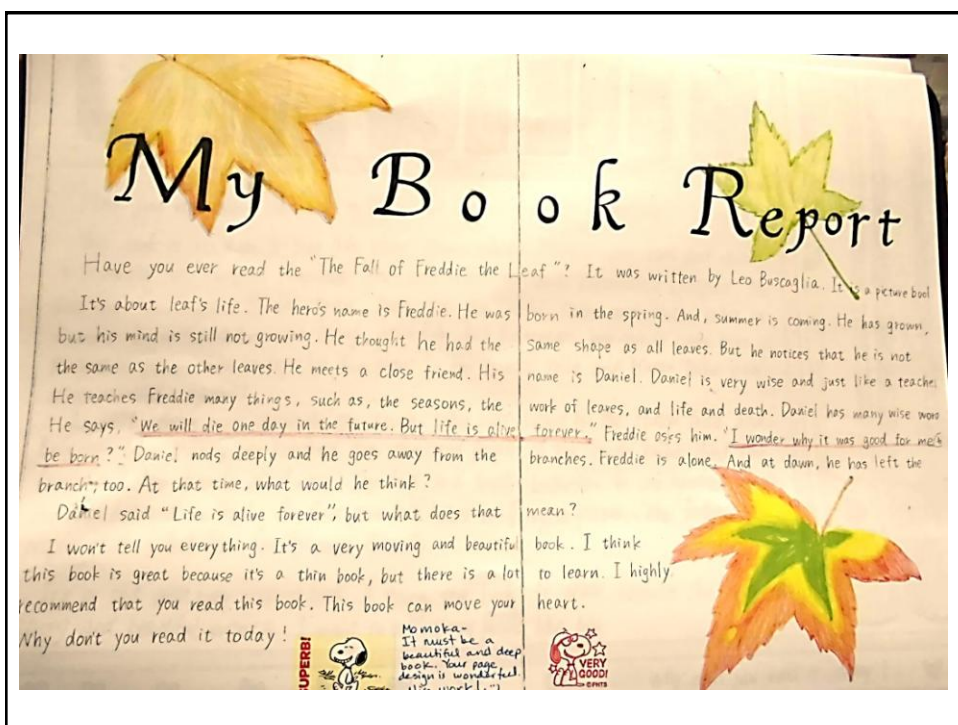
Every year, Toyotomi students have Trial Week in June. Last year, the students visited 21 places. This year, we will go to 24 places.

I will go to Hagi Preschool. I will help the children. I will play with them. I will read "Guri and Gura" to them. It is my favorite book. I will eat lunch with them. I will plant sweet potatoes with the teachers and the children. It will be fun. I can play the piano, so I will play my favorite anime music. I will be kind to the children.

When I was little, I went to Hagi Preschool. So, I will see my preschool teachers.

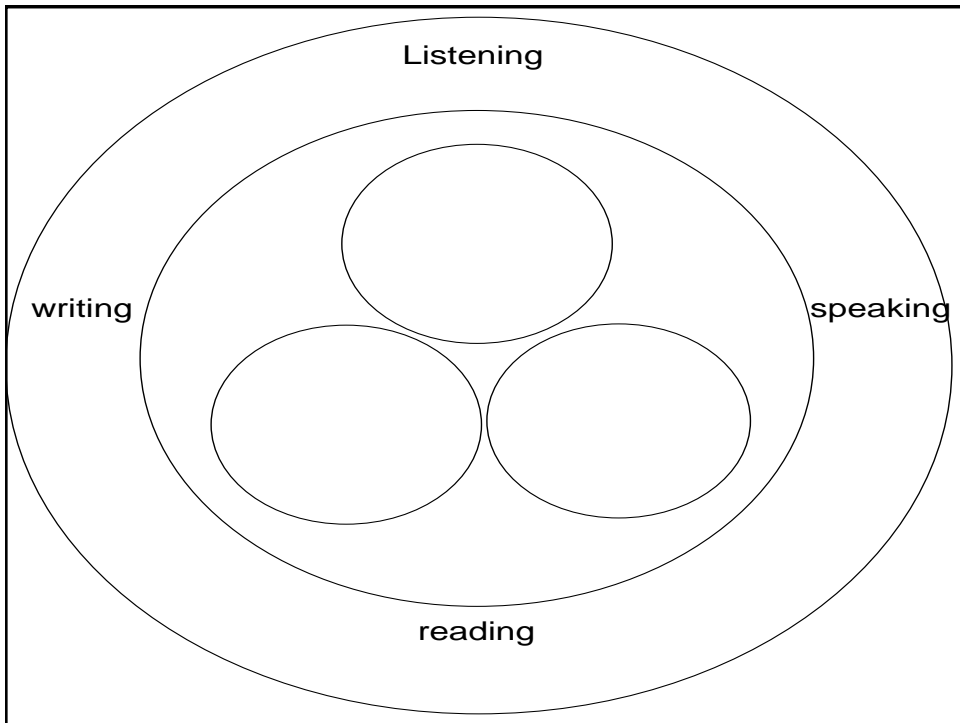
Trial Week will start soon. It will be difficult, but it will be interesting. I will learn a lot. I will do my best, and I will enjoy Trial Week.





一番大切なことは、
()と一緒に
授業を進めていくことであろう。

教師も生徒も
()を使って、
自分の個性や創造性を大切にして、
授業づくりをしていきたいものです。



My English Teaching Theory

SAFE ENVIRONMENT (居場所のある学び場)

- Everyone in the class uses English.
- Everyone feels safe in a warm, friendly environment.
- Everyone creates an environment for communication with his / her classmates and teachers through English.

FEELING OF BELONGING

(「1人じゃない」という所属感)

- Everyone is happy to belong to this class.
- Everyone is ready to work with his / her classmates.
- Everyone supports and helps each other.

FEELING OF SELF-AFFIRMATION(自己肯定感)

- Everyone thinks he / she can do it.

•TEACHER'S SPIRIT OF LOVE

(生徒とつながりを持つ教師)

- L --- Look and listen to every student carefully
- O --- Open-minded to understand every student more
- V --- Volunteer to help every student have confidence
- E --- Enjoy the class together