

コミュニケーション英語における 言語活動の充実

和歌山県立星林高等学校
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本日の報告内容

1. 星林高校のクラス編成と英語科目
2. 学年統一の言語活動とパフォーマンステスト
 - 2年間の実施内容
 - 活動例
 - 生徒の声
 - 成果と課題
3. 授業内での取り組み
 - 活動例
 - 生徒の声
 - 成果と課題

クラス編成(2021年度)

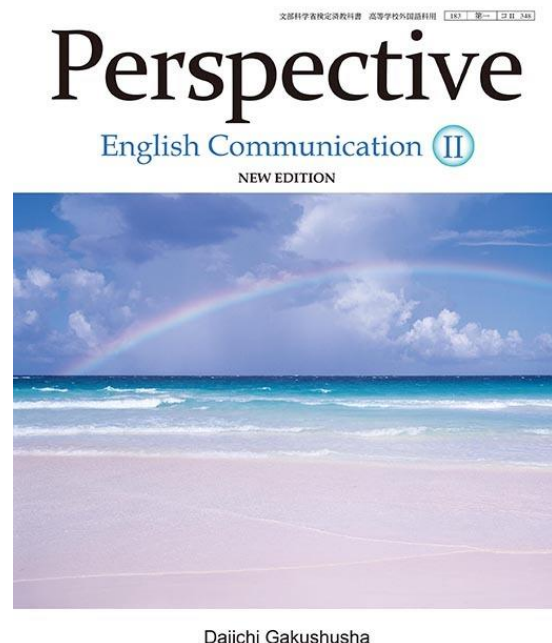
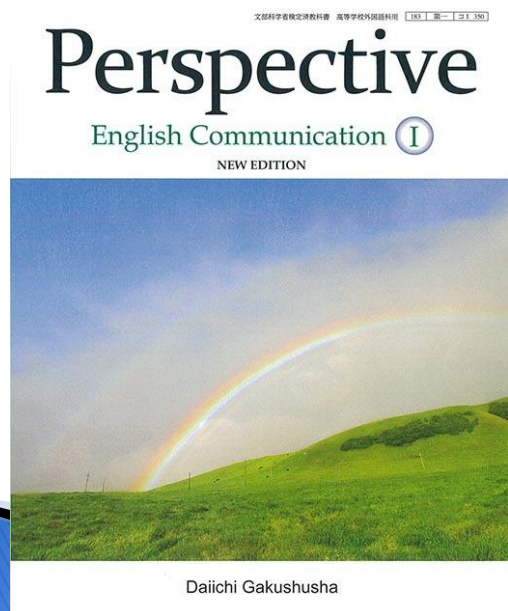
- ▶ 1学年 普通科 8クラス ABCDEFGH (各30名)
国際交流科 1クラス I (40名)→20名×2クラス
- ▶ 2学年 普通科アドバンスト 2クラス AB (各40名)
普通科スタンダード 5クラス CDEFG (各31名)
国際交流科 1クラス H (39名)
- ▶ 3学年 普通科アドバンスト 2クラス AB(各40名)
普通科スタンダード 4クラス CDEF(各40名)
国際交流科 1クラス G (40名)

英語科の授業

- ▶ 1学年 コミュニケーション英語Ⅰ / 総合英語(4単位)
英語表現Ⅰ(2単位)
異文化理解(2単位) ※ 国際のみ
- ▶ 2学年 コミュニケーション英語Ⅱ / 総合英語(4単位)
英語表現Ⅱ(2単位)
CALL(1単位) ※ 国際のみ
- ▶ 3学年 コミュニケーション英語Ⅲ / 総合英語(4単位)
英語表現Ⅲ(2単位)
英語探求(2単位) ※ 選択科目
CALL(1単位) ※ 国際のみ

学年統一の言語活動とパフォーマンステスト

- ▶ 現2年生の昨年度と今年度の活動
- ▶ 使用教科書：
Perspective English Communication（第一学習社）
- ▶ 2週間に1回あるFLTとのTTを利用（国際は週1回）



2年間で実施したパフォーマンステスト

▶ 1学年(2020年度)

- ライティング “My Favorite Annual Event”
- スピーチ “The place I want Kiera Sensei to visit in Wakayama”
- インタビューテスト（道案内、Picture Description(英検準2)）
- 論題に関する賛成・反対のライティング

▶ 2学年(2021年度)

- スピーチ “A Famous Person Who I respect”
- ライティング&ミニディベート “Restaurants in Japan should introduce the use of doggie bags.”
- インタービューテスト（英検準2級・2級から）

1学年活動内容(年間スケジュール)

▶ 6月 ライティング (8文)

★Paragraphの基本構成

“My Favorite Annual Event”

(Lesson 1: Flowers Across the Ocean)

✓RubricでFLTに評価していただく

▶ 7月 スピーチ (90語)

“The place I want Kiera Sensei to visit in Wakayama”

(Lesson 3: Washoku – Traditional Japanese Cuisine)

★Transitions
★Delivery Skills

✓WritingはRubricでFLTに評価していただく

✓SpeechもRubricで評価。クラスを半分に分けて、JTとFLTで採点。

1 学年活動内容(年間スケジュール)

▶ 12月 インタビューテスト

道案内、Picture Description(英検準2級)

✓教員 対 生徒1対1で実施 (JTとFLTでクラス半分ずつ)

▶ 2月 論題に関する賛成・反対のライティング (110語)

“English is necessary to learn at high schools.”

“School uniforms are necessary for high school students.”

“High school students should clean their schools by themselves.”

★説得力のあるライティングとは？

✓RubricでFLTに評価していただく

2学年活動内容(年間スケジュール)

▶ 6月 スピーチ(140語)

“A Famous Person Who I Respect”

(Lesson 1: A Hunger for Knowledge)

(Lesson 2: The Mission of the Olympics)

★Attention Catcher

聴衆を惹きつけるスピーチとは？

✓ScriptをWritingとして評価。RubricでFLTに評価していただく

✓SpeechもRubricで評価。クラスを半分に分けて、JTとFLTで採点。

▶ 9月 ライティング(60語+40語)&ミニディベート

“Restaurants in Japan should introduce the use of doggie bags.”

(Lesson 5: Lost and Wasted)

★説得力のある意見とは？

★他者の意見を聞きとり、質問する

MC Script for Speech Day

Opening

Hello, everyone and welcome to 2-H Speech Day. My name is _Yuki_. And my name is __Kyoko__. We will be your MCs today.

As you all know, we have been preparing for our speeches for about one month. All of us have chosen 1 famous person who we respect, and we are going to introduce the person and why we respect him or her.

I hope this will be a good opportunity for us to practice making a speech. Also, I am excited to get to know more about all of you.

Now, before we welcome our first speaker, I would like you to see if you have your evaluation sheets. There are two pages. After every speech, we will evaluate the speech. Evaluation criteria are shown on the sheet. Please also write some comments in the box. Does anyone have any questions?

Speech 1

Now, let's start! Everyone, please help me welcome our first speaker, <NAME>.

He / She is going to give a speech about <Speech Title>. <NAME>, please come up to the front. Please start when you are ready.

SPEECH

Thank you, <NAME>. Everyone, please fill out your evaluation sheet.

Speech 2 - Speech 19

Now, let's move on to the next speech. Everyone, please welcome our next speaker.

He / She is going to give a speech about <Speech Title>. <NAME>, Please

2学年活動内容(年間スケジュール)

- ▶ 12月 インタビューテスト(英検準2級と2級より)
音読、質問、Picture Description

✓教員 対 生徒1対1で実施 (JTとFLTでクラス半分ずつ)

- ▶ 2月 計画中

2年生 9月実施

Writing & Mini Debate活動流れ

1. 導入 (What is a doggie bag?)
2. 論題について、賛成・反対の理由と根拠を出し合う
3. パラグラフ構成の復習
4. 個人でパラグラフ・アウトラインを作成→草稿の完成
5. 教員によるディベートのデモンストレーション
6. ピアレビュー→パラグラフ提出
7. ルーブリックによる評価をつけて返却
8. スピーチ練習
9. グループに分かれてミニディベート
10. 振り返り

1. 導入(教員による寸劇) What is a doggie bag?

(Mr. Sam is dining at a restaurant in Japan.)

- ▶ Sam: Oh, I am so full. I shouldn't have ordered this much... I can't eat any more. I should ask for a doggie bag. Let's bring it home and eat it when I'm hungry again. すみませーん。
- ▶ Waiter: はい、いかがなさいましたか。
- ▶ Sam: Ah, can I get a doggie bag, please?
- ▶ Waiter: ドギーバッグ？犬ですか？
- ▶ Sam: No, I mean, I am so full that I can't finish my plate. Would you give me a container, so that I can bring it home?
- ▶ Waiter: おなかがいっぱい、ホーム、、おうちで召し上がりたいということでしょうか。
- ▶ Sam: Yes! Can I get a box or something to carry the food?
- ▶ Waiter: ボックス、、箱、お持ち帰りの容器をご希望ということでしょうか。
- ▶ Sam: Yes!
- ▶ Waiter: 大変申し訳ございません。当店では衛生面の心配から、お食事をお持ち帰りいただくことはご遠慮いただいております。
- ▶ Sam: I can't bring it home? I just don't want to waste food. It's so mottainai.
- ▶ Waiter: 申し訳ございません。
- ▶ Sam: 分かりました。

2. 論題について、賛成・反対の理由と根拠を出し合う

The use of doggie bags



PROS (Good Points)

- Food waste can be reduced. (Many people are suffering from hunger.)
- We can enjoy a restaurant's food at home.
- We can save money.
-



CONS (Bad Points)

- Doggie bags themselves become waste of resources.
- It may cause food poisoning.
- Cost problems. (Restaurants have to prepare boxes.)
- Food becomes not delicious.
-

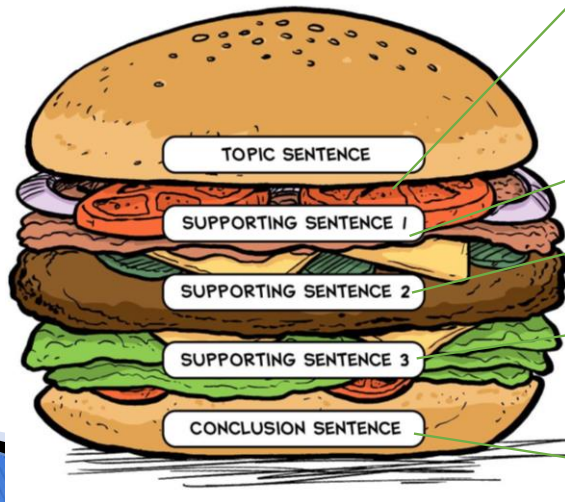
3. パラグラフ構成の復習

How to Write a One-Paragraph Opinion Essay

EXAMPLE TOPIC:

In some Japanese university programs, students must study abroad for one year. Do you think university students should study abroad?

例 文



Topic Sentence = Your opinion

Here, make your position clear. Write whether you agree or disagree with the given statement.

Supporting Sentences

Reason 1

Example of Reason 1

Reason 2

Example of Reason 2

Conclusion Sentence = Restate your opinion

Paraphrase your topic sentence.

5. 教員によるディベートのデモンストレーション

Sample Debate: Let's listen to Sam & Nick!

Resolution: that schools should have school uniforms for all students.



聞き取る練習

● Sam's Speech (Affirmative)

Reason 1 :

Reason 2:

> Question (Nick → Sam)

" In your reason [1 / 2], you said that _____,
but don't you think _____?"

> Answer (Sam → Nick)

● Nick's Speech (Negative)

Reason 1 :

Reason 2:

> Question (Sam → Nick)

" In your reason [1 / 2], you said that _____,
but don't you think that _____?"

> Answer (Nick → Sam)

アタック
に挑戦

Let's come up with your question!

To Sam / Nick

In your reason 1 / 2, you said that _____.

but don't you think that _____

6. ピアレビュー→パラグラフ提出

Paragraph Writing “Should restaurants in Japan introduce the use of doggie bags?”
Peer Review

Writer: _____ Peer Reviewer: _____

Read your friend's paragraph and answer the following questions to make it better.

1. Do both paragraphs have their topic sentences? Does each of the topic sentences have the main idea of the paragraph? Yes / No
2. Do both paragraphs have their concluding sentences? Does each of the concluding sentences summarize the whole paragraph? Yes / No
3. How many reasons does each paragraph have? Paragraph 1 () Paragraph 2 ()
4. Is each reason clear and strong? Does it support the main idea of the paragraph? Yes / No
5. One thing that I really like about this writing is:

6. One piece of advice that I have for this writing is:

7. One question that I have for this writing is:

8. Other comments:

7. ルーブリックによる評価をつけて返却

Rubric for Paragraph Writing "Should restaurants in Japan use doggie bags?"

Class () No. () Name: _____

	Excellent 5 points	Good 3 points	Need Effort 1 point	Sorry No point
Length (total of 2 paragraphs)	100 words or more	80 – 99 words.	Less than 80 words.	
Content	It has strong reasons and examples or evidence.	It has reasons and examples or evidence.	It has reasons, but misses examples or evidence.	Assertions only. It does not have reasons or examples.
Structure	It is well organized with TS, SSs and CS. It has a good use of transitions.	It is somewhat organized. It has some transitions.	The structure is not clear and readers need efforts to follow the paragraph.	
Word Choice	It uses precise and powerful vocabulary and natural expressions.	It uses necessary vocabulary and expressions for the topic.	It uses only limited vocabulary and expression for the topic.	
Grammar & Spelling	It has less than 4 errors.	It has 4 to 7 errors.	It has more than 7 errors.	

Total Score: _____ /25

9. グループに分かれてミニディベート

Today's Lesson:

- Speech practice in pairs
- Useful expressions for Q&A
- Speech & Q&A in groups
- Reflection (振り返り)

Flow

- 1st Speaker's Speech (2 min)
 - ✓ If the speech finishes early, start preparing for Q&A.
- Q&A Preparation (1min)
- Q & A (2min)
 - ✓ All listeners ask 1 question each.
 - ✓ The person sitting on the speaker's left-hand side starts.
- Next Speaker's Speech (2min)

・
・

9. グループに分かれてミニディベート



"RESTAURANTS IN JAPAN SHOULD INTRODUCE THE USE OF DOGGIE BAGS."

Speaker	1. [REDACTED]	2. [REDACTED]	3. [REDACTED]	4. [REDACTED]
Position	Affirmative / Negative	Affirmative / Negative	Affirmative / Negative	Affirmative / Negative
Arguments	<p>Reason 1 doggie bags can bring food home.</p> <p>Reason 2 I can share the leftovers with my family at home.</p>	<p>Reason 1</p> <p>Reason 2</p>	<p>Reason 1 It is convenience for us take food.</p> <p>Reason 2 We can share the leftover at home.</p>	<p>Reason 1 We can eat restaurant food whenever we want to eat.</p> <p>Reason 2 using doggie bags will be a help to restaurant workers.</p>
Question & Answer	<p>In your reason 2, you said I can share the leftovers with my family at home, but what is the meaning of leftovers?</p> <p>残りを.</p>		<p>Could you repeat your reason 1?</p> <p>It is convenience for us take food.</p>	<p>Could you repeat your reason 1?</p> <p>We can eat restaurant's food whenever we want to eat.</p>

The Best Speaker: [REDACTED]

Reason: Reason 2 is good. 自分が考えて打ち出した方面のことを言っていたから。

9. グループに分かれてミニディベート



"RESTAURANTS IN JAPAN SHOULD INTRODUCE THE USE OF DOGGIE BAGS."

Speaker	1. [Redacted]	2. [Redacted]	3. [Redacted]	4. [Redacted]
Position	Affirmative / Negative		Affirmative / Negative	
Arguments	Reason 1 decrease food waste Reason 2 Families smiles	Reason 1 Don't waste food Reason 2 Clerk will get difficult to wash the dishes	Reason 1 Reason 2	Reason 1 We can eat food at home Reason 2 Reduce amount of garbage and it good for environment.
Question & Answer	In your reason 2, you said that it makes family smiles, but why do you believe so?	In your reason 2, you said that clerk will get difficult to wash the dishes, but don't you think it is their job?		In your reason 1, you said that we can eat food at home, but there is a risk that the food get spoil, do you have any idea to prevent the food from getting spoil in the way home?

The Best Speaker: [Redacted]

Reason: I think his reason based on personal experiences so it was easy to understand.

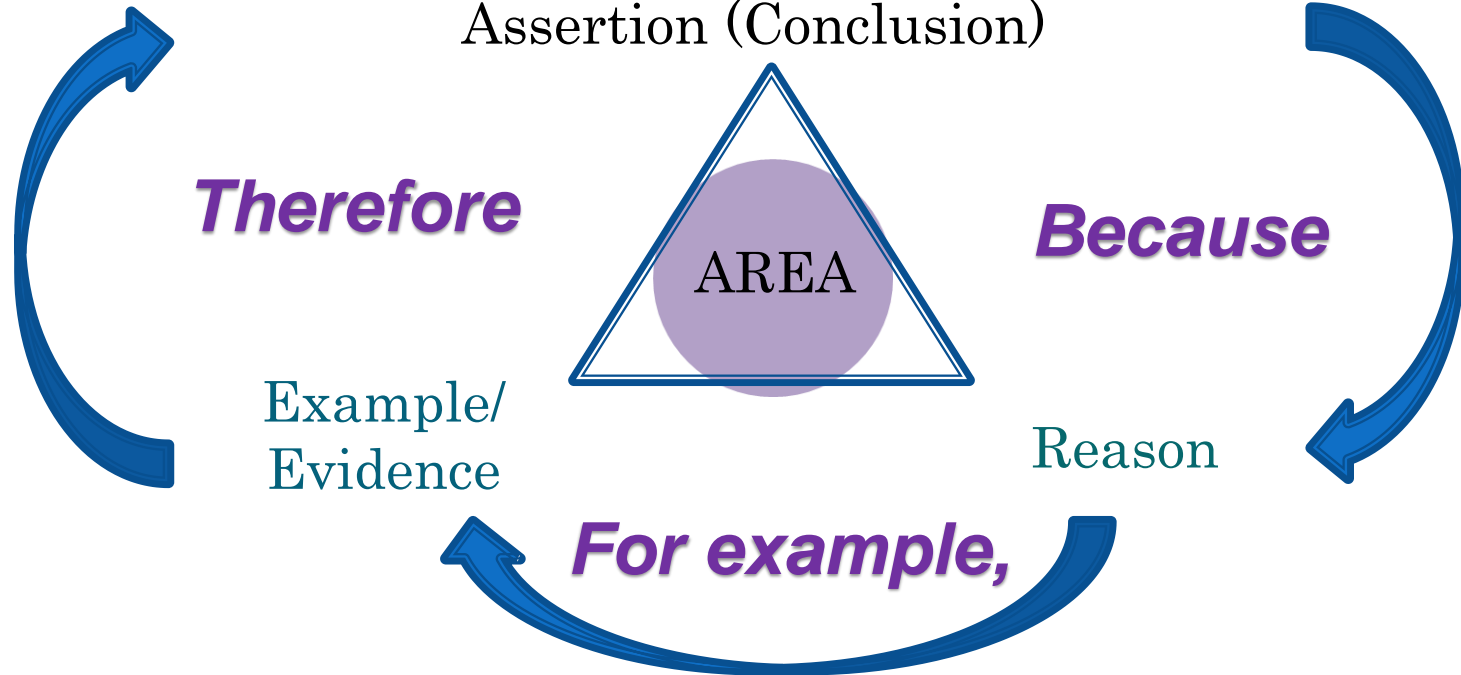
Class: 2- (H) No. ([Redacted]) Name: [Redacted]

10. 振り返り

**Restaurants in Japan
should introduce the
use of doggie bags.**

Assertion 主張

Assertion (Conclusion)

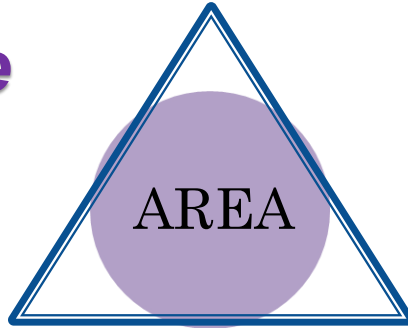


Argument of Affirmative side

I believe that restaurants in Japan should introduce the use of doggie bags.

Therefore

According to a survey, many customers wish they could bring their food home, when they cannot eat all.



Because

Customers will love to use doggie bags.

For example,

2年生 12月実施 インタビューテスト(英検準2級と2級より)

Interview Test (Sample)

パッセージ

- 音読
- パッセージに関する質問
- 絵の状況説明
- 生徒自身に関する質問

絵

Interviewee: (Knock x3) or "May I come in?"

Interviewer: "Come on in."

Interviewee: (Open the door) "Hello."

Interviewer: "Hello. Please have a seat."

Interviewee: (Be seated)

Interviewer: "How are you?"

Interviewee: "I'm fine (good), thank you. How are you?"

Interviewer: "I'm fine, too. Thank you."

"Now, let's begin. Please look at the paper on the desk. ①First, I'll give you 20 seconds to read the passage silently. After that, please read it aloud."

(20seconds)

Interviewer: "Now, please start reading it aloud."

Interviewee: "OK." (Read the passage aloud)

Interviewer: "Thank you. ②Now, let me ask you one question about the passage. According to the passage, how do some companies help reduce the amount of damage done to the environment?"

Interviewee: "By making new products from plastic waste."

Interviewer: "Thank you. ③Next, please look at the picture. Please describe the situation."

Interviewee: "OK. She can't buy a drink because there are a lot of bicycles in front of the vending machine."

Interviewer: "Thank you. Now, this will be the last question. ④There are many kinds of newspapers in Japan today. Do you usually read a newspaper?"

Interviewee: "Yes."

Interviewer: "Please tell me more."

Interviewee: "I think reading a newspaper is very useful. I can get a lot of news and information every day."

Interviewer: "That is all for today. Thank you for your time."

Interviewee: "Thank you." (Stand up and go to the door)

(Before closing the door) "Thank you, again."

Interviewer: "Thank you. Have a good day."

Interviewee: "You, too. Good bye." (Close the door)

2年生 12月実施 インタビューテスト(英検準2級と2級より)

Notice

Please be informed that the interview test will be held on _____ .

In the interview, you will be asked:

- To read an English passage aloud (5 points)
- To answer 1 question about the passage (5 points)
- To describe the situation in a picture (5 points)
- To answer 1 question about yourself (5 points)

You will be also evaluated on:


- How to enter the room (1 point)
- Greeting (1 point)
- How to leave the room (1 point)
- Voice (1 point)
- Eye contact (1 point)


The total score is 25 points.


Please be prepared and if you have any question or concern, please feel free to talk to your teachers.


We wish you good luck!




1. He can't read his book 
 Iroha's Group because she is listening to music ^{the woman} which is too loud.

2. He wants to wash his dog 
 Mitoki's because his dog is dirty.


 3. She wants to buy a drink but there
 Moe's are a lot of bicycles in front of the vending machine.

Sakura's
 4. ^{found} He found a camera on the bench  - the police
 Manato's ^{So} he wants to take it to police ^{from} _a

5. The woman can't have a breakfast ⁱⁿ because she slept late this

Tenya's
 6. The elderly man wants to sit on the 
 but there is no space to sit.

学年統一の言語活動とパフォーマンステスト

▶ 生徒の声

- (Speech) 自分の考えを広げていくのが楽しかった。
- 自分の考えを英作して、添削してもらうことで力がつく。
- 自主的に発音を調べるようになった。
- 英文の構成が分かるようになった。
- 他の人のスピーチも理解しようと積極的に聞くことができた。
- (Interview Test) 英語での会話式のテストを受ける機会が少ないので良い経験となった。
- 緊張感があり、英検を受ける前の良い準備になった。

△(Debate)自分の考えていることを瞬時に英語にすることは難しい。

△ テストやスピーチ前には練習するが、その場しのぎになってしまう。

学年統一の言語活動とパフォーマンステスト

▶ 良い点、成果

- 公平な評価
- 教員間のチームワーク
- 継続性(試行錯誤しながら次へ繋ぐ)

- Paragraph Writingに慣れてきた(拒否反応を示す生徒はいない)
- 発表では、アイコンタクトができるようになった
- 82%の生徒が能力向上を実感(101名対象にアンケート実施)
- 英検への積極的な挑戦(50名/101名中)
 - 準1級(2次準備中2名),2級取得6名(2次準備中10名),準2級取得26名(2次準備中6名)

▶ 課題

- 回数が限られるためReadingとのずれ→年度当初に計画
- 抑揚をつけない→普段の授業で音読を評価できないか
- 表現の幅→
- もっと生徒がワクワクする活動は？

授業内での取り組み (2年生5月)

Lesson 2

The Mission of the Olympics

L2 - 1

While-Reading

Warm Up

How much do you know about Olympics?

- How many rings are there on the Olympic flag? _____ rings
- What do those rings stand for? They stand for _____.
- The Modern Olympic Games are based on the Olympic Games of an ancient country. Which country? _____
- If gold medals are awarded for the first place and silver for the second, which medal is awarded for the third? _____ medal
- How many meters is an Olympic-size swimming pool in length? _____ meters
- How often the Olympic Games are held? Every _____ years
- Which country has won the most medals in total at the Winter Olympic Games? _____
- Which country has won the most medals in total at the Summer Olympic Games? _____
- In which sport do two teams play each other on ice and sweep stones towards a target? _____
- In which city will the 2020 Summer Olympic be held? _____

True or False Questions

First, guess if each statement is "True" or "False". Then, read part 1 and confirm your answers.

- Tokyo won the right to host the 2012 Olympics and Paralympics. ()
- Japan was chosen over three other countries. ()
- The word *omotenashi* has been used many times to describe the Olympics. ()
- It is often said that the important thing in the Olympic Games is not to win, but to take part. ()
- The Olympic symbol has five rings. ()

** Check your answer with your partner quickly.

A: What do you think about question No.1?

B: I think it is ----. Do you agree with me?

A: Yes, I agree with you. / No I don't agree with you. I think it is ---- (because ----).

B: Okay. Then how about No.2? Do you think it is true or false?

Detailed Questions

Read Part 1

- Who m

TF Questionsの答え合わせをペアで

- What was a famous word used in one of the presentations?

- To understand what *omotenashi* means in the Olympics, what do we need to know?

- What is the important thing in the Olympics?

- What is one of the ideals of the Olympics?

Open question 自分はどう考える?

- What

*7. Do you agree with the idea, "The important thing in the Olympic Games is not to win, but to take part"? Why or why not?

Part 1

レッスンの導入

Olympic Quizをペアで

- to say what something or someone is like
- a large area of land surrounded by sea, such as Asia, Africa, or Europe
- to show or broadcast something on television
[televise / announcement / continent / describe / governor]

Write a word in each blank so that the relationship between A and B matches that between C and D.

	A	B	C	D
5.	the U.S.	President	Japan	[] []
6.	music	musician	sports	[a]
7.	prepare	preparation	unite	[]
8.	put off	postpone	take part	[p]

Choose the right one.

- John bursts into (tears / song / cheers) when he is happy.
- Hoshino Gen, who recently married Gakki, is known (as / for / to) a

本文

②this announcement が指すものは？

②burst into ... 「突然・・・始める」

他に”burst into tears” 「突然泣き出す”burst into laughter” 「突然笑い出す」 など
その事故について聞いた瞬間、彼女は泣き崩れた。

She _____

③ 1 文を日本語に。

④ prime minister は “最も重要な” “大臣” → 「総理大臣」 では次の役職は？

the Minister of Foreign Affairs →

the Minister of Education, Culture, Sports, Science and Technology →

④ had made presentations 過去完了形は、ある過去の出来事よりさらに前の事柄であることを示しますが、ここで過去完了形が用いられているのはなぜですか。

⑤過去分詞の句 ”used in one of the presentations” が修飾しているのは？

⑥ It が指すのは？

⑧ this が指すのは？

⑧ their が指すのは？

⑩ This sentence が指すのは？

⑩ この and の前後で何と何が並列されている？

⑪ interact with 「～と交流する」

接頭辞 inter- は「相互に、～の間で」 act は「動く、ふるまう」 → inter + act 交流する

international () interrupt () interview ()

⑫ 過去分詞の句 “known as the Olympic rings” が修飾しているのは？

問題形式で精読

その後、音読を数種類

(リピート、ペア、サイトラ、空所補充など)

L2 - 3

Post-Reading

Listen and Answer

1. () 2. () 3. ()

Summary

Tokyo won the right to host the 32nd (1.) and Paralympics. Some people had (2.) and the word (3.) was used in one of them. To understand the meaning of *omotenashi* in the Olympics, we need to know (4.) of the Olympics. One of them is to (5.) people around the world and build a (6.) society. The Olympic symbol reflects this and represents the unity of the five continents of the world.

Part 2

Pre-Reading

Review

- Your teacher will ask you about the story of Part 1. Write your answers below.

1. 3.
2.

Words & Phrases

- Choose the word that matches each definition.

- to get control of a country or to defeat people in a war
- to watch someone or something carefully
- to suggest something as a plan or action
- any kind of physical sports and exercise
- a man who is a member of various ranks of nobility in some countries

[conquer / propose / observe / athletics / baron]

- Write a word in each blank so that the relationship between A and B matches that between C and D.

	A	B	C	D
6.	mind	body	mental	[]
7.	function	functional	education	[]
8.	extend	extension	compete	[]

- Choose the word to fill in each blank. Change the word form if necessary.

- The city was conquered by the ancient Roman () .
- () is the sport of fighting someone with your hands while wearing very thick gloves
- Nelson Mandela () his life to fighting for freedom.
- Reading plays an important () in improving one 's English ability.
- The government is trying to () the economy.

While-reading

Listen to the CD and complete the chart below.

The ancient Olympic

- Started in 776 B.C.
- Was held every () years
- Originally a one-day event → three-day event in () → (-day) event in the 5th century B.C.
- Sports: Running, (), the long jump, the shot put, the javelin throw, etc.
- Lasted for () centuries until when Greece was conquered by () Empire.

Listen to your partner and complete the sentences.

Pierre de Coubertin, "Father of the Modern Olympic"

- A baron of () .
- He dedicated himself to () reform for his country.
- He was fascinated by PE in () .
- He believed in the power of () to make a peaceful society.
- He thought of not only () people but also all the people in the world.

Read the following to your partner so that he/she can complete the sentences.

The Modern Olympic

In 1894, Coubertin proposed the idea of reviving the Olympics at a meeting in Paris. He wanted to make the Olympics an international athletic competition. IOC or the International Olympic Committee was founded, which would play an important role in the modern Olympic Games.

True or False Questions

ペアで、パラグラフ毎に要点を掴ませる (Information gap)

- The ancient Olympic Games included many events, but not boxing. ()
- The Roman Empire conquered Greece and the ancient Olympics came to an end in the 12th century. ()
- Pierre de Coubertin found the power of sports in physical education at some public schools in England. ()
- Coubertin thought of all the people in the world from the beginning. ()
- In 1894, Coubertin proposed the idea of reviving the Olympics. ()
- Coubertin wanted the Olympic Games to be held in Paris. ()

** Check your answer with your partner quickly.

A: What do you think about question No-1?

B: I think it is ----. Do you agree with me?

授業内での取り組み (2年生11月)

ペアで、前のパートの内容を確認
(問題を出し合う)

Handout L7-4 (A)

Handout L7-5

Pre-Reading

□ Review

1. According to rumor, where was the Lost City hidden? It was hidden somewhere in the thick jungles of Peru.
3. Who was Hiram Bingham? (What was his job?) He was a professor and historian from Yale University.
5. After fleeing into the mountains, what did the Inca leader do there?
→ He set up another city, filled with the silver and gold that they had brought with them.

While Reading

□ Paragraph Chart

- Listen to the CD and complete the paragraph chart.

第一段落：ビンガムの探検隊、マチュピチュに近づく

- ビンガムは () かけて少しづつ登っていった。
- 道中、ビンガムは () に話しかけた。
➢ 中には、Lost Cityと思われる遺跡について説明する現地人もいた。
→このことに励まされて、ビンガムは () 。
- そして、ついに、7月23日、ケチュア族の男が () と説明。
● この男はその遺跡のことを「 () 」と呼んだ。



第二段落：ビンガム、マチュピチュへ向けて出発する

Listening → Readingの順で
Paragraph Chartを完成させる

- () が彼を同行した。
 - また、() に案内してもらった。
- 第三、四、五段落：マチュピチュにたどり着くまで
- 最初の () マイルは、ジャングルの中を悪戦苦闘して進んでいった。
原因: ①つる草、②()、③深い峡谷にかかる細い()
 - () 後、開けたところに到着した。
◇ そのでは、() の家族が小さな () で暮らしていた。
◇ ガイドはここで止まり、彼に伝えた。残りの道は、() が案内すると。
 - 彼らが曲がり道を曲がったとき、突然開けたところに踏み入った。
➢ 彼は自身が () に立っているのが分かった
 - () が小道に沿って並んでいた

□ Vocabulary Scanning Sheet (Part 2)

- Scan the passage as fast as possible and find the English expressions which correspond to the Japanese counterparts.

語句	語数	意味
	6語	雲を見取りではくりにし、
		どんだん高いところに歩いて行った
	3語	道中で
	5語	彼が見つけた全ての現地住人
	7語	失われた都市のように聞こえる遺跡
	1語	勇気づけられて、
	2語	進み続けた
	7語	ほんの数マイル離れたところにある壮大な遺跡
	5語	「マチュピチュ」つまり「老いた峰」
	2語	その夜
	6語	マチュピチュまで徒歩で行く計画
	4語	雨が近づいていた
	4語	雲の切れ目を待った
		何時間も
		ついに
		ビンガムは出発した
		軍の護衛
		地元の住民に案内された
	6語	彼らは狭い山道からそれないようにした
	4語	ジャングルを苦勞して進みながら
	3語	つる草の下をくぐった
	5語	細い丸太でできた橋
	5語	彼らの命を奪ったであろう
	6語	1時間半後
	5語	男たちはある開墾地に到着した
	4語	小さな小屋で
	5語	残りの道のり
	4語	ジャングルのかすかな道
	5語	彼らがカーブを曲がったとき
	4語	一連のテラス

日本語で示された内容を
指定の語数で抜き出す
→その後、outputの練習



アルク
選書

レッスンごとに教科書の扱いを変える TANABU Modelとは

アウトプットの時間を生み出す高校英語授業

金谷 恵・編著、堤 孝・著



英語力アップ全国2位*を達成した
「奇跡」の英語授業モデル

「田名部高校の奇跡」と金谷先生に評されたのは平成27年度の第1回の研究協議会でした。授業改善の取り組みが授業に関わる全ての教員で行われている点と、実践開始2年目でTANABU Model という形になり、GTEC for STUDENTS など外部検定試験の数値や日々の観察から生徒のコミュニケーション英語能力の向上が見られるようになったことが評価されたのだと解釈しています。～第2章より抜粋～

*出典：GTECの活用と英語学習者の研究(2016)



授業内での取り組み (2年生11月)

Lesson7 Machu Picchu — City in the Clouds

本文

[1] Check if each statement is T (true) or F (false).

Part 3

- Bingham knew who had made the complicated stonework. ()
- Machu Picchu lies on a ridge between mountains. ()
- The roofs of the buildings and the sides of the dwellings were completely damaged. ()
- Machu Picchu was the Lost City, which they had been searching for. ()
- It seems that Machu Picchu was a city devoted to the Sun God. ()

Part 4

- Bingham never told people about his discovery. ()
- Amazingly, a waterworks system ran throughout the city, so water flowed all the time. ()
- Yale University was accused of profiting from Peru's cultural heritage. ()
- Some people think that if many people visit Machu Picchu, it will become a danger. ()

[2] Choose the best answer to each question.

Part 3

- Why did Bingham have a hard time finding Machu Picchu?
 - Because the boy was afraid.
 - Because he already knew where it was.
 - Because they could not find the right path.
- Was Machu Picchu a religious center or a political center?
 - It was a religious center.
 - It was a political center.
 - It was both.
- What shows that the Lost City lay in a different part of Peru?
 - The building skills, art and culture of the ancient Incas do.
 - Recently discovered clues do.
 - Tremendous appeal to the outside world does.

Part 4

- What did people see at Machu Picchu?
 - They saw the ruins were being damaged by tourists.
 - They saw water running in the waterworks system.
 - They saw vivid proof of just how talented the Incas were.
- What did Bingham take from Machu Picchu to Yale University for further study?
 - He took a number of artifacts.
 - He took the proper conditions to protect the pieces.
 - He took Peruvians' accusation.
- What do hundreds of thousands of tourists do every year?
 - They visit Yale's museum.
 - They worry that Machu Picchu might be damaged.
 - They visit Machu Picchu.

初読での理解確認
生徒同士で採点ができる問題で

[3] Choose the right word to fill in to complete each definition.

Words	Definitions
1. eagerly	with a strong () to do or have something
2. breath	the () that you send out of your lungs
3. dwelling	a house or place where people ()
4. construct	to () something such as a house, bridge, or road, from many parts
5. vivid	very strong and ()
6. talented	having a natural () or skill to do something well
7. accuse	to say that someone has done something (), bad, or illegal
8. profit	to get () or a financial benefit

[語群 air build desire live ability clear money wrong]

Score [1] / 9点

[2] / 6点

[3] / 8点

Total / 23点

Class 2 A / B / H No. () Name: _____

授業内での取り組み (2年生12月)

Handout L8 - 1

Lesson 8

The Little Rock Nine

Warm-up

- In this lesson, we are going to read a story which happened in a school. Now, before we start, think about the following questions about yourself.

1. When are you happiest at school? And why?

初読での理解確認:

- 要約

- 単語の意味を本文から推測

Part 1

Task 1

- Read Part 1 as quickly as you can. Fill in the blanks to complete the summary. NO DICTIONARY!

A () ceremony was held in 1997 at Central High School in Little Rock, (), in the U.S. There, President Bill Clinton met () middle-aged men and women on the front steps of the school. Then they were guided into the (). Today, the school is one of the () educational center of that part of the U.S. But 40 years before, in (), the school became a () and gained worldwide (). What happened?

Task 2

- Match each word and its definition. Again, NO DICTIONARY!

- | | |
|-----------------|---|
| 1. brilliant | • to feel or show that you are very happy |
| 2. rejoice | • a place where a battle is or was fought |
| 3. battleground | • a feeling of unhappiness or sadness |
| 4. pain | • very bright and full of light or color |

Task 3

- Read the story again and answer if each statement is T (true) or F (false).

1. The weather was not good in Little Rock on September 25, 1997. ()
2. After his speech, Bill Clinton helped her open for nine middle-aged men and women to enter. ()
3. Three days before the ceremony, two women had to meet in front of the school. ()
4. Ira Wilmer Counts, the photographer, took a photo of the ceremony for the first time in 1957. ()
5. Central High School has a long history and is one of the leading educational institutions in Arkansas. ()
6. Soon after it was founded in 1927, Central High School became a battlefield. ()

Handout L8 - 2

Task 4

- Read part 1 again and answer the following questions in English. Circle the subject and underline the verb in each question.

1. Who did U.S. President Bill Clinton meet on the front steps of Little Rock Central High School?

.....

2. Why did U.S. President Clinton hold the school door open after his speech?

.....

He did that so that

3. When was the first photo of Elizabeth Eckford and Hazel Bryan taken?

.....

4. What was Central High School said to be when it was completed?

.....

5. Why did Little Rock Central High School gain a lot of attention in 1957?

Task 5

- Make one "True or False question" about the story of part 1, and try it to your partner.

Your question:

.....

Answer: (T /

F)

TF Questionを作成
→ ペア同士で出題

授業内での取り組み

▶ 生徒の声

- リスニングをたくさんするので内容が頭に入りやすかった
- Paragraph Chartで推測しながら読む力がついた
- 音読や喋る機会がたくさんあるのが良い
- ペアで確認しあうのできちんと取り組まなければと思う
- 人と意見を交換するのは飽きなくて良い
- 問題形式の精読は理解が深まり、復習に使えるのも良い

△分からない単語が多かったら答えを写すだけになってしまう

△TFや英問英答で問題を読むのに人より時間がかかる

△ペアワークが多すぎる

授業内での取り組み

▶ 成果

- ペアワークを基本とすることにより全員が参加
- 英語での指示が十分通るようになった
- 89%の生徒が能力向上を実感(101名対象にアンケート実施)

▶ 課題

- ペアを頼り切っている生徒も→毎時席替え
- 初読での理解力(多読を進めたい)→速読教材？
- 言葉を言葉として理解するだけでは不十分
→その言葉が意味するものを想像したり、背景を考えたり、リサーチしたり、積極的な態度で英語を楽しんでもらえる活動を探りたい