

教科書を創造的に活用するために[4]



—教材作成—

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生徒が教科書で学習した表現を上手にを使って、生き生きと表現してほしいと願い、3回に渡って連載をさせていただいた。その間、拙稿をお読みいただいた先生から、どのような教材を作成しているのかという問い合わせを頂戴した。連載の最後になる本稿では、1, 2年生の教材からその中核となる教材例と、それをういた生徒作品をいくつか紹介することにした。なお、作成する上で留意している点は1回めの授業レポートの「教材研究の視点」と重なる部分が多いので、それを参照していただきたい。

① 1年生の教材作成

1年生では「学習した表現を用いて自分自身のことについて英語でスピーチできる」ことを最大の目標としている。そこで、LESSON 4を学習し終えたところで、次の教材を作成し、それを参考に20文程度の自己表現を課している。

モデル文

Hello. My name is Kobayashi Fumiko. Nice to meet you. I am from Motomachi. I am a junior high school student.

Do you have a piano? I have a piano. It is a very nice piano. I like it very much. I play the piano every day. It is fun. I am a good pianist.

I am a soccer fan. But I don't play it well.

Do you have any brothers? I have two brothers. But I don't have any sisters.

Do you like *soba*? I like it very much. Thank you.

おわかりのように、LESSON 4までに学習した表現をすべてこの教材に取り入れている。生徒はこれをモデルに自分自身のことについて表現し、覚え

て、発表する。定期テストにも出題する。次は、定期テストでの生徒の答案である。



それに続く LESSON では、LESSON 4のモデル文に、3人称や can の表現を加えた教材を提示し、同様の活動を繰り返す。LESSON 7終了後のモデル文は、次の通りである。

Hello, everyone. My name is Lau Meng Ping. I am from Singapore. Nice to meet you. I live in Chikuma. My house is near Hanyu junior high school. So I don't get up early.

I am a Hamasaki Ayumi fan. I have many Hamasaki Ayumi's CDs. I like them very much. I put them on my desk at home.

I play basketball with my students. They are Kenta and Kota. They are very good basketball players. I meet them in the gym.

I usually eat Japanese food. I like *yakitori* very much. But I don't like *natto*. We have school cafeteria in Singapore. So we can choose our favorite lunches. But in Japan we have school lunch. I enjoy it every day.

I teach English to the students in Chikuma. Do you like my English classes? I study Japanese. So I can speak Japanese a little. I can read Japanese a little too. But I can't write Japanese. It is difficult. I practice it every day. I am happy, because my students teach Japanese to me. *Dozo Yoroshiku*. Thank you.

このように学習した表現を意図的に用いてモデル文を作成している。そして、生徒の自己紹介文を長くする努力を繰り返し行うのである。次はこのモデル文を活用した定期テストの答案である。定期テストでは、視点を変えた出題をしている。

（一学期中間）エッセイコンテスト、スピーチ練習を兼ねて行う。（45分）

Hello, My name is [redacted]. I live in Koshu. I'm a student at Nishi Junior High School.

I usually get up at six thirty. Then I wash my face. I eat breakfast at seven o'clock. I usually go to school in my mother's car. It's very often. But I sometimes walk to school. I get nervous about some events. I play basketball before school.

I have four classes in the morning. I like math very much. I study English, so I can speak English a little. My English teacher is Mr. Higashikita. She can speak English very well. I sometimes talk with my friends in the classroom. I eat school lunch around twelve forty five. It is very good. Sometimes go to the library. I like reading books. I have one or two classes in the afternoon.

After school, I usually go to my club activities. I'm a member of the basketball club. I practice basketball after school. We have no club on Monday, so I go home early. I like basketball, but I can't play it very well. My sister, Mitsu, can play it very well. She is a very good basketball player.

I usually get home about five thirty. I sometimes call my friend. I often listen to music or read comic books. My mother usually gets home about six thirty. I study math and English from six forty five to eight thirty. Then I eat dinner with my family in the living room about eight forty five and I watch TV after dinner. I take a bath at ten o'clock. I go to bed about eleven thirty.

Thank you.

Excellent!

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（二学期中間）スピーチコンテスト、スピーチ練習を兼ねて行う。（45分）

Hello, Do you know Mr. Lee? His name is Lee Meng Ping. He is my English teacher. He is from Singapore. He lives in Koshu. His house is near Hanay Junior high School. And he comes to my school by bike.

He is a Hanayuki Ajumi fan and he has many her CDs. He puts them on his desk at home. He plays basket ball with his students in the gym. I play basket ball too. He usually eats Japanese food. He likes yakitori very much. I like teriyaki burger, but he doesn't like natto.

He teaches English to the students in Koshu. I like his English classes. He studies Japanese now. So he can speak Japanese a little. He can read Japanese a little too. But he can't write Japanese. He practices it every day. He is happy because his students teach Japanese to him.

Thank you.

② 2年生の教材作成

2年生では、「学習した内容を自分の言葉でまとめて表現できる」ことが最大の目標である。そのために、各 LESSON で学習した内容をまとめた次のような教材を準備している。（LESSON 1）

※久美たちのクラスにオーストラリアからボブがやってきました。ボブについて、空欄を補充しながらまとめてみましょう。

Bob is a junior high school student. He is from (). He is staying with () family. He played catch () Ken. They talked about their school friends. He said, "Everything in Japan is () and () to me."

Bob () Japanese in Australia. He () start Japanese in () school. He started it () () in secondary school.

Bob () a present to Ken. It is a () for cricket. Cricket is a () sport in Australia. Students in Australia play cricket when school is (). Bob sometimes played cricket () school.

そして1年の終わりには、多数の動詞を加えた「1日の生活」のスピーチを行い、その過去形バージョンまで扱う。次は、定期テストの生徒作品である。

※ What do you usually do after school?

①オーストラリアの学生がホームステイしたときに書いた作文の書き出し。右側、右に
星が5つの欄にあって書ける。左側のテーマに対して2行～4行をします。

自分が思っていること	家族の紹介	自分の趣味	おみやげ
★自分が思っていること			
Hello, everyone. Nice to meet you. My name is _____ I am from Nagano, Japan. Nagano is in the center of Japan. You may know the name of Nagano. Nagano is an Olympic city in 1998. We can enjoy winter sports. (I am 12 years old. So I am in the eighth grade now. 10)			
In my family, there are 6 members, father, mother, younger brother, grand parents and I. My family is very good. 6			
★自分の趣味			
I like listening to music. It is one of my hobbies. I like rap and hip-hop music. I am a BSD fan. It's a nice group. I am a member of the basket- ball club. I like basketball too, but I can't it well. (Our club had some new friends from Aptil. They are very cute. 10)			
This is the first time I came to Australia. ★What my impression in Australia is that Australia is very big I saw some beaches. They are very cute.			
I brought a present for you. It is Sake. It is the most popular drink in Japan. I like it, but I don't like sake. Do you know any Japanese food? Sushi is such popular in Australia too? I like it. (I like it. 10)			
I'm glad you stay in Australia. Thank You!			

そして、次第に教科書の要約から自己表現に意識
を向けるために、次のような教材を与える。
LESSON 3 の教材である。

※下の日本語を英語で表現しながら、ある中学生の
体験学習の様子を読んでみましょう。

Last month I went to a home for old people with
my classmates. ①. Some cleaned
windows, and some cleaned floors. We picked up
some garbage too. Then we sang "Omoide-ga-ippai"
for the old people there. It was a very good song.
②. She asked,
"③?" "I live in
Kamimachi. My house is very near here," I said. She
smiled and asked again, "Your song was very good.
④?" I answered, "Yes,
⑤." She looked happy.
⑥.
⑦. I want to go there

some day. Thank you.

- ① 私たちは忙しかったです。
- ② それから私はあるおばあさんと話をしました。
- ③ どこに住んでいるの?
- ④ たくさん練習したの?
- ⑤ 2週間練習しました。
- ⑥ 彼女はとっても私に親切でした。
- ⑦ とっても楽しいひとときでした。

3. 教材の工夫

ここで重要なことは、いったんこのような教材を
作成すれば、生徒の実態に応じて多様に工夫できる
点である。そのまま読み物教材やモデル文として活
用することも可能であり、2年 LESSON 1 のよう
に1語空欄を作成し、それを補充しながら活用す
ることもできる。さらに、次のように要所を生徒に
考えさせることも可能である。

I went _____.
I was very happy, because _____.
I found _____ on a menu.
I ordered *munini-imo*. It was _____.
My aunt ate *chep-ruibe*. It was _____.
They were both very _____.

When we were eating, I found _____
on the wall. The manager of that restaurant cut a
pattern for me, and _____. I was very
happy. (以下省略)

4. まとめ

3年生については、2年生と作成の方針はあまり
変わらない。テキストを創造的に活用するためには、
まず教師がテキストを創造的に使えるようにならな
くはない。その基礎は、教科書で学習した表
現を自分で使ってみたり、要約してみたり、視点を
変えて表現してみたりすることにある。それができ
れば、教材を工夫するのは容易なことである。教科
会、研究グループなどで分担して作成することがで
きれば、互いのアイディアを交換でき、必ずやより
よい教材がたくさん作成できるであろう。