

## Lesson 4 Pictograms Section 1 授業案

.....

〈授業1〉 Lesson 4 本課：扉 (p.36)、QUIZ (p.37)、Section1 (pp.38-39)

**Today's Teaching Plan**

1. あいさつ・ウォームアップ
2. 導入 (p.36)
3. WARM UP! (p.36)
4. QUIZ! (p.37)
5. 本文 (p.38)
6. CHECK! (p.39)
7. TALK! (p.39)
8. STUDY IT! (p.39)
9. まとめ・あいさつ

Today's Outline

- |   |                      |
|---|----------------------|
| 1   | ウォームアップ              |
| 2   | Lesson 4: Pictograms |
| 〈GOAL〉ピクトグラムについて<br>理解し、それに関して話したり<br>伝え合うことができる。 |                      |

↑授業開始時に提示するスライド(or 板書)

.....

**1. あいさつ・ウォームアップ**

**T:** Good morning, everyone. How are you today?

**S:** Good morning, Mr./Ms. ～. I'm a little sleepy. / I'm OK.

**T:** OK, this is today's outline. (上記参照) We're going to do a lot of pair work today. Decide your partner and say, "Hi!" OK, now do *janken*. The winners will be "Student A," and the losers will be "Student B". Please remember which one you are, OK? Good, go!

Let's begin with a warm-up game called "Description". In this game, I'll show a picture to only one person in each pair. If you see the picture, you have to explain the thing in the picture to your partner only in English. OK? Let's try. First, Student A, put your heads down.

(Student Aのみ顔を伏せる→Student Bに“デザイナー”のイラストを見せる)

All right. Student B, this is the topic. Please explain it in English.

(イラストを隠す)

OK, heads up. Everyone stand up! OK, Student B explain the topic in English. If Student A gets the answer, you can (both) sit down. You have one minute. Ready? Go!

**S:** (ペアの相手に対して) This is a person. He/She makes clothes (games, etc)! He/She is very good at drawing.

**T:** OK, time's up. What's the answer? The answer is "a designer." You could say, "This is a person who designs something. He/she is good at drawing." Right? By the way, do you know what "a graphic designer" is? Anybody?

(挙手させて、一人に当てる)

**S:** 新聞の広告や看板をデザインする人のことですか？

**T:** That's right. Graphic designers are people who make these kinds of things.

(教科書 p.37 の写真を指差す、またはスライドなどで示しながら)

This topic is connected to today's lesson. Let's open the textbook to page 36.

## **2. 導入 (p.36)**

**T:** OK, everyone, let's read the title of Lesson 4 all together.

(全員でタイトルを読む)

Good. Do you know what a pictogram is? How many of you know pictograms?

(挙手で確認)

### **【Oral Introduction for LESSON 4】**

"Pictogram" means a picture or symbol that shows the meaning of a word or phrase. If you look around carefully, you will find a lot of pictograms in your daily life. Let's learn more about them in this lesson.

## **3. WARM UP! (p.36)**

**T:** Now, let's talk with your partner. Look at the two questions below. Please ask each other these questions in English. I'll give you one minute. Are you ready? Start.

**S:** (p.36 WARM UP!の質問をペアで聞き合う)

**T:** (ペア活動の後)

Who wants to be a graphic designer?

(挙手で確認)

OK, good.

## **4. QUIZ! (p.37)**

**T:** Let's move on to the "QUIZ!" section on page 37. There are four dialogues in this section. In pairs, ask each other the questions. Student A asks Questions 1 and 3, and Student B asks Questions 2 and 4. You have one minute. Let's start!

Now everyone, let's listen to the CD and check the answers.

(生徒は答え合わせをする)

How many of you answered all the questions correctly?

(挙手させる)

Great. They are all signs, or 標識 in Japanese. There are many kinds of signs in the world, right? These signs are the focus of today's lesson. Now let's move on to the main section. Please go to page 38.

## 5. 本文 (Section 1, p.38)

T: Now we'll read Section 1 in the textbook.

### 【Oral Introduction for SECTION 1】

In this section, Kai is going to do his presentation about pictograms. You can find some pictograms on the top of page 38. Can you guess their meanings? Why were these pictograms used for the 1964 Tokyo Olympics. Let's find out.

First, we'll listen to the CD. Listen carefully and try your best to understand what Kai is saying. You can look at the textbook when you listen to the CD. While listening, please underline the words you don't understand with a pen or pencil. Here we go.

(CD を 1 度聞いた後)

Now, let's share the information you've got with your partner very quickly. You can also ask each other about the meanings of the words you didn't understand.

(約 1 分間)

Now, I'll tell you about SECTION 1.

### 【Easy Version of SECTION 1】

Can you understand the Olympic pictograms on page 38?

People from around the world attend the Olympics. Some people come to join the Olympics and others visit them to watch. But many visitors cannot understand the local language. They cannot read the language which is used there.

For the 1964 Tokyo Olympics, the design team used these simple signs for the first time. The team members thought most people from other countries did not know Japanese. So they made the signs by using only simple pictures. Everyone understood their meanings. This is how the Olympic pictograms started. Since then, we see pictograms at every Olympics.

OK, let's check the new words together.

（フラッシュカードまたはスライドを用いて各語を 2～3 回発音練習し、日本語の意味も確認する）

## **6. CHECK! (p.39)**

**T:** Now, read the textbook again and answer the two questions at the top of page 39. Write down the answers in your notebook. After you finish, check the answers with your partner quickly. You have 3 minutes to finish.

（3分後）

OK, let's check the answers together. Question number one: When did the design team use the Olympic pictograms on page 38? Anyone?

**S:** In 1964.

**T:** Correct. The Japanese team used them for the 1964 Tokyo Olympics, right? Great. Number two: Did people understand the Tokyo Olympic pictograms? Everyone?

**S:** Yes, they did.

**T:** Yes, that's right! Everybody understood their meanings. Very good.

### **【補充 Q&A】**

- ① Why did the design team for the 1964 Tokyo Olympics use the pictograms on page 38?  
— Because many visitors from around the world could not understand Japanese.
- ② Will we see pictograms at every Olympics?  
— Yes, we will.

### **【補充 T/F】**

- ① The Olympic pictograms were used before the 1964 Tokyo Olympics. —F
- ② There were many people who could not understand the Olympic pictograms in 1964 because they did not know Japanese. —F

All right. Now, we'll read the whole passage together.

（CD を用いて Chorus Reading）

## **7. TALK! (p.39)**

**T:** OK, now I want to know your opinions. Let's do "TALK!" on page 39. This is a

conversation between Mr. Brown and you. First, Student A is Mr. Brown. You start with this question, “Are you interested in the Olympics?” And Student B, you choose one answer, “Yes, very much” or “Not so much.” For the second question, you say the reason. You can use the words in the box below if you need to. Change the roles when you are finished. You have three minutes.

(3分後)

Now I'll call on some pairs. If you're called, please do your pair conversation in front of the class.

(何組かのペアに TALK を発表させる)

### 8. STUDY IT! (p.39)

**T:** OK, class. We learned about pictograms today. To finish, let's study today's grammar point.

Please look at the STUDY IT! section. Today's points are “can” and “will.” Let's read the key sentences together.

(教科書の例文全てを抑揚やジェスチャーをつけて音読し、規則性を確認する)

All right. Please look at the “DRILL” section.

Number one: You pass the exam. What does this mean in Japanese, (Student's name)?

**S:** あなたは試験に合格します。

**T:** That's right. Then how do you say “あなたは合格できます”? Everyone?

**Ss:** (全員で) You can pass the exam.

**T:** Good. How about “あなたは合格するでしょう” in English?

**Ss:** (全員で) You will pass the exam.

**T:** Well done.

(②と③も同様に確認を行う)

### 9. まとめ・あいさつ

**T:** Good job, everyone. That's it for today. Goodbye, class.

**Ss:** Goodbye, Mr./Ms. ～.

.....

〈授業 2〉 Lesson 4 SUM UP!+PRACTICE (p.44)、CHALLENGE YOURSELF! (p.45)

### Today's Teaching Plan

1. あいさつ・導入
2. SUM UP! (p.44)
3. PRACTICE (p.44)
4. CHALLENGE YOURSELF! (p.45)
5. まとめ・あいさつ

#### Today's Outline

- |   |   |
|---|---|
| 1 | Finish Lesson 4<br>内容復習(要約)   |
| 2 | 日本文化、趣味について語る   |
| 3 | CHALLENGE YOURSELF!<br>〈GOAL〉 趣味や日本文化について話し伝えることができる。英語のジェスチャーについて知る。 |

↑授業開始時に提示するスライド(or 板書)

.....

### 1. あいさつ・導入

**T:** Hi, everyone. This is today's outline. We've learned about the pictograms in Lesson 4. Today, we'll wrap up the lesson for the first half and do some fun activities in the second half.

### 2. SUM UP! (p.44)

**T:** First, I'll give you 2 minutes. Read the summary at the top of page 44 and fill in the blanks with the words in the box below. You can work with your partner if you want.  
(2分後、リスニングで確認)

Let's check the answers by listening to the CD.

(リスニングの後)

How many of you filled in all the blanks correctly?

(挙手で確認)

Well done.

### 3. PRACTICE! (p.44)

**T:** Now, let's move on to the PRACTICE! section. There are three small activities here. The first one is a small talk about Japanese culture. Please tell each other what you can do and what you cannot do. Look at the example. Mike wants to learn about Japanese culture. First, Student A will be Mike and ask the question: What things

can you do? Student B will say what you can do and you cannot do. For example, you could say “I can make sushi, but I cannot do judo,” or something like that. You can use the phrases in the box if you need to. You have three minutes. Let’s begin.

(3分後)

Now, I want to hear some pair conversations. Any volunteers?

(数ペアに発表してもらう)

Very good.

OK, let’s move on to the second practice. Here is the situation. You will make a speech about your hobbies in front of a class in our sister high school overseas. Look at the example in the textbook. First, think about your own speech for one minute. After one minute, make the speech to your partner.

(個人で準備→ペアで練習)

Are you ready to do it in front of the class? Who wants to try? Somebody who hasn’t made a presentation in front yet is better.

(数人前を出て発表させる)

Excellent! Let me tell you today’s homework : please write down what you’ve just said in your notebook. I want to know everyone’s hobbies.

Next, let’s do practice number 3. This is listening practice. You’ll hear a dialogue between an instructor and a student in a sports club. What will the student do after this conversation? Listen to the dialogue carefully. At the end, you will hear a question. Choose the best answer.

#### **4. CHALLENGE YOURSELF! (p.45)**

Version 1

##### **1) 導入**

**T:** OK, everyone. Let’s do some fun activities now! Do you know “gestures”? We often use some typical gestures when we speak, right? Do some gestures now!

**Ss:** (生徒たちはその場で色々なジェスチャーをする)

**T:** Very good.

##### **2) Activity one: Listening**

**T:** You know that gestures are very important communication tools, right? In section

number one, Mike is talking about three typical gestures that are often used by English speakers. Listen to each one carefully and write the number under each of the three pictures.

(CD を聞いた後)

Now, I'll tell you the answers from the left; 2, 1, 3. Did you get the correct answers?

### **3) Activity two: Matching and Using the gestures in pairs**

**T:** Now, I want you to explain these three gestures to your friends. But first, let's listen to Mike's speech again and complete the sentences in section two by filling in the blanks with a, b and c below.

(CD を聞いた後)

OK, I'll tell you the answers in order; c, b, a. All correct?

Now, get into pairs again and practice using these gestures. Try doing these three gestures one by one and explaining them at the same time. When one student is finished, change the roles and repeat the activity.

### **4) Extra Activity: Writing and Speaking**

(習ったジェスチャーを使うシチュエーションを文で考えさせ、互いに言わせる活動)

**T:** OK, now, we are going to think of three situations to use the gestures we learned today.  
(Example) First, I'll say; "I'm going to join the piano competition tomorrow". If you are my friend, what gesture should you do?

**Ss:** ("fingers crossed"のジェスチャーをする)

**T:** Good. You use this gesture to wish me "Good luck." How about the next one; "I can't find my wallet! Do you know where it is?"

**Ss:** ("shrug"のジェスチャーをする)

**T:** That's right. It means "I don't know," right? It's your turn. First, I'll give you some time to think. Make up three sentences to match those three gestures and write them down in your notebook. After three minutes, we'll go back to pair work.

(3分後)

OK, let's do it! In pairs, tell each other the sentences you made and respond to them with the gestures.

(この後、何組かに発表させる)

Which pair can make a presentation in front of us? Great!



[他の3つのジェスチャーを使うシチュエーション例]

shrug

- Who ate my chocolate cake?
- Will it rain tomorrow?

thumbs up

- I'm thinking of applying for Tokyo University.
- I want to join some volunteer activities this weekend.

fingers crossed

- I'm going to take an entrance exam tomorrow.
- I'm going to have an important soccer game this Sunday.

### 5) まとめ・あいさつ

**T:** OK, we've learned something about gestures in Lesson 4 today. Bye, everyone.

**Ss:** Goodbye, Mr./Ms. ～.

#### Version 2

**テーマ：日本のジェスチャーを海外の人に説明してみよう！**

(\*上記の4) Extra Activity にかえて)

**T:** We've learned something about American gestures so far, right?

Now, let's explain some Japanese gestures.

(1) In pairs, think of one common Japanese gesture. Show the movement and explain what it means. For example, a "bow" is a typical Japanese gesture, right? How can you explain it?

I'll ask some pairs to make a presentation later, so please be ready. You can use a dictionary.

[例]

- ① 自分のことを指差す : In Japan, people point to their faces when talking about themselves.
- ② 手招き : When calling someone to you, first, raise your hand with your palm facing the person you are calling. Then move your fingers quickly up and down toward

you. It means “come over here.”

- ③顔の前で手を振る：The hand gesture of waving your hand from side to side in front of your face, means “no”. After a question this gesture can mean “No, I can’t,” “No, thank you,” “That’s not true,” and so on.
- ④相槌を打つ：Nodding is a gesture to show others that you are listening.
- ⑤ピース：The V sign or peace sign is a common pose used in Japan when getting a photo taken.

(2) Let’s listen to a speech about Japanese gestures. Match the pictures and the numbers for each English explanation you hear.

※上記 5 つの日本のジェスチャーの写真を用意しておき、**matching** させる。写真は教師が実際にそのジェスチャーをしているものを用いたり、リスニングの音声は ALT に実際に言ってもらったものにすれば、なお生徒は楽しむだろう。

※上記(1)の活動がやや難しいと思われる場合は、(2)のリスニング活動に留めておいてもよい。