

?

**何を優先するか**

某社教科書  
コミュニケーション英語1

話題(タイトル)で  
選ぶか？

選ばず、  
とにかく全部教  
えるか？


文法事項の  
重要性で選  
ぶか？

語彙の“妥当  
性”で選ぶか



**膨らむ風船**  
なぜ膨らむか？

**膨らまない風船**  
なぜ膨らまないか？



	タイトル	文法事項	
1	Flowers across the Ocean	時制、助動詞、不定詞①	○
2	We Can All Make a Difference	SVO(名詞節)、現在完了形、不定詞②、動名詞	○
3	Washoku – Traditional Japanese Cuisine	分詞、関係詞 what①	×
4	A Piece of Cloth	SVC、SVOO、過去完了形	×
5	Malala Continues to Speak Out	知覚・使役動詞、関係詞②— 仮定法過去・過去完了	○
6	The Facts and Mysteries	分詞構文、SVO to do、関係詞(非制限)③	×
7	One Team, One Country	仮定法過去、Itの用法(形式主語・目的語)	○
8	To Protect or To Develop?	仮定法過去完了、強調構文、seem	△
9	Life in a Jar	SVC(分詞)、SV(知覚動詞)、OC(原形不定詞)	○



<https://myhero.com/R3>

## MY HI

Featuring Rys

Ryan's Vision is for All of Af

Ryan Hreljac was 6 years old when a talk by Prest, changed his life. She told the class about people time getting clean water and access to wells. Without especially children – can get sick and sometimes die. parents to pay him to do extra chores and finally earn needed to drill a well. However, WaterCan (a non-p to poor countries) told him that it would actually cost such as Africa. This shocked him again.

Ryan didn't give up. He got very busy doing r activities. Several months later he finally collected th and in January, 1999, The Canadian Physicians for A Angolo Primary School in northern Uganda, with fun

Since that first well in Uganda in 1999, Ryan to bring clean water to people in Africa with the supp CPAR, CIDA (Canadian International Development his mother Susan, many others have helped along the Millenium Kids, UNICEF, Rotary, The World Health Living Water International.

Ryan has traveled across Canada, and to Aust Japan and Italy to motivate and inspire others to spre many famous people all over the world, but he repeat mother Susan says: "Ryan treats everyone he meets i difference whether we are presidents, mayors, gas sta believes in his heart that a five-year-old girl from Flo chores is as important as the man from Dubai who se

## Kenya School Ryan's Well Challenge 2017/2018

Students celebrate receiving clean water

Donations raised by schools during the 2017/2018 school year will be directed towards our 2017/2018 School Project in Kenya.



### KAJIADO, KENYA

Project Cost: \$58,765

Students at three schools in Kajiado, Kenya miss hours of class every day to walk several kilometers to get water for their families. This makes it extremely difficult for them to stay on track with their education and may result in having to drop out of school entirely. Water borne diseases are the most common cause for sickness and death for young children in the area. This year, we will also

be constructing 24 household community tanks. This project will provide approximately 2,000 people with access to drinkable water.

### What can you do to help?

Join schools from around the world in fundraising for this year's School Challenge. Read about fundraising ideas to be inspired to bring clean water to Kenya.

### Who implements the project in Kenya?

POWER CEO, Sammy Oleku and his staff look forward to implementing this year's school challenge for 2017-18. We have worked with Sammy and his team since 2008, completing 288 Rain Water harvesting tanks at schools and homes. POWER works hand-in-hand with the Maasai. Community members are involved in every aspect of all projects, and get their hands dirty in the construction of the tanks with Artisans, Samuel Kimani and Danson Kinyanjui. Antony Semetu, a field officer for POWER is experienced in community organization and training. POWER has trained countless members of CIG's (community interest groups made up of women) and students in WASH (water, sanitation and hygiene). Planning Coordinator / Program Officer, Mary Njeri has worked within the Maasai community for over 10 years.

### What will the funds raised support?

- Construction of 3 x 30,000 litre [liter] rainwater harvesting tanks at 3 schools  
COST: \$4,647 CAD per well – total \$13,941 CAD
- WASH training to 27 community groups and training in water management and utilization (approximately 270 women)
- WASH training to students and staff at 3 schools

Schools from around the world will be fundraising and following the progress in real time of this project, at the beginning of the school year in September 2017 until June 2018. Stay tuned for updates on how you and your school can be involved.

Contact [info@ryanswell.ca](mailto:info@ryanswell.ca) for more information

(387 words)

um to a global vision

## Ryan

really very simple. One day in January my first grade classroom. My teacher, Mrs. people were sick and some were even dying ave clean water. She told us that some ed for hours just to get dirty water. o was take 10 steps from my classroom to untain and I had clean water. Before that ed everyone lived like me. When I found out I decided I had to do something about it. So, ged my mom and dad to help. After a few ould do extra chores to earn the \$70 I ght that's all it would take to solve the nth to earn my first \$70. Then I learned ould a well in a place like Uganda. I also than I realized.

school classes, to anyone who would listen to first well at Angolo Primary School in oject became the Ryan's Well Foundation. University of King's College in Halifax on national development and political science, e Foundation. I speak around the world aking a difference no matter who you are or

if my family and friends had not supported ho I met on my first trip to Uganda, is now because he works hard and has a positive

nake a positive change in the world is to then you need to take the steps to act. For

The Ryan's Well Foundation has raised at provide clean drinking water to 485,433

it organization Africa H2O recently idation through a matching funds initiative. ore people and help us achieve what bout Damon's support. "Water is essential t we can all make a difference—it applies to

t ever having access to water, and others are come so polluted that they are unusable.

(535 words)

1. トピック

2. 聞く

3. 読む？

言語材料(語彙や文法)  
の教本という扱いなので、  
実際は読解していない。

4. 書く

(章末の文法・  
語法セクション  
を解く)

5. 話す  
章末の「話してみよ  
う」のセクションを時  
間が余ればやってみ  
る。

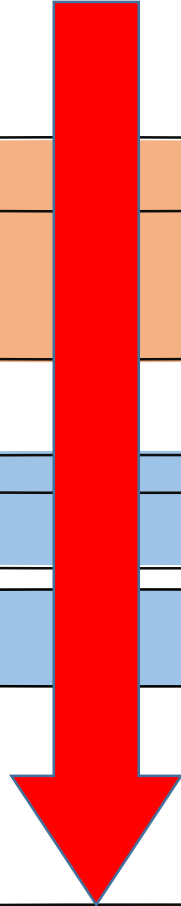
トピック

読む (Reading Prompt)

聞く

言う

記憶したことを書く





トピック

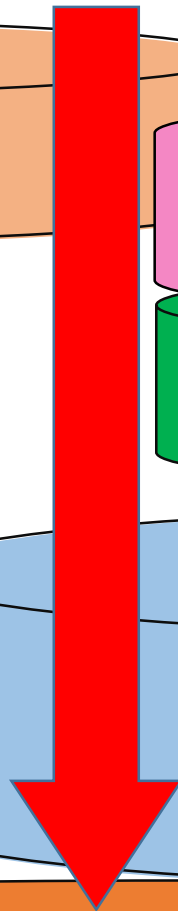
読む (Reading Prompt)

発想 (Conception)

キーワード／箇条書き

話す ⇔ 聞く

書く



トピック

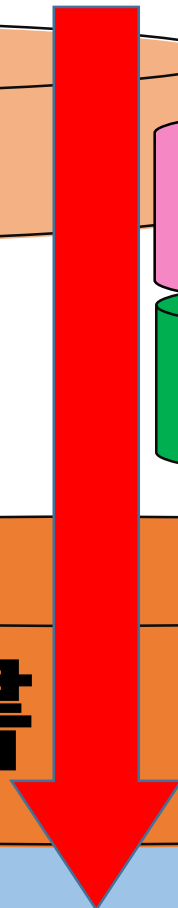
読む (Reading Prompt)

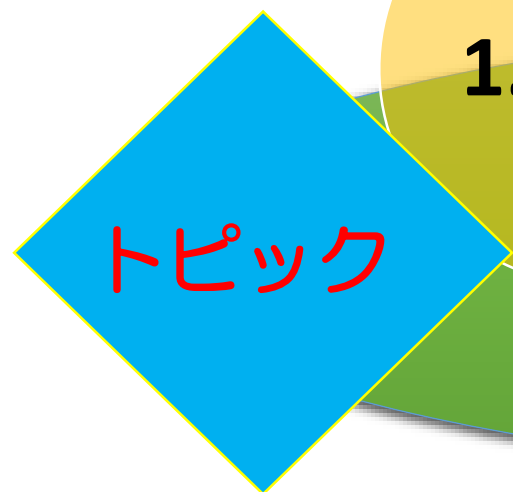
発想 (Conception)

キーワード／箇条書き

書く

話す ⇄ 聞く





1. 読む

2. 発想  
(メモ)書く

3. 話す  
聞く

相手に伝えたことを整理して、  
英語の所作を整えてパラグラ  
フを書く

キーワードを軸に、紡いだ考えを  
口頭で相手に伝える（話す＆聴く）

Reading Prompts（表題に密着した読  
み物や、ライティング活動のモデル  
になるようなパッセージ）によって  
、生徒のライティング活動に一定の  
方向性を持たせる

1. トピック

2. 読む  
(発問)

Aさん  
3. **話題**が分かる、自  
分なりに言えること  
がある。

4. 話す

Bさん

3. **話題**が分かる、  
自分なりに言えるこ  
とがある。

4. 聞く

キーワードを軸に、紡いだ考えを  
口頭で相手に伝える（話す & 聞く）

核（**芯**）となる話題から、発展的に**伸**展させ、**深**めながら、英語でどんどん**アウトプット**

芯／核  
話題

教科書をベースにした知識（単語、文法、構文）の吸収と、瞬時に英語で対応できる基礎力を**イン  
プット**

世界につながる英語  
受験につながる英語  
知識・実技として  
バランスのとれた  
英語を身に着ける




某社教科書  
中學英語（三年）



**Lisa:** We can do more than those 3 Rs, you know?

**Takeshi:** Really? What can we do?



reduce, reuse, recycle

**Lisa:** We can learn how to become friendly to the earth. For example, many people use plastic bags from stores when they don't really need to.

**Takeshi:** That's true. Plastic bags are made from oil. A lot of CO<sub>2</sub> is produced when they are made.

**Lisa:** We can “**refuse**” to use them and use our own shopping bags. It's easy for us to do that.

**Lisa:** We can do more than those 3 Rs, you know?

**Takeshi:** Really? What can we do?

reduce, reuse, recycle

**Lisa:** We can learn how to become friendly to the earth. For example, many people use **plastic straws** that come with drinks from fast food restaurants.

**Takeshi:** That's true. **Plastic straws** are not friendly to the earth because when they get in the ocean, they become huge garbage and a lot of sea animals \_\_\_\_\_.

**Lisa:** We can “**refuse**” to use them and use our **own straws** .  
**or completely stop using them.**

But is it easy for us to do that?

7

Plastic s

and

## Asahigaoka Herald News

Overcome Each Challenge

August 20<sup>th</sup>, 2018 Issue

Many R's to be friendly to the environment:

Reduce, Recycle, Reuse, Repair, Replenish, and more: Refuse

Takeshi and Lisa saw so many reusable things in the mountain of trash, and Lisa said, "What a waste!" They think that reducing the amount of waste is necessary and it is important to use things more than once. Some things are used only once: what can they be? Those are, for example, plastic utensils that you get from convenience stores or fast food restaurants: especially, plastic straws.

Do you know the history of straws? The oldest drinking straw was found in a Sumerian tomb dated 3,000 B.C.E., which

was made of gold. Argentines and their neighbors have used a kind of straw, *bombilla*, to drink mate tea for hundreds of years.

In America, the rye grass straw came into fashion because it was cheap and soft, but it had an unfortunate tendency to turn to mush in liquid. Then, in 1888, Marvin C. Stone came upon the

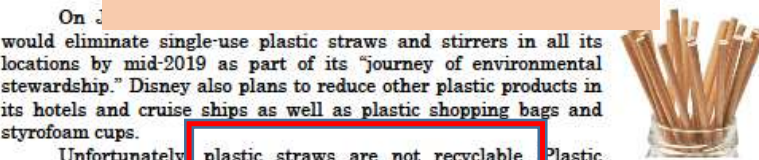
So, he wound  
and applied  
coat the outside  
in alcoholic

# False!

On August 20, 2018, the City of Asahigaoka would eliminate single-use plastic straws and stirrers in all its locations by mid-2019 as part of its "journey of environmental stewardship." Disney also plans to reduce other plastic products in its hotels and cruise ships as well as plastic shopping bags and styrofoam cups.

Unfortunately, plastic straws are not recyclable.

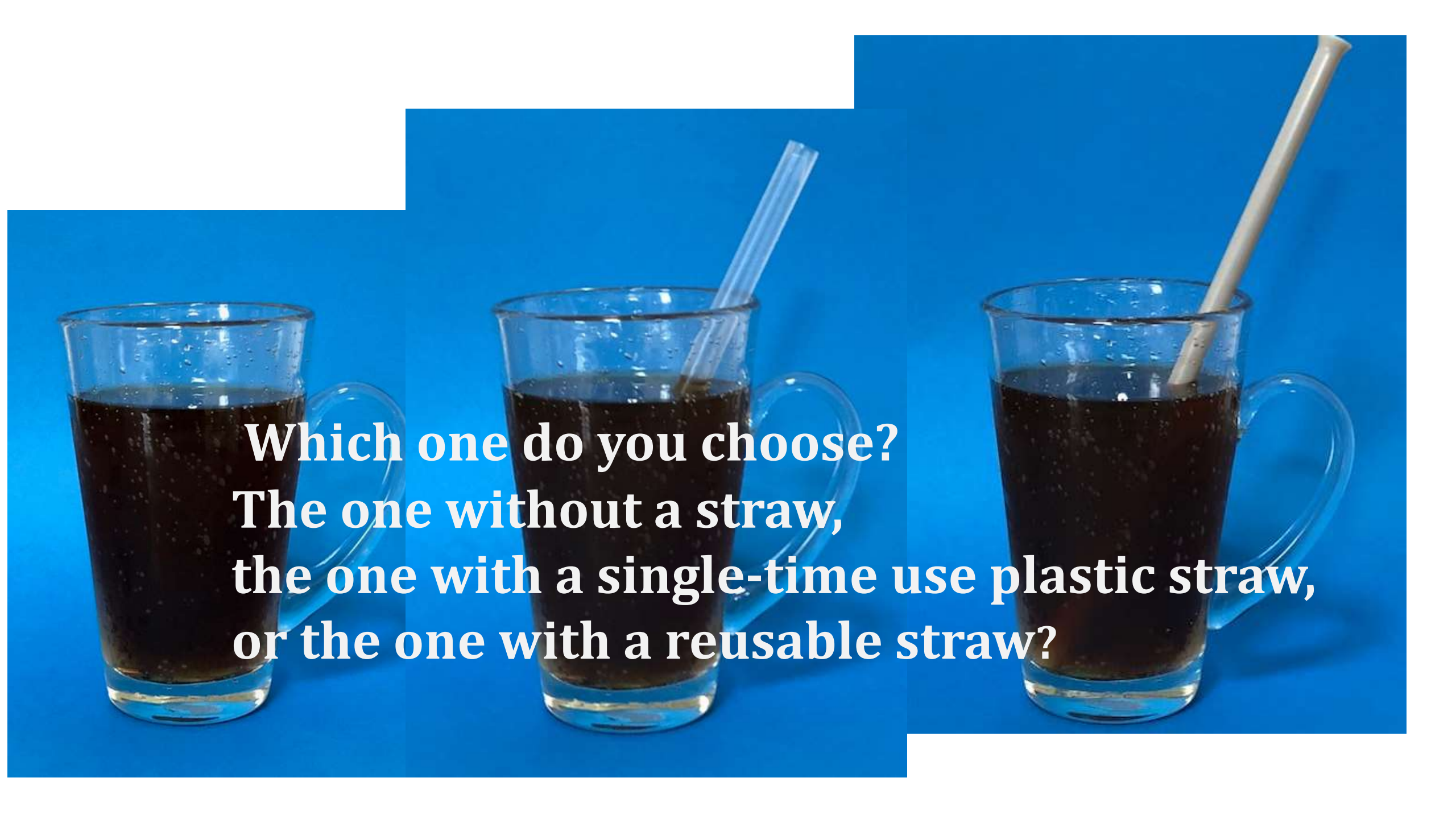
Plastic straws are made from polypropylene, which is a byproduct of petroleum, a fossil fuel that requires an incredible amount of energy and natural resources to extract and refine. Polypropylene is identifiable by the resin identification code 5 and is commonly recyclable, just often not in drinking straw format. Size is the biggest barrier to straw recycling. As plastic travels down conveyor belts while being sorted, small items like bottle caps and straws fall through the cracks and end up being sent to the landfill. As of right now there aren't many (if any) special straw-recycling facilities either, which means when you use a straw, you know that plastic will sit in a landfill for years to come.



?

recyclable.

er!!

The image features three identical clear glass mugs with handles, each filled with a dark, carbonated beverage. They are arranged horizontally against a solid blue background. The mug on the left is empty of straws. The middle mug contains a clear, single-use plastic straw. The mug on the right contains a light-colored, reusable straw. The text is centered over the middle mug.

**Which one do you choose?  
The one without a straw,  
the one with a single-time use plastic straw,  
or the one with a reusable straw?**



※CEFRとは、シラバスやカリキュラムの手引きの作成、学習指導教材の編纂のために、透明性が高く分かりやすく参照できるものとして、20年以上にわたる研究を経て、2001年に欧州評議会（Council of Europe）が発表。

# 英語教育の抜本的強化のイメージ（秋以降、専門的に検討予定）

※具体的な小学校の授業時数については、  
年内・年明けを目途に教育課程全体の構成  
とともに検討を進め、一定の方向性を提示

成熟社会にふさわしい我  
が国の価値を海外展開し  
たり、厳しい交渉を勝ち  
抜く人材の育成

## 新たな英語教育



- 授業をデザインすることを意識
- 「読む」「聞く」「話す」「書く」を25%ずつとするのではなく  
統合型にすることを意識
- 学習活動を通して、生徒は何ができるようになるのか、  
before / after を意識
- Can-Do List というよりは、
- Can-Do Statements を意識
- 単元として、入り口と出口を意識



# 速読（大意把握）

辞書使用禁止！外国語学習はモヤモヤとの戦いです。  
ハテナ？を掻き立て、知りたいという気持ちを高める。  
モヤモヤしながら話題の輪郭を探ります。

精読（単語・文法の知識学習【辞書を引きまくる】）

ペアワーク（日本語→英語：通訳的練習  
【サイトトランスレーション】）

キーワードから  
ストーリーの再構築【リテリング】

速読（大意把握）

# 精読（単語・文法の知識学習 【辞書を引きまくる】）

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キーワードから  
ストーリーの再構築【リテリング】

速読（**大意**把握）

精読（単語・文法の**知識学習**  
【辞書を引きまくる】）

ペアワーク

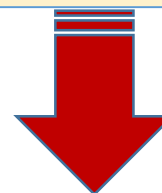
（日本語→英語：通訳的練習  
【サイトトランスレーション】）

**キーワード**から

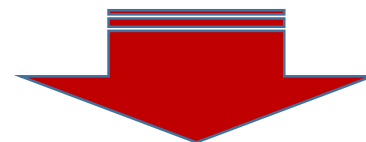
**ストーリー**の再構築【リテリング】

効力感が高まり  
世界とつながる

インターネット上の生きたニュース英語から教科書関連の話題を読んで、理解の深まりを実感する



圧倒的な量・難度の高い高校の教科書の英語が簡単に感じるようになる！



英語を通して、世界が身近になる

# 英 語 表 現

## (英作文)

# 英語表現

1年次：文法・語法を正確に学ぶ

(スピーキングテスト)

2年次：1年で築いた基礎をもとに、  
英語の小論文構成で自己表現

会話／エッセイ／発表

(スピーキングテスト)

3年次：英語の精度を上げる

(「英作文演習」)



自分なら、どうするか（ブレインストーム）  
要点（キーワード）を考える

???を掻き立て、考えを探る

ペアワーク（それぞれの考えを伝える：  
話す・聞く）

伝わるように創意工夫する

英語で書く【ライティング】

考えを整理し、深める