

3 授業の実際

中学3年生を対象にこの活動を実施した^{注5}。
1学期末から2学期にかけて、計4回実施した。トピック及びキーセンテンスは次の通りである。

① 夏休みの計画

“ On August 24th, I'm going to come back to Japan .”

② 野茂ノーヒットノーラン

“ Nomo allowed no hits and no runs.”

③ ナスカの地上絵

“ I think that the people who drew them were Aliens .”

④ チャップリンのライムライト

“ I'm going to watch the movie again.”

この中から、「ナスカの地上絵」を例に取り、この活動について具体的に紹介する。

○ Teacher's talk

—ナスカの地上絵の写真を手に持ちながら—

Look at this picture. Do you know what this is? (Some students say, “It's a bird.”) Yes, it's a bird. It's one of the figures in... (Some students say, “Nazca.”) Yes. You studied about it at Part 1.

—別のナスカの地上絵の写真を2枚黒板にはって同じようなインタラクションが続く—

Can you see these figures from the ground? (Some students say, “No.”) Why? Because... (Some students say, “It's very big.”) Yes, they're very big.

—スムーズで活発なインタラクションから、ふだんの授業の様子を伺い知ることができる—

Who drew these pictures? It's a mystery.

注5 会津若松市立湊中学校の高木靖教諭に研究の協力を依頼した。3年生は男子17名、女子16名の計33名。

In the textbook, you can find the sentence “Maybe it was a message to outer space from the people who made it.” But I don't think so.

—ここからキーセンテンス—

I think that the people who drew them were Aliens.

—繰り返す—

I think that the people who drew them were Aliens. Please start writing.



○ 生徒作品

※ 文中の___及び[]は筆者による補足。

① Me ,too. Figures is very beautiful. To tell the truth, I mede [them] with Aliens.

② Where are Aliens live? Maybe Karl and Brian don't make figures in Nazca. But they can draw, I think. If UFO broke, it will fall in the earth?

③ I think so, too. Because we can't see the whole figures from the ground. It's very very mistry. I want to see the Figures in Nazca. そして、It's I solve the mystery. Bye-bye.

④ Wow! I don't know. I want to go to ペルー. I see like Aliens.

⑤ Really?. If that is the figure made by