

# 内容紹介

## インテイク

### ✓ モデル文で対話ややり取りのシミュレーションができる。

モデル文が豊富に掲載されていますので、インプットした語彙や表現、文法事項が実際にどのように使われているのかをインテイクしていく上で最適です。

**Speaking and Writing Output** 話すこと・書くことで表現

1. Listen to the following dialog, fill in the blanks below, and practice the dialog in pairs. (次の対話を聞いて空所を埋め、ペアで対話の練習をしましょう。)

**Kazuki:** For the next festival, what would you like to do together as a class?

**Kay:** I'm interested in \_\_\_\_\_.

**Kazuki:** \_\_\_\_\_? That sounds fun. Exactly what would you like to do?

**Kay:** \_\_\_\_\_.

**Kazuki:** Good for you! I hope it will be a good experience.

2. Have a dialog in pairs as Stefany and Anthony. (Stefany と Anthony になりきって、ペアで対話の練習をしましょう。)

Name	Plan for the next festival	Role in the activity
Stefany	dance performance	choosing costume
Anthony	art exhibition	making posters

3. Fill in the chart below about yourself. Then have a dialog in pairs or groups and take notes about your partner(s). (自分のことについて表を埋め、その表をペア対話し、相手のことをメモしましょう。)

Name	Plan for the next festival	Role in the activity
You		

4. Make a presentation about your partner(s) using the information you have gotten in 3. (3で得た情報を元に、相手のことを発表しましょう。)

発表が完了後でやりかた運動と役割を交換したら、役割や相手も必ず話すまで言葉を替わってください。  
 Kazuki is interested in putting on a play with his classmates. If he does this, he would like to be in charge of decorating the stage. I'm sure his design will be cool, so I'm looking forward to seeing the play.

5. Write about an activity you would like to try for your next school festival. Follow the guidelines below. (以下のガイドラインにしたがって、次の文法事項を使った取り組みが面白い活動について、英文を書きましょう。)

① 楽しんだ理由を述べよ ② 自分がどんな役割をするか述べよ ③ 何を期待しているか述べよ

**Model Dialog** モデル文から学ぶ

**Miho:** We have to register our class activity for the festival tomorrow. Let's make a decision today. So far, we have two proposals, a play and an acappella concert. What should we do?

**Kay:** I would like to try a play. There are lots of different roles for everyone, such as writing a story, making costumes, and of course, acting.

**Kazuki:** Why don't we have a concert? I'm sure we can produce great harmony.

**Miho:** Oh, I have an idea! How about performing a musical? We can both sing and act. It's perfect!

**Kay:** That sounds nice. What do you say, Bob?

**Bob:** Actually, I have done a musical before. Singing and acting together in front of the audience was thrilling. I think it's worth trying.

**EXPRESSIONS**  
 register (登録する)  
 make a decision (決める、決定する)  
 so far (今のところ)  
 proposal (提案)  
 acappella (アカペラ) (独唱・独奏で歌うこと)  
 role (役割)  
 costume (衣装)  
 audience (観客、聴衆)

**TRUE OR FALSE**  
 1. ( )  
 2. ( )  
 3. ( )

**Comprehension** Fill in the blanks to make a correct summary.  
 Miho and her classmates are discussing their class ① \_\_\_\_\_. Kay supports putting on a ② \_\_\_\_\_, while Kazuki likes ③ \_\_\_\_\_ acappella. Finally, Miho comes up with the idea of doing a ④ \_\_\_\_\_ with her suggestion.

**Sounds** 丸印の大きさに応じて強弱をつけ、強いところが等間隔になるよう記入しましょう。  
 I'm sure we can produce great harmony. Singing and acting together in front of the audience was thrilling.

**FUNCTION** 提案する  
 Why don't we have a concert? (コンサートをやろうよ)  
 How about performing a musical? (ミュージカルをするのはどう?)

**GRAMMAR** 動名詞  
 There are lots of different roles for everyone, such as writing a story, making costumes, and acting. (それぞれ違うことを担当できるよ、物語を書いて、衣装を作って、そして演じて。)  
 Singing and acting together in front of the audience was thrilling. (観客の前で歌ったり演じたりするのはとてもワクワクしたよ。)

### ✓ 会話ややり取りの「型」に慣れ、アウトプットに自信がない生徒も積極的に取り組める。

モデル文を充実させることで、その後の活動へのスムーズな移行を実現します。ロールプレイなどで会話や活動のシミュレーションをすることで、その「型」をインテイクしていきます。

### ✓ 「活動」のテクニックや流れの解説が丁寧なので「活動」のシミュレーションが想像しやすい。

スピーチ、プレゼンテーション、ディスカッション、ディベート、各種ライティングといった本格的な活動の流れや取り組み方、必要な表現を Skill のページに集約しました。この流れに沿って、インプットした語彙や表現、文法事項、トピックに関する情報を当てはめながら、「活動」のシミュレーションをすることで、「型」がインテイクされていきます。

**SKILL 2 Presentation**

**1. テーマを決めて、情報を集める**

Lesson 2のLesson 7のA、Bのグループ、自分の町、資料集から必要な情報を集め、まとめた後、自分の町に関する情報を発表しよう。 (自分の町について必要な情報を集め、まとめた後、自分の町に関する情報を発表しよう。)

Location	Population	History	Famous places	Festivals
Fujisawa southern Kanagawa Prefecture	430,000		Shonan Beach, Enoshima	over three million swimmers visit every summer

**2. 構成を考える**

プレゼンテーション資料は、多くの情報 introduction, Body, Conclusion の3つのパートからなります。各パートの情報 (Contents) や発表方法 (Delivery) について学びましょう。

**Introduction** Let me tell you about my town ~.

**Body** It is located in the northeastern part of ~. Its population is ~. It is a very old town. It still has some houses built in the Edo period. It is famous for ~. It is a picture of ~.

**Conclusion** In this way, ~ is a nice town. I like it very much. Why don't you visit ~? If you have a chance, come to ~. I think you'll like it.

**3. 原稿を筆記し、視覚資料を効果的に使いながら発表をする**

発表原稿は次の通りです。  
 Let me tell you about my town, Fujisawa. Do you know where it is? Look at this map. Fujisawa is located in southern Kanagawa Prefecture. Its population is about 430,000. Have you ever visited Shonan Beach or Enoshima? There are pictures of Shonan Beach and Enoshima. Every summer, over three million swimmers come to Shonan. It's so popular, isn't it? Fujisawa is a nice city. I love Fujisawa very much. Why don't you come visit? Do you have any questions?

発表の構成と発表の順序は、例 (Contents) と発表方法 (Delivery) に従いましょう。  
**Introduction** Let me tell you about my town, Fujisawa. Do you know where it is? Look at this map. Fujisawa is located in southern Kanagawa Prefecture. Its population is about 430,000. Have you ever visited Shonan Beach or Enoshima? There are pictures of Shonan Beach and Enoshima. Every summer, over three million swimmers come to Shonan. It's so popular, isn't it? Fujisawa is a nice city. I love Fujisawa very much. Why don't you come visit? Do you have any questions?  
**Body** It is located in the northeastern part of ~. Its population is ~. It is a very old town. It still has some houses built in the Edo period. It is famous for ~. It is a picture of ~.  
**Conclusion** In this way, ~ is a nice town. I like it very much. Why don't you visit ~? If you have a chance, come to ~. I think you'll like it.

発表資料を効果的に使うには、次のように考えて発表しましょう。  
 ▶ どのタイミングで、どの情報を発表するか。  
 ▶ 発表資料のどこに注目するか、大きく開いた、スライドに映し出さずに自分で発表する。  
 ▶ 資料のどこに注目しているか。  
 ▶ 発表資料を見るように促す。