

Grammar Compass

一文の要素

主語と目的語は、動作をする側とされる側の関係にある(①, ③, ④)。**補語**は、②では主語の様子、④では目的語の様子を表す。

- ① She bakes **cookies**. (彼女はクッキーを焼く。) **目的語**: 名詞(句)
- ② Handball seems **interesting**. (ハンドボールは面白そうだ。) **補語**: 形容詞(句)または名詞(句)
- ③ The senior students taught **us a new song**. (最上級生が私たちに新しい曲を教えてくださいました。)
- ④ The match made **me nervous**. (試合のことで私は緊張した。)

目的語が「(～が)…すること」のときには、**to不定詞**、**-ing形**、**that節**などが用いられる。

- ⑤ He decided **to join the school chorus**. (彼は合唱部に入ることに決めた。)
- ⑥ I enjoy **taking care of plants**. (私は植物の世話をするのが楽しい。)
- ⑦ He thought **that the new classmate came from Aomori**. (転校生は青森出身だと彼は思った。)

活動を支える文法事項を厳選。解説と問題でインプットを行ったあと、活動の中でも学んだ文法事項を使い、さらなる定着を促します。

1 Choose the correct answer from the two choices given in parentheses.

- ① The students (became / enjoyed) watching the basketball game.
- ② We (dreamed / hoped) to participate in the prefectural tournament.
- ③ The committee (announced / postponed) the game until one week later because of the typhoon.

2 Arrange the words in parentheses in the proper order.

- ① They _____ of the new team.
(captain, elected, Satoshi)
- ② The news of his winning the medal _____.
(class, made, proud, the, very, whole)
- ③ Yuta's hobby is visiting castles. He said _____ in Japan.
(already, has, he, that, 20 castles, visited)

3 Tell your classmates about your favorite subject in elementary school, junior high school, and now. If your favorite subject has changed over the years, explain why. If you still like the same subject, tell them why you like it.

	Elementary school	Junior high school	Senior high school
Your favorite subject and reason(s)			

例



Daiki

I liked **Japanese** in elementary school, because I liked to read as many stories as possible. When I was in junior high school, I felt **English** was more interesting than Japanese, as I thought that English opened my eyes to the wider world. Now, I like not only English but also **geography**. Knowing about other countries makes me want to travel all around the world.



Shiori

Art has been my favorite subject since elementary school. I simply enjoyed drawing pictures and making totally new things using my imagination when I was in elementary school. Then I began to appreciate great masterpieces of the art world in junior high. Now, I'm interested in designing new products used in our daily life.

Lesson 7

How Can We Communicate Better Online?



Part 3 (Lesson 7,8) ではディスカッション, Part 4 (Lesson 9,10) ではディベートを行います。この2つのPart はどちらも同じ構成です。

Targets!

Warm Up トピックに触れよう

リスニング問題で題材の前提知識を導入したあとに、簡単な対話活動を行います。

1 Listen to the dialog and choose True (T) or False (F).



- 1 Miho uses social media to communicate with her friends. [T / F]
- 2 Miho usually writes e-mails in a formal style when communicating online with her teachers. [T / F]
- 3 Shota likes a casual style of writing because this makes the writer or the message seem more polite. [T / F]

*social media(ソーシャル・メディア< SNS など、情報の共有や拡散を目的としたインターネット上の情報交流媒体 >)

2 Write your answers to the questions in the chart below. Then have a dialog in pairs and take notes about your partner.

Name	You	()
1. What online communication tools do you often use?		
2. Who do you use them to communicate with?		
3. When do you think online communication tools are particularly useful?		
4. Have you ever had any difficulty using these tools?		

理由の分類や主張と理由のマッチングなど、情報のインプットを兼ねた簡単で論理的な問題に取り組みます。

For Your Use

- contact old friends (旧友と連絡をとる)
- share photographs with + 図 (図と写真を共有する)
- become addicted to + 図 (図がやめられなくなる)
- accidentally visit illegal websites(うっかり違法サイトを訪れてしまう)
- misunderstanding(誤解)
- cyberbully(インターネット上でいじめをする人)

For More Use >>>> p.110

3 Do you think the items given in the box below are advantages or disadvantages of social media? Classify the items to "Advantages" or "Disadvantages".

Advantages () Disadvantages ()

- a. We can find people around the world who share the same interests and hobbies, and build communities.
- b. Our private information can be leaked through social media and we may become a victim of criminals and cyberbullies.
- c. We don't know who will read our messages and how they will respond to them.
- d. Videos and photographs, as well as text messages, can be shared with others very easily using social media.

Key Text 1 モデル文から学ぼう

Eriko sent a message to Kaito and Yuri, who attend different schools, to ask their opinions about managing social media groups.

Eriko's message

Kaito and Yuri, how are you doing? I want to ask for your input on an issue.

In my class, we have a social media group. There, we often share information and photos. However, we have some problems. One problem is that some students exchange messages very late at night. Another problem is that not everyone belongs to the group. I sometimes worry about some students not getting important information shared by classmates in the group. Also, I once regretted posting a personal photograph of a classmate without getting her permission. I was ashamed of having sent it to everyone. In fact, this kind of problem comes up a lot in the group, and it is most likely the reason that relationships among some classmates have not been very good recently.

Kaito and Yuri, do you have such a social media group in your school? If you do, what precautions do you take when interacting in this kind of group?

Expressions

- ask for 図's input
(図に意見をもとめる)
- permission (許可)
- be ashamed of + 図
(図について反省する, 恥ずかしく思う)
- precaution (予防策)

問題提起—応答や賛成—反対などのペアになった Key Text を2つ読み、トピックに関する知識を深めます。



Comprehension では、学んだ表現や知識を整理しながら、内容理解を確認します。

Comprehension Fill in the blanks to make a summary.

Eriko belongs to a social media group in her class. The group's main activity is sharing ① _____ among the classmates. However, there are some problems with it. First, some students send and receive messages ② _____. Second, non-members are unable to ③ _____ shared in the group. In addition, students often share personal photographs without ④ _____.

Check!

Grammar 動名詞

I sometimes worry about **some students not getting** important information shared by classmates in the group. (ときどき、クラスメイトがグループ内で共有している重要な情報を、一部の生徒が得られていないことが心配になります。)

I was ashamed of **having sent it** to everyone.
(それをみんなに送ってしまったことを恥ずかしく思いました。)



Key Text 2 モデル文から学ぼう

Kaito's reply:

Eriko, yes, we do have a social media group in my class. We used to have the kinds of problems you talked about. We discussed the problems and now we have the following guidelines:

- (a) We must not send messages between 9:00 p.m. and 6:00 a.m.
- (b) We must avoid posting personal photographs on social media without getting permission.
- (c) We must not use emotional language and we must proofread our messages before sending them.

What do you say to discussing guidelines like these with your classmates?

Yuri's reply:

In my class, we are not allowed to create social media groups. The reason is that problems like you experienced can occur in such groups because everyone uses social media in different ways. Also, we have come to a common understanding that important information should be shared face-to-face in our classroom, not in a social media group. I suggest discussing whether using a social media group is the best way for your class to communicate.

Expressions

- emotional language
/ləŋgwɪdʒ/ (感情的な表現)
- proofread + 図
(図を推敲する)
- What do you say to doing?
(…したらいかがですか?)



Comprehension Fill in the chart below using Kaito's and Yuri's replies in Key Text 2.

Kaito's class: has a social media group	Yuri's class: does not have a social media group
problems occurred → created guidelines	They are not allowed to create one because ...
× ① _____ (9:00 p.m.-6:00 a.m.)	• the way everyone uses social media is ⑤ _____
× posting personal photographs ② _____	_____ . Problems can occur in the group.
× using ③ _____	• important information should be shared ⑥ _____
→ Do: ④ _____	

Part 4 のディベートでは、Sounds の代わりに Preparation for a Debate を設けています。Key Text について適切なサインポスト (主張のポイントを一言で表す語句) を読み取ったり、反対意見を選んだりする論理的な問題に取り組み、ディベートでのやりとりに向けた準備を行います。

Sounds

強調や否定のこぼなど、意見を伝えるうえで重要な語は明確に発音しよう。

- we **do** have
- We must **not** send
- without getting permission
- we are **not** allowed to create

Skill Workout スキルを学ぼう

Choose one item from the box below and fill in each blank (1-5) with the correct answer (a-e). Then listen to the dialog to check your answers. Finally, practice the discussion in groups.

Facilitator: Now let's talk about possible problems related to the use of social media. Do you have any ideas, Kenta?

Kenta: Well, one big problem is that you can't totally avoid people sometimes misunderstanding your messages.

Shota: So what you are saying is that sometimes 1 _____? (Kenta nods in agreement.) Yes, I agree. For example, once I posted a message making fun of my close friend, but 2 _____, and it led to a big problem.

Eriko: Yes, misunderstandings often happen. But I'd like to add another point. According to 3 _____, there are lots of cases where users are targeted as victims of bullying because of negative things they write. I think that's very scary.

Miho: Yes, I heard about that, too. So what should we do to use social media more responsibly?

Kenta: One thing we can do is not 4 _____, even if we are excited or upset.

Eriko: Yes, that's true. Nobody wants to read negative messages. Also, I think we should take time to 5 _____.

Miho: Thank you very much for sharing your opinions. I think now we can create guidelines for more responsible online communication.

5 10 15 20 25

対話の穴埋めを行ったあと、ロールプレイで議論の進め方や表現のインプットを行います。

- a. proofread our messages b. use emotional or impolite language
- c. we misunderstand people's true intentions
- d. a news report I just read e. someone else thought I was targeting him

Improvement Tips 意

- 1 相手の意見を確認する
 - You are saying ...? • You mean ...? • What you mean is ...?
 - So you are telling us that ...? • So what you are saying is ...?
- 2 説得力のある主張をする 理由, 例, 事実やデータによって主張の説得力を高める。
 - because ... / because of ... / due to ... (理由)
 - for example, ... / for instance, ... / such as ... (例)
 - in fact, ... / according to ... (事実やデータ)

活動で使える重要表現を学習します。学んだ表現がSkill Workoutで使われている箇所を確認し、ロールプレイや次の活動で実際に使うことで、知識・技能の定着を図ります。

Discussion ディスカッションをしよう

Discussion Question : What should we include in our guidelines for using social media more responsibly?

1 Fill in the box below with your ideas.

議論に向けて、自分の意見をメモにまとめます。

2 Make a group of five and discuss the question above.

Facilitator: Let's talk about some guidelines for more responsible use of social media. Do you have any ideas?

Rika: Well, I think it's important to _____.

Step 1 : 発言を確認する
You mean _____?

Rika: Yes, that's right.

Rika: OK, sounds good to me. Any other ideas, you guys? Nao?

Step 2 : 例で説得力を高める
My opinion is similar to Rika's. I think _____. For example, _____.

Step 3 : 事実やデータで説得力を高める
That's a good point. _____ shows that _____.

Kaito, do you have anything to add?

Step 4 : 理由で説得力を高める
We should _____ because _____.

Step 5 : 発言の機会を得る
Can I say one more thing? We should _____.

Rika: Good point, Rika. OK, I think we've shared several good ideas today. Here they are again: _____. Do you agree?

All: Yes.

Miki: Here they are again: ... (それらをまとめると次の通りです。)

5 10 15 20

For Your Use

What you're trying to say is ... (あなたが言おうとしているのは...)

If I understand you correctly, you think that ... (私の理解が正しければ、あなたが考えているのは...)

Improvement Tips 1

Let me give you an example. (例を挙げさせてください。)

A typical example is that ... /tɪpɪkəl/ (典型的な例は...)

Improvement Tips 2

A news report says that ... (報道によると...のことです。)

Research indicates that ... /ɪndə'keɪt/ (調査が...と示しています。)

Improvement Tips 2

議論や発言の流れを示したガイドラインで、手順に迷わず活動を進めることができます。

3 Make a presentation based on the discussion above.

例 We talked about our guidelines for more responsible use of social media. We came up with the following three ideas: 1. We should use neutral and polite language in our posts; 2. We should post photos of others only after getting their permission; and 3. We should be careful when we connect with someone we have never met.

25

4 Write about your ideas using about 80-100 words based on the discussion you had in your group.

- 話し合ったガイドラインで自分が一番重要だと思う項目を書く
- その理由を書き、具体例やデータでサポートする