

帯活動 各時間の展開案 第1学年 指導時期:5~6月 思い出「大型連休の思い出」①

- トピック及び言語の働き : 学校・家庭生活の思い出 (・コミュニケーションを円滑にする ・事実・情報を伝える)
- 主な言語材料 : 過去形(一般動詞) など / funny
- 目指す生徒の発話例
Did you enjoy the Golden Week holidays? / Yes, I did. / That's nice. / What did you enjoy? / I enjoyed (cooking). / You enjoyed (cooking). That's good.
- 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動 及び 各対話例(教師の発話例)	言語活動 及び 対話例(生徒の発話例)	指導上の留意点
<p>①Interactive Teacher Talk T: It was the Golden Week last week. Did you have fun? I enjoyed it very much. Did you enjoy the Golden Week holidays? Yes? (全体に問いかける) S1, Did you enjoy the Golden Week holidays? T: That's nice. What did you do? T: I went to Tokyo. How about you? T: You went to Fukui. That's nice. How about you, S2? Did you enjoy it? T: What did you do? T: Oh, You went to Osaka. That's good. What did you do in Osaka? T: Wow, you enjoyed ... (こうしたやり取りを、数人の生徒と行う)</p>	<p>①Interactive Teacher Talk Ss: Yes! S1: Yes. S1: えーと??? S1: ああ、I go to Fukui. S2: Yes. S2: I went to Osaka. S2: ...</p>	<p>①Interactive Teacher Talk ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導</p>
<p>②S-S Interaction 1 T: Let's talk about the Golden Week holidays in pairs.</p>	<p>②S-S Interaction 1 対話例 A: Did you enjoy the Golden Week holidays? B: Yes. A: That's nice. What did you enjoy? B: Tennis.</p>	<p>②S-S Interaction 1 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●聞き手のモデル ●取組状況の確認</p>
<p>③Sharing T: Do you have any questions? T: How do you say “～へ行った”? (学級全体へ問いかける) T: That's right. “I went to Tokyo.” “I went to USJ.” OK? S3, can you say that? T: Very good. Anything else? T: What was the first question? (学級全体へ問いかける)</p>	<p>③Sharing Time S3: 「～へ行った」って何と言うのですか。 S4: I go to ～? S5: I went to ～. じゃない? S3: I went to Kyoto. S6: はじめの質問は、何と言うのか... Ss: “Did you enjoy the Golden Week holidays?” ...</p>	<p>③Sharing 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続</p>
<p>④S-S Interaction 2 T: Let's talk about the same topic again in new pairs.</p>	<p>④S-S Interaction 2 対話例 C: Did you enjoy the Golden Week holidays? B: Yes. C: That's nice. What did you do? B: I enjoyed tennis.</p>	<p>④S-S Interaction 2 ●変容の確認</p>

帯活動 各時間の展開案 第1学年 指導時期:5~6月 思い出「大型連休の思い出」②

- トピック及び言語の働き:学校・家庭生活の思い出 (・コミュニケーションを円滑にする ・事実・情報を伝える)
- 主な言語材料:過去形(一般動詞)など /kick
- 目指す生徒の発話例
Did you enjoy the Golden Week holidays? / Yes, I did. / That's nice. / What did you do? / I enjoyed (cooking). / You enjoyed (cooking). That's good.
- 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動 及び 各対話例(教師の発話例)	言語活動 及び 対話例(生徒の発話例)	指導上の留意点
<p>①Interactive Teacher Talk T: Last time, we talked about the Golden Week holidays. Do you remember? I went to Tokyo. It was really fun! Did you enjoy the Golden Week holidays? Yes? (全体に問いかける) S3, Did you enjoy the Golden Week holidays? T: That's nice. What did you do? T: You played soccer. That's good. Can you kick the ball well(シエスチャー)? That's cool! How about you, S4? Did you enjoy the Golden Week holidays? T: Yes, you did? What did you do? (こうしたやり取りを、数人の生徒と行う)</p>	<p>①Interactive Teacher Talk Ss: Yes. Ss: Yes! S3: Yes. S3: I play soccer. S3: Yes! S4: Yes. S4: I play tennis.</p>	<p>①Interactive Teacher Talk ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導</p>
<p>②S-S Interaction 1 T: Let's talk about the Golden Week holidays in pairs.</p>	<p>②S-S Interaction 1 対話例 A: Did you enjoy the Golden Week holidays? B: Yes, I did. A: That's nice. What did you do? B: Cooking. A: Cooking. That's good. Nice talking to you. B: You too.</p>	<p>②S-S Interaction 1 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●聞き手のモデル ●取組状況の確認</p>
<p>③Sharing T: Do you have any questions? T: How do you say “料理”? (学級全体へ問いかける) T: That's right. 料理するのを楽しんだんだから... T: Very good. “I enjoyed cooking.” S3, Can you say that? “I enjoyed cooking.” T: Perfect! Anything else? T: That's OK! How do you ask? (学級全体へ問いかける) T: Good. So, S8, did you enjoy the Golden Week holidays? ...</p>	<p>③Sharing S5: 「料理」って何と言うのですか。 S6: Cooking? S7: Enjoy cooking? S5: I enjoyed cooking. S8: はじめの質問, また忘れちゃった... Ss: “Did you enjoy the Golden Week holidays?” ...</p>	<p>③Sharing 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続</p>
<p>④S-S Interaction 2 T: Let's talk about the same topic again in new pairs.</p>	<p>④Small Talk2 対話例 C: Did you enjoy the Golden Week holidays? A: Yes, I did. C: That's nice. What did you do? A: I enjoyed cooking. C: You enjoyed cooking. That's good. What cooking? ...</p>	<p>④S-S Interaction 2 ●変容の確認</p>

帯活動 各時間の展開案 第1学年 指導時期:5~6月 人紹介「私の家族」①

1. トピック及び言語の働き: 家族のこと(・紹介する)
2. 主な言語材料: ・be動詞・形容詞など/ strict, introduce, funny
3. 目指す生徒の発話例 ・This is my father, Takeshi. He is a baseball fan. He is funny.
4. 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動 及び 各対話例(教師の発話例)	言語活動 及び 対話例(生徒の発話例)	指導上の留意点
<p>①Interactive Teacher Talk T: Everyone, please look at this picture.(教師の家族の写真を見せる) This is my family. This is my father. He is a baseball fan. He is sometimes <u>strict</u>. How about your family? Do you have any brothers or sisters? Do you have any pets? (全体に問いかける) T: S1, please show me your picture. Who is this? T: Oh, I see. This is your sister. (こうしたやり取りを、数人の生徒と行う)</p>	<p>①Interactive Teacher Talk S1: My sister.</p>	<p>①Interactive Teacher Talk ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導</p>
<p>②S-S Interaction 1 Now <u>introduce</u> your family to your partner.</p>	<p>②S-S Interaction 1 対話例 A: This is my father. B: OK. This is your father. A: His name is Akira. He likes baseball. B: Do you like your father?</p>	<p>②S-S Interaction 1 以下のいずれかを計画的に行う。 ●聞き手のモデル ●取組状況の確認</p>
<p>③Sharing T: S2, please introduce your family. T: OK. What's his name? T: OK. T: Oh, your father likes baseball. Do you like baseball, too? T: I see. Thank you. T: S2 さんのように情報を付け足したり、先生のように質問したりするといよいよ。</p>	<p>③Sharing S2: This is my father. S2: Takeshi. S2: He likes baseball. S2: No. I like soccer.</p>	<p>③Sharing 以下のいずれかを計画的に行う。 ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続</p>
<p>④S-S Interaction 2 T: <u>Introduce</u> your family again to your new partner.</p>	<p>④S-S Interaction 2 対話例 A: This is my father, Takeshi. He is a baseball fan. B: Oh, I see. Do you like baseball? A: Yes. I like baseball, too. B: Do you like the Giants? A: Yes, and my father likes the Giants, too.</p>	<p>④S-S Interaction 2 ●変容の確認</p>

帯活動 各時間の展開案 第1学年 指導時期:5~6月 人紹介「私の家族」②

1. トピック及び言語の働き:家族のこと(・紹介する)
2. 主な言語材料:・be動詞・形容詞など/ strict, introduce, funny
3. 目指す生徒の発話例 ・This is my father, Takeshi. He is a baseball fan. He is funny.
4. 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動 及び 各対話例(教師の発話例)	言語活動 及び 対話例(生徒の発話例)	指導上の留意点
<p>①Interactive Teacher Talk T: Please show me your picture. S1, you have a pet, right? Please tell me about your pet. T: So cute! I want a dog. Do you have any pets, everyone? T: A rabbit? Show me the picture, please. Wow, it is so big. How old is it? T: What's her name? ... (こうしたやり取りを、数人の生徒と行う)</p> <p>②S-S Interaction 1 Now <u>introduce</u> your family to your partner.</p> <p>③Sharing T: S1, please <u>introduce</u> your family. T: Oh, Shiro is so cute. Shiro is 4 years old, right? Is Shiro a boy or girl? T: I see. Do you like him? T: What is <u>おもしろい</u> in English, everyone? T: Funny. T: Yes, So he is cute and <u>funny</u>.</p> <p>④S-S Interaction 2 OK. Now change partners. Then <u>introduce</u> your family to your new partner.</p>	<p>①Interactive Teacher Talk S1: This is my pet, Taro. He is a chihuahua. S2: I have a rabbit. S2: She is two years old. S2: Her name is Momo.</p> <p>②S-S Interaction 1 対話例 A: This is my pet, Shiro. B: Oh, so cute. How old? A: 4. Shiro can run fast.</p> <p>③Sharing S3: This is my pet, Shiro. Shiro is 4. S3: Boy. And Shiro can run fast. S3: Yes. He is cute and, ... <u>かわいい</u>. Ss: ...? Ss: あー、聞いたことある。 A: Yes, he is cute and <u>funny</u>.</p> <p>④S-S Interaction 2 対話例 A: This is my pet, Shiro. B: So cute. A: Yes, He is so cute and funny. B: I have a dog, too. He is cute and funny, too. A: Oh, really? What's the name? B: He is Kuro.</p>	<p>①Interactive Teacher Talk ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導</p> <p>②S-S Interaction 1 以下のいずれかを計画的に行う。 ●聞き手のモデル ●取組状況の確認</p> <p>③Sharing 以下のいずれかを計画的に行う。 ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続</p> <p>④S-S Interaction 2 ●変容の確認</p>

帯活動 各時間の展開案 第1学年 指導時期:5~6月 日本の文化「今年のお花見」①

1. トピック及び言語の働き:お花見(・コミュニケーションを円滑にする ・気持ちを伝える)
2. 主な言語材料:・want to~・動詞・形容詞
3. 目指す生徒の発話例 What food do you want to bring? What do you want to do? I want to bring hamburgers. I want to enjoy singing.
4. 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動 及び 各対話例(教師の発話例)	言語活動 及び 対話例(生徒の発話例)	指導上の留意点
<p>①Interactive Teacher Talk T: Did you have a <i>ohanami</i> party this year? T: Did you enjoy it? T: <u>What do you want to do when you have a <i>ohanami</i> party?</u></p> <p>②S-S Interaction 1 T: Let's talk about <i>ohanami</i> in pairs.</p> <p>③Sharing T: Do you have any questions? T: どこか聞くとときには? T: Right. So you can say, "Where do you want to go?" T: Good!</p> <p>④S-S Interaction 2 T: Let's talk about the same topic again in new pairs.</p>	<p>①Interactive Teacher Talk Ss: Yes, I did. Ss: Of course. S1: <u>I want to enjoy singing.</u></p> <p>②S-S Interaction 1 A: Did you have a <i>ohanami</i> party this year? B: Yes, I did. A: Did you enjoy it? B: I want to enjoy delicious food. A: What do you want to do when you have a <i>ohanami</i> party? B: I want to enjoy talking with my family.</p> <p>③Sharing S2: どこに行ったのか聞きたいときにはどう言えばいいですか? S2: Where? S2: I see. Where do you want to go?</p> <p>④S-S Interaction 2 A: Did you have a <i>ohanami</i> party this year? C: Yes. I enjoyed it. A: Where did you go? C: I went to Daigoji temple. A: Good! What do you want to do when you have a <i>ohanami</i> party? C: I want to see beautiful cherry blossoms for a long time.</p>	<p>①Interactive Teacher Talk ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導</p> <p>②S-S Interaction 1 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●聞き手のモデル ●取組状況の確認</p> <p>③Sharing 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続</p> <p>④S-S Interaction 2 ●変容の確認</p>

帯活動 各時間の展開案 第1学年 指導時期:5~6月 日本の文化「今年のお花見」②

1. トピック及び言語の働き:お花見(・コミュニケーションを円滑にする ・気持ちを伝える)
2. 主な言語材料: ・want to~ ・動詞・形容詞
3. 目指す生徒の発話例 What food do you want to bring? What do you want to do? I want to bring hamburgers. I want to enjoy singing.
4. 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動 及び 各対話例(教師の発話例)	言語活動 及び 対話例(生徒の発話例)	指導上の留意点
<p>①Interactive Teacher Talk T: Last time, we talked about a <i>ohanami</i> party. S1, what do you want to do when you have a <i>ohanami</i> party? T: OK, what do you want to eat? T: Why? T: I see. That's a good idea. So you want to bring <i>hanami bento</i>. T: Yes. You want to take <i>hanami bento</i> to the party.</p> <p>②S-S Interaction 1 T: Let's talk about <i>ohanami</i> in pairs.</p> <p>③Sharing T: Do you have any questions? T: You can say, "have a BBQ".</p> <p>④S-S Interaction 2 T: Let's talk about the same topic again in new pairs.</p>	<p>①Interactive Teacher Talk S1: I want to enjoy delicious food. S1: I want to eat <i>hanami bento</i>. S1: It's special! It's delicious. S1: Bring? S1: I see. I want to bring <i>hanami bento</i>.</p> <p>②S-S Interaction 1 A: What do you want to do when you have a <i>ohanami</i> party? B: I want to eat delicious food. A: What do you want to bring? B: I want to bring <i>hanami dango</i>.</p> <p>③Sharing S2: バーベキューをするってどう言うのですか。</p> <p>④S-S Interaction 2 A: What do you want to do when you have a <i>ohanami</i> party? C: I want to have a BBQ. A: What do you want to bring? C: I want to bring meat. Beef, pork, and chicken. A: And vegetables, too.</p>	<p>①Interactive Teacher Talk ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導</p> <p>②S-S Interaction 1 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●聞き手のモデル ●取組状況の確認</p> <p>③Sharing 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続</p> <p>④S-S Interaction 2 ●変容の確認</p>

帯活動 各時間の展開案 第1学年 指導時期:7~9月 ~したいこと/予定「暑い季節に食べたいもの」①

1. トピック及び言語の働き: したいこと (コミュニケーションを円滑にする・気持ちを伝える)

2. 主な言語材料: be 動詞、一般動詞、不定詞、疑問詞

3. 目指す生徒の発話例

What food do you want to eat in summer? / I want to eat ice cream. / Why? / It's sweet and delicious. / What ice cream flavor do you like? / I like chocolate.

4. 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動 及び 各対話例(教師の発話例)	言語活動 及び 対話例(生徒の発話例)	指導上の留意点
<p>①Interactive Teacher Talk T: It's really hot these days. It's almost summer! What food do you want to eat in summer? (全体に問いかける) T: I want to eat cucumbers because they're <u>healthy</u>. How about you, S1? What food do you want to eat in summer? T: You want to eat watermelons. I like them, too. Why do you like watermelons? T: Yes, they're <u>sweet</u>. How about you, S2? What food do you want to eat in summer? (こうしたやり取りを、数人の生徒と行う)</p> <p>②S-S Interaction 1 T: Let's talk in pairs about the food you want to eat in summer.</p> <p>③Sharing T: Do you have any questions? T: How do you say <u>みずみずしい</u>? (学級全体へ問いかける) T: Good <u>guess</u>. Juicy. 文にするとどうなるかな。ペアで相談してごらん。</p> <p>④S-S Interaction 2 T: Let's talk about the same topic again in new pairs.</p>	<p>①Interactive Teacher Talk Ss: Ice cream. かき氷! S1: I want to eat watermelons. S1: <u>Sweet</u>.</p> <p>②S-S Interaction 1 対話例 A: What food do you want to eat in summer? B: I want to eat watermelons. A: Oh, do you like watermelons? B: Yes, I do. A: That's good. Why? B: Well... <u>Sweet</u>. A: I like watermelons, too. B: Oh, really?</p> <p>③Sharing S3: 「みずみずしいです」って何と言うのですか。 S4: like water? S5: Juice?</p> <p>④S-S Interaction 2 対話例 A: What food do you want to eat in summer? C: I want to eat watermelons. A: Oh, do you like watermelons? C: Yes, I do. A: That's good. Why? C: They're <u>sweet</u> and juicy. A: I like watermelons, too. C: Oh, really?</p>	<p>①Interactive Teacher Talk ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導 *「増加する語」としてhealthyを用いるために、キュウリの他にもトマトなどの夏野菜でも導入することができる。</p> <p>②S-S Interaction 1 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●聞き手のモデル ●取組状況の確認</p> <p>③Sharing 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続</p> <p>④S-S Interaction 2 ●変容の確認</p>

帯活動 各時間の展開案 第1学年 指導時期:7~9月 ~したいこと/予定「暑い季節に食べたいもの」②

1. トピック及び言語の働き: したいこと (コミュニケーションを円滑にする・気持ちを伝える)

2. 主な言語材料: be 動詞、一般動詞、不定詞、疑問詞

3. 目指す生徒の発話例

What food do you want to eat in summer? / I want to eat ice cream. / Why? / It's sweet and delicious. / What ice cream flavor do you like? / I like chocolate.

4. 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動 及び 各対話例(教師の発話例)	言語活動 及び 対話例(生徒の発話例)	指導上の留意点
<p>①Interactive Teacher Talk T: It's very hot today. Last time, we talked about what you want to eat in summer. Some of you want to eat watermelons. Watermelons are <u>sweet</u> and juicy. What food do you want to eat in summer?(全体に問いかける) Now, I want to eat shaved ice because it's also <u>sweet</u> and <u>delicious</u>. How about you, S1? What food do you want to eat in summer? T: You want to eat ice cream. That's nice. Why do you like it? T: It's cold and <u>delicious</u>. I love them, too. How about you, S2? What food do you want to eat in summer? (こうしたやり取りを、数人の生徒と行う)</p>	<p>①Interactive Teacher Talk Ss: Yes. S1: I want to eat ice creams. S1: It's cold.</p>	<p>①Interactive Teacher Talk ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導</p>
<p>②S-S Interaction 1 T: Let's talk in pairs about the food you want to eat in summer.</p>	<p>②S-S Interaction 1 対話例 A: What food do you want to eat in summer? B: I want to eat ice cream. A: Oh, you want to eat ice cream. B: Yes, I love ice cream. A: That's nice. Why? B: It's <u>sweet</u> and good.</p>	<p>②S-S Interaction 1 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●聞き手のモデル ●取組状況の確認</p>
<p>③Sharing T: Do you have any questions? T: How do you say アイスクリームの何味が好きですか? (学級全体へ問いかける) T: Good <u>guess</u>. Ice cream flavor. 文にするとどうなるかな。ペアで相談してごらん。 T: <u>Okay</u>. Which ice cream flavor do you like?</p>	<p>③Sharing S3:「アイスクリームの何味が好きですか」って何と何の言うのですか。 S4 :Ice cream, yummy? S5 :Flavor?</p>	<p>③Sharing 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続</p>
<p>④S-S Interaction 2 T: Let's talk about the same topic again in new pairs.</p>	<p>④S-S Interaction 2 対話例 A: What food do you want to eat in summer? C: I want to eat ice cream. A: Oh, you want to eat ice cream. C: Yes, I love ice cream. A: That's nice. Why? C: It's <u>sweet</u> and <u>delicious</u>. A: Which ice cream flavor do you like? C: I like chocolate.</p>	<p>④S-S Interaction 2 ●変容の確認</p>

帯活動 各時間の展開案 第1学年 指導時期:7~9月 好きなもの・こと「好きな教科」①

1. トピック及び言語の働き:好きな教科(・コミュニケーションを円滑にする・気持ちを伝える・相手の行動を促す)
2. 主な言語材料:・What ~ do you like?・動詞・形容詞など/excellent
3. 目指す生徒の発話例 A: What subject do you like? B: P.E. A: Oh, I see. (相手の答えに対し、相づちをうつ、繰り返す、質問する)
4. 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動及び各対話例(教師の発話例)	言語活動及び各対話例(生徒の発話例)	留意事項
<p><u>①Interactive Teacher Talk</u> It's May now. You have studied at junior high school for a month. What do you study every day? What subjects do you study every day?</p> <p>Right. You study many subjects every day. Of course I like English, but when I was a junior high school student, I liked P.E. How about you?</p> <p>T: S1, what subject do you like? T: Oh, I see. You like P.E. That's (nice/excellent/good..). Who likes P.E.?</p> <p><u>②S-S Interaction 1</u> T: Let's talk about the subject you like in pairs.</p> <p><u>②S-S Interaction 1</u> A: What subject do you like? B: Japanese. A: Oh, Japanese. Me, too.</p> <p><u>③Sharing</u> T: S2, what subject do you like? T: Oh, social studies. You like social studies. T: Very good.</p> <p><u>④S-S Interaction 2</u> T: Let's talk about the same topic again in new pairs.</p>	<p><u>①Interactive Teacher Talk</u> Ss: English. Math and ...</p> <p>S1: I like P.E.</p> <p><u>③Sharing</u> S2: 社会。 S2: OK. Social studies. I like social studies.</p> <p><u>④ S-S Interaction 2</u> A: What subject do you like? C: Social studies. A: Really? Why?</p>	<p><u>①Interactive Teacher Talk</u> ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導</p> <p><u>②S-S Interaction 1</u> 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●聞き手のモデル ●取組状況の確認</p> <p><u>③Sharing</u> 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続</p> <p><u>④ S-S Interaction 2</u> ●変容の確認</p>

帯活動 各時間の展開案 第1学年 指導時期:7~9月 好きなもの・こと「好きな教科」②

1. トピック及び言語の働き:好きな教科(・コミュニケーションを円滑にする・気持ちを伝える・相手の行動を促す)
2. 主な言語材料:・What ~ do you like?・動詞・形容詞など/excellent
3. 目指す生徒の発話例 A: What subject do you like? B: P.E. A: Oh, I see. (1ターンの会話でも、相手の答えに対し、相づちをうつ、繰り返す、質問する)
4. 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動及び各対話例(教師の発話例)	言語活動及び各対話例(生徒の発話例)	留意事項
<p>①Interactive Teacher Talk What is your today's schedule? How about the 1st period? How about the 2nd period?.. Yes. Do you like science(出てきた教科を順に)? What subject do you like?</p> <p>②S-S Interaction 1 T: Let's talk about the subject you like in pairs.</p> <p>③Sharing T: S1, what subject do you like? T: Oh, you like Japanese. Do you like <i>Kanji</i>? T: Do you like reading books? T: Me, too.</p> <p>④ S-S Interaction 2 T: Let's talk about the same topic again in new pairs.</p>	<p>①Interactive Teacher Talk Ss: Science. Ss: Music.</p> <p>②S-S Interaction 1 A: What subject do you like? B: Science. A: Oh, Science. I see.</p> <p>③Sharing S1: 国語 S1: Yes, I like Japanese. S1: No, I don't. S1: Yes.</p> <p>④ S-S Interaction 2 A: What subject do you like? C: Japanese A: Me too. Why? C: I like reading books. But I don't like <i>kanji</i>.</p>	<p>①Interactive Teacher Talk ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導</p> <p>②S-S Interaction 1 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●聞き手のモデル ●取組状況の確認</p> <p>③Sharing 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続</p> <p>④ S-S Interaction 2 ●変容の確認</p>

帯活動 各時間の展開案 第1学年 指導時期:10～12月 好きなこと・もの「秋にする好きなこと」①

1. トピック及び言語の働き: 秋に好きなすること(・コミュニケーションを円滑にする・気持ちを伝える・相手の行動を促す)
2. 主な言語材料: ・What do you like?・動詞・形容詞など / lovely / healthy
3. 目指す生徒の発話例 A: What do you like ~ in autumn? B: I like reading books. A: Oh, I see. Why? B: I like ~. (相手の答えに対し、相づちをうつ、説明する、質問をする)
4. 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動及び各対話例(教師の発話例)	言語活動及び各対話例(生徒の発話例)	留意事項
<p>①Interactive Teacher Talk Autumn is a lovely season to do things. I like reading books at night in autumn. It's so quiet and I can see the beautiful moon in the sky. Do you like reading books in autumn? Some of you also like playing sports. Some of you like studying. T: S1, what do you like doing in autumn? T: Oh, I see. You like playing sports. What sports do you like playing? T: Oh, you like playing tennis! Who is your favorite player?..(4～5人に聞く)</p> <p>②S-S Interaction 1 T: Let's talk about your favorite things to do in autumn in pairs.</p> <p>③Sharing T: S2, what do you like doing in autumn? T: Do you like watching sports or playing sports? T: Oh, I see. What sports do you like playing? T: Wow. What's your position?..</p> <p>④S-S Interaction 2 T: Let's talk about the same topic again in new pairs.</p>	<p>① Interactive Teacher Talk Yes / No. S1: Sports. S1: Tennis.</p> <p>② S-S Interaction 1 A: What do you like doing in autumn? B: 読書。 A: Me too. What book do you like?</p> <p>③Sharing S2: I like sports. S2: I like playing sports. S2: I like playing soccer.</p> <p>④ S-S Interaction 2 A: What do you like doing in autumn? C: Sports. A: Do you like playing sports or watching sports? C: I like watching sports. A: I see. What sports do you like? C: I like volleyball.</p>	<p>①Interactive Teacher Talk ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導</p> <p>②S-S Interaction 1 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●聞き手のモデル ●取組状況の確認</p> <p>③Sharing 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続</p> <p>④ S-S Interaction 2 ●変容の確認</p>

帯活動 各時間の展開案 第1学年 指導時期:10~12月 好きなこと・もの「秋にする好きなこと」②

1. トピック及び言語の働き:秋に好きなすること(・コミュニケーションを円滑にする・気持ちを伝える・相手の行動を促す)
2. 主な言語材料:・What do you like?・動詞・形容詞など / lovely / healthy
3. 目指す生徒の発話例 A: What do you like ~ in autumn? B: I like reading books. A: Oh, I see. Why? B: I like ~. (相手の答えに対し、相づちをうつ、説明する、質問をする)
4. 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動及び各対話例(教師の発話例)	言語活動及び各対話例(生徒の発話例)	留意事項
<p>①Interactive Teacher Talk Yesterday I jogged. It was nice and healthy. I like jogging in autumn. How about you? Do you like jogging in autumn? How about other things? What do you like doing in autumn?</p> <p>②S-S Interaction 1 T: Let's talk about your favorite things in autumn in pairs.</p> <p>③Sharing T: S1, what do you like doing? T: You like reading books. What book do you like reading?.. (など状況に応じて言い直しを聞かせるなどfeedbackを行う)</p> <p>④S-S Interaction 2 T: Let's talk about the same topic again in new pairs.</p>	<p>①Interactive Teacher Talk Ss: Yes / No.</p> <p>②S-S Interaction 1 A: What do you like doing in autumn? B: I like playing soccer because it's not hot and cold. A: Yes. Why do you like playing soccer? B: It's my favorite sports.</p> <p>③Sharing S1: Reading book.</p> <p>④S-S Interaction 2 A: What do you like doing in autumn? C: I like playing soccer because it's not too hot. A: Yes. What's your position? C: I'm a goalkeeper. A: Oh, great!</p>	<p>①Interactive Teacher Talk ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導</p> <p>②S-S Interaction 1 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●聞き手のモデル ●取組状況の確</p> <p>③Sharing 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続</p> <p>④S-S Interaction 2 ●変容の確認</p>

帯活動 各時間の展開案 第1学年 指導時期:10~12月 人紹介「私のヒーロー」①

1. トピック及び言語の働き: したいこと・予定 (・コミュニケーションを円滑にする・気持ちを伝える・考えや意図を伝える)
2. 主な言語材料: be 動詞、形容詞、接続詞
3. 目指す生徒の発話例 Who is your hero?/○○ is my hero. / She is always brave. / I want to be like her. / I want to talk with her.
4. 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動 及び 各対話例(教師の発話例)	言語活動 及び 対話例(生徒の発話例)	指導上の留意点
<p>① Interactive Teacher Talk T: I like to watch TV. Do you like to watch TV? When I was a kid, I really liked to watch TV. On Sunday mornings, I sat in front of the TV, and watched an action hero program. The hero was always <u>brave</u>, <u>smart</u>, <u>bright</u> and sometimes he was <u>shy</u>. When I had some troubles, I always thought about my hero. He gave me lots of power. How about you? Who is your hero? T: How about you? Who is your hero, S1? T: He is very strong. Yes, that's right!</p> <p>② S-S Interaction 1 T: Let's talk about your hero in pairs.</p> <p>③ Sharing T: Do you have any questions? T: How do you say “テレビで見た” in English? T: Yes, watch TV, watch TV, I watch him/ her on TV. T: Yes. I watched him/ her on TV. Watched.</p> <p>④ S-S Interaction 2 T: Let's talk about the same topic again in new pairs.</p>	<p>① Interactive Teacher Talk Ss: Yes, I do. Ss: ○○ ! S1: ○○ is my hero. He is very strong.</p> <div data-bbox="573 595 1570 812" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>② S-S Interaction 1 A: Who is your hero, B? B: ○○ is my hero. He is very strong. How about you? Who is your hero, A? A: □□ is my hero. She is always <u>brave</u>. B: Oh, I see. □□ is your hero. Wonderful.</p> </div> <p>S3: 「テレビで見た」ってなんて言うんですか。 Ss: TV! Watch! I TV watch. Ss: I watch him/her on TV. Ss: I watched him/her on TV.</p> <div data-bbox="573 984 1395 1235" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>④ S-S Interaction 2 A: Who is your hero, C? C: ○○ is my hero. He is very strong and <u>brave</u>. How about you? Who is your hero, A? A: □□ is my hero. She is always <u>brave</u>. I watched him/ her on TV. C: Oh, I see. □□ is your hero. Wonderful.</p> </div>	<p>① Interactive Teacher Talk ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導</p> <p>② S-S Interaction 1 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●聞き手のモデル ●取組状況の確認</p> <p>③ Sharing 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続</p> <p>④ S-S Interaction 2 ●変容の確認</p>

帯活動 各時間の展開案 第1学年 指導時期:10~12月 人紹介「私のヒーロー」②

1. トピック及び言語の働き:したいこと・予定 (・コミュニケーションを円滑にする・気持ちを伝える・考えや意図を伝える)
2. 主な言語材料:be 動詞、形容詞、不定詞
3. 目指す生徒の発話例 Who is your hero?/○○ is my hero. / She is always brave. / I want to be like her. / I want to talk with her.
4. 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動 及び 各対話例(教師の発話例)	言語活動 及び 対話例(生徒の発話例)	指導上の留意点
<p>① Interactive Teacher Talk T: Do you remember what we did last time? Last time we talked about your hero. Let's talk some more about that! Let's add more sentences to it. For example, "I want to meet him/her." or "I want to be like him/her." T: That's good. Nice try! T: Wonderful! Good job!</p> <p>②S-S Interaction 1 T: Let's talk about your hero in pairs.</p> <p>③ Sharing T: Do you have any questions? T: How do you say "話をしたい" in English? T: Yes, want to talk. You want to talk. You want to talk with him. watch TV, watch TV, I watch him/ her on TV. T: I want to talk with him.</p> <p>④S-S Interaction 2 T: Let's talk about the same topic again in new pairs.</p>	<p>① Interactive Teacher Talk Ss:Yes. S1: ○○ is my hero. He is very strong. I want to meet him. S2: □□ is my hero. She is always brave. I want to be like her.</p> <div data-bbox="562 655 1391 863" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>② S-S Interaction 1 A: Who is your hero, B? B: ○○ is my hero. He is very strong. I want to meet him. How about you? Who is your hero, A? A: □□ is my hero. She is always <u>brave</u>. I want to be like her. B: Oh, I see. □□ is your hero. Wonderful.</p> </div> <p>③ Sharing S3: 「話をしたい」ってなんて言うんですか。 Ss: Talk! want to ...talk? Ss: You want to talk with him? You? Ss: I want to talk with him.</p> <div data-bbox="562 1038 1413 1278" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>④ S-S Interaction 2 A: Who is your hero, C? C: ○○ is my hero. He is very strong. I want to meet him. How about you? Who is your hero, A? A: □□ is my hero. She is always <u>brave</u>. I want to be like her. I want to talk with her. C: Oh, I see. □□ is your hero. Wonderful.</p> </div>	<p>① Interactive Teacher Talk ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導</p> <p>②S-S Interaction 1 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●聞き手のモデル ●取組状況の確認</p> <p>③Sharing 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続</p> <p>④ S-S Interaction 2 ●変容の確認</p>

帯活動 各時間の展開案 第1学年 指導時期:1~3月 思い出「1年間の思い出」①

1. トピック及び言語の働き: 学校・家庭生活の思い出 (・コミュニケーションを円滑にする、事実・情報を伝える)

2. 主な言語材料: 過去形(一般動詞、be動詞)など/miss

3. 目指す生徒の発話例

What is your best memory? / My best memory is (sports day). / (Sports day). That's nice. What did you do? / I enjoyed (a relay race). / You enjoyed (a relay race). / That's good. Tell me more, please. / (I don't like running, but my friends cheered me, so I was happy)! / That's great!

4. 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動 及び 各対話例(教師の発話例)	言語活動及び対話例(生徒の発話例)	指導上の留意点
<p>①Interactive Teacher Talk T: It's March 1st today. It's the last month of your 1st-grade-year! Time flies! I'll <u>miss</u> you. Yes. Next month, you will join the new class, so I'll <u>miss</u> you. T: Yes, I'll <u>miss</u> you. ... So, my best memory is the field trip. How about you, S1? What is your best memory? T: Your best memory is sports day. That's good. What did you do? T: 何て言うといいかな。 T: Voice fight!? It's OK, ... any ideas? T: Nice idea! (S1に向かって) "I enjoyed cheering." Can you say that? T: Good. (こうしたやり取りを、数人の生徒と行う)</p>	<p>①Interactive Teacher Talk S1: みす? S2: ああ~, さみしい? S1: My best memory is sports day. S1: I enjoyed ... 応援って何て言うの。 S2: Voice... voice fight!? S3: 「チアダン」って映画あったよね? S4: Cheer? S1: I enjoyed cheering.</p>	<p>①Interactive Teacher Talk ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導</p>
<p>②S-S Interaction 1 T: Let's talk about the best memory in pairs.</p>	<p>②S-S Interaction 1 対話例 A: What is your best memory? B: My best memory is the chorus festival. A: The chorus festival. That's nice. What did you do? B: I enjoyed singing. I like singing. A: You like singing. Me, too. ...</p>	<p>②S-S Interaction 1 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●聞き手のモデル ●取組状況の確認</p>
<p>③Sharing T: Do you have any questions? T: How do you say “感動した”, everyone? T: “Wow!”? That's good. 感動って、心を動かされるんだよね。 T: Great! “I was moved.” S2, can you say that? T: Very good. So, what is your best memory, S2? T: The chorus festival. Oh, I see. You listened to music, and you were moved. T: Oh, you enjoyed singing, and you were moved? That's wonderful! ...</p>	<p>③Sharing S2: How do you say “感動した”? S3: Wow! S4: Move? S2: I was moved. S2: My best memory is the chorus festival. S2: Um... I enjoyed sing, and I was moved.</p>	<p>③Sharing 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続</p>
<p>④S-S Interaction 2 T: Let's talk about the same topic again in new pairs.</p>	<p>④S-S Interaction 2 対話例 C: What is your best memory? B: My best memory is the chorus festival. C: Chorus festival. That's good. What did you do? B: I enjoyed singing. I like singing, so I was moved C: Moved. That's great! B: Um..., I sing 'Believe.' It's a nice song. I like the lyrics. ... C: Anything else?</p>	<p>④S-S Interaction 2 ●変容の確認</p>

帯活動 各時間の展開案 第1学年 指導時期:1~3月 思い出「1年間の思い出」②

- トピック及び言語の働き:学校・家庭生活の思い出 (・コミュニケーションを円滑にする、事実・情報を伝える)
- 主な言語材料:過去形(一般動詞、be動詞)など/delicious, successful
- 目指す生徒の発話例
What is your best memory? / My best memory is (sports day). / (Sports day). That's nice. What did you do? / I enjoyed (a relay race). / You enjoyed (a relay race). / That's good. Tell me more, please. / (I don't like running, but my friends cheered me, so I was happy)! / That's great!
- 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動 及び 各対話例(教師の発話例)	言語活動及び対話例(生徒の発話例)	指導上の留意点
<p>①Interactive Teacher Talk T: Last time, we talked about the best memory of this year, right? My best memory is the field trip. It was exciting! I enjoyed cooking. The curry and rice we made was <u>delicious</u>! How about you, S3? What is your best memory? T: Your best memory is sports day. That's good. What did you do? T: You enjoyed tug-of-war? That's nice. How was it? T: That's good. How about you, S4? ... (こうしたやり取りを、数人の生徒と行う)</p> <p>②S-S Interaction 1 T: Let's talk about the best memory in pairs.</p>	<p>①Interactive Teacher Talk Ss: Yes! S3: My best memory is sports day. S1: I enjoyed tug-of-war. S2: It was fun!</p>	<p>①Interactive Teacher Talk ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導</p>
<p>③Sharing T: Do you have any questions? T: How do you say “成功した”, everyone? T: Very good. “My best memory is the chorus festival. It was successful.” T: Well done, S2. Anything else? T: That's OK. No problem. (忘れるのは当たり前、という構えで受け止める。) How do you say “感動した”?</p>	<p>③Sharing S2: How do you say “成功した”? S3: Success? S2: It was successful. S4: How do you say “感動した”? 忘れちゃった。 Ss: I was moved! ...</p>	<p>②S-S Interaction 1 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●聞き手のモデル ●取組状況の確認</p> <p>③Sharing 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続</p>
<p>④S-S Interaction 2 T: Let's talk about the same topic again in new pairs.</p>	<p>④S-S Interaction 2 対話例 C: What is your best memory? B: My best memory is the chorus festival. C: Chorus festival. That's nice. B: I enjoyed singing. We sang 'Believe.' What did you do? I like this song because the lyrics are nice! C: I think so too. Tell me more, please. B: We practice singing very hard. First, our song was not good, but in the chorus festival, it was successful! So, I was moved!</p>	<p>④S-S Interaction 2 ●変容の確認</p>

帯活動 各時間の展開案 第1学年 指導時期:1~3月 ~したいこと/予定「将来したいこと・職場体験でしたいこと」①

- トピック及び言語の働き: したいこと (コミュニケーションを円滑にする・気持ちを伝える)
- 主な言語材料: be 動詞、一般動詞、不定詞、疑問詞
- 目指す生徒の発話例
What do you want to be in the future? / I want to be a fire fighter. / Why do you think so? / Because they save lives. They're so cool.
- 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動 及び 各対話例(教師の発話例)	言語活動 及び 対話例(生徒の発話例)	指導上の留意点
<p>①Interactive Teacher Talk T: Last year, you told your dream to each other, right? My "Dream" There are a lot of jobs around the world. Can you <u>guess</u> what they are? T: <u>Excellent</u>. What do you want to be in the future?(全体に問いかける) T: I want to be a counselor in the future. I want to help people in need. I want to <u>solve</u> their problems. How about you, S1? T: You want to be a fire fighter. Sounds good. Why do you think so? You think they're cool. That's true. What do you want to be in the future, S2?(こうしたやり取りを、数人の生徒と行う)</p> <p>②S-S Interaction 1 T: Let's talk about your dream in pairs.</p> <p>③Sharing T: Do you have any questions? T: How do you say 命を救う?(学級全体へ問いかける) T: Good <u>guess</u>. Help. Save. 文にするとどうなるかな。ペアで相談してごらん。</p> <p>④S-S Interaction 2 T: Let's talk about the same topic again in new pairs.</p>	<p>①Interactive Teacher Talk Ss: Teacher. Nurse. Police officer. Florist. S1: I want to be a fire fighter. S1: Because they're cool.</p> <p>②S-S Interaction 1 対話例 A: What do you want to be in the future? B: I want to be a fire fighter. A: That's wonderful. Why do you think so? B: Because they're cool. A: I think so, too.</p> <p>③Sharing S3:「命を救う」って何と言うのですか。 S4: Help. S5: Save.</p> <p>④S-S Interaction 2 対話例 A: What do you want to be in the future? C: Well, I want to be a fire fighter. A: That's wonderful. Why do you think so? C: Because Fire fighters save lives. They're so cool. A: Yes, fire fighters are so cool.</p>	<p>①Interactive Teacher Talk ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導 *「増加する語」として、solveを用いるため、カウンセラーという職業を話題として取り上げている。</p> <p>②S-S Interaction 1 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●聞き手のモデル ●取組状況の確認</p> <p>③Sharing 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続</p> <p>④S-S Interaction 2 ●変容の確認</p>



帯活動 各時間の展開案 第1学年 指導時期:1~3月 ~したいこと / 予定「将来したいこと / 職場体験でしたいこと」②

1. トピック及び言語の働き: したいこと (・コミュニケーションを円滑にする・気持ちを伝える)

2. 主な言語材料: be 動詞、一般動詞、不定詞、疑問詞

3. 目指す生徒の発話例

Which place do you want to visit? / I want to visit a library because I want to be a librarian. / Why do you want to be? / I met a librarian last year. He was kind and clever. I respect him.

4. 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動 及び 各対話例(教師の発話例)	言語活動 及び 対話例(生徒の発話例)	指導上の留意点
<p>①Interactive Teacher Talk T: Next year, you are going to have a job experience. You will have many things to learn through the <u>real</u> experience. Which place do you want to visit?(全体に問いかける) T: <u>Okay</u>. I want to visit a wedding hall because I want to know how they <u>celebrate</u> the guests. Which place do you want to visit, S1? T: You want to visit a library because you love books. That's wonderful. Do you often read books? Oh, you have a lot! Which place do you want to visit? (こうしたやり取りを、数人の生徒と行う)</p> <p>②S-S Interaction 1 対話例 A: Which place do you want to visit? A: Sounds interesting. How many books do you have? A: That's great.</p> <p>③Sharing T: Do you have any questions? T: How do you say ~を尊敬しています? (学級全体へ問いかける) T: Good <u>guess</u>. My hero. T: That's right. 文にするとどうなるかな。ペアで相談してごらん。</p> <p>④S-S Interaction 2 T: Let's talk about the same topic again in new pairs.</p>	<p>①Interactive Teacher Talk Ss: Bakery. Supermarket. Flowershop. S1: I want to visit a library because I love books. S1: Yes, I do. I have about fifty books now.</p> <p>②S-S Interaction 1 対話例 B: I want to visit a library because I like books . B: Let's see..... I have about fifty books.</p> <p>③Sharing S3:「尊敬しています」って何と言うのですか。 S4: My hero. S5: Respect.</p> <p>④S-S Interaction 2 対話例 A: Which place do you want to visit? C: I want to visit a library because I want to be a librarian. A: Sounds interesting. A librarian? Why do you want to be? C: Well, I met a librarian last year. He was kind and <u>clever</u>. I respect him. A: That's great.</p>	<p>①Interactive Teacher Talk ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導 *「増加する語」として、celebrateを用いるため、結婚式場という場所を話題として取り上げているが、実態に応じて導入を工夫する。</p> <p>②S-S Interaction 1 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●聞き手のモデル ●取組状況の確認</p> <p>③Sharing 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続</p> <p>④S-S Interaction 2 ●変容の確認</p>

帯活動 各時間の展開案 第2学年 指導時期:5~6月 思い出「週末にしたこと」①

1. トピック及び言語の働き: 週末にしたこと(・コミュニケーションを円滑にする・気持ちを伝える・考えや意図を伝える)
2. 主な言語材料: 過去形(一般動詞、be動詞) What a (nice weekend)! / great, funny, boring
3. 目指す生徒の発話例: How was your (weekend)? It was (good). / What did you do? I (watched a movie). / How was it? It was (interesting).
4. 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動 及び 各対話例(教師の発話例)	言語活動 及び 対話例(生徒の発話例)	指導上の留意点
<p>①Interactive Teacher Talk T: Today, let's talk about what you did last weekend. T: Did you enjoy your weekend? Where did you go? What did you do? And how was it? Was it fun? (good?) Let's talk about last weekend.</p> <p>T: What did I do? I went to a movie theater to watch a movie last weekend. How was it? It was a story about (a boy and a pig). It was very <u>funny</u> and it made me laugh and happy. What did I do next? I did some shopping there. I bought some clothes. They were cheap. <u>What a nice weekend!</u></p> <p>T: How about you, everyone? Did you go anywhere last weekend? (4~5人に聞く) Oh, you went to the City Library to read some books. Did you enjoy reading? That's nice! How about everyone else?</p> <p>②S-S Interaction 1 T: Let's talk about what you did last weekend in pairs.</p> <p>③Sharing T: Do you have any questions? T: It's tuna.</p> <p>④S-S Interaction 2 T: Let's talk about the same topic again in new pairs.</p>	<p>①Interactive Teacher Talk A: Yes, I did. / No, I didn't. B: You watched a movie?</p> <p>②S-S Interaction 1 対話例 A: Where did you go? B: I went to Ken's house. There I played a video game with him. A: Good! What video game did you play? B: We enjoyed the tennis game. It was fun! A: I see. Who is stronger? You or Ken?</p> <p>③Sharing C: How do you say <i>maguro</i> in English? C: Thank you. Tuna.</p> <p>④S-S Interaction 2 対話例 A: Where did you go, C? C: I went shopping to a mall in Osaka. There I bought some T-shirts. They were my favorite styles. I was very happy. A: Sounds nice! After shopping, what did you do? C: Well, I ate sushi at a sushi restaurant in the mall. I ate a lot of tuna. I enjoyed eating and talking with my family. We had a happy time last</p>	<p>①Interactive Teacher Talk ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導</p> <p>②S-S Interaction 1 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●聞き手のモデル ●取組状況の確認</p> <p>③Sharing 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続</p> <p>④S-S Interaction 2 ●変容の確認</p>

帯活動 各時間の展開案 第2学年 指導時期:5~6月 思い出「週末にしたこと」②

- トピック及び言語の働き: 週末にしたこと(・コミュニケーションを円滑にする・気持ちを伝える・考えや意図を伝える)
- 主な言語材料: 過去形(一般動詞、be動詞)、What a (nice weekend)! / pray, awake, funny, delicious, boring
- 目指す生徒の発話例: How was your (weekend)? It was (good). / What did you do? I (watched a movie). / How was it? It was (interesting).
- 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動 及び 各対話例(教師の発話例)	言語活動 及び 対話例(生徒の発話例)	指導上の留意点
<p>①Interactive Teacher Talk T: OK, let's talk about what we did last weekend. How was your weekend? Did you have a good time? Where did you go? What did you do? And how was it? Was it fun? (good?) Let's talk about last weekend.</p> <p>②S-S Interaction 1 T: Let's talk about what you did last weekend in pairs.</p> <p>③Sharing T: Do you have any questions? T: We say cousin.</p> <p>④S-S Interaction 2 T: Let's talk about the same topic again in new pairs.</p>	<p>①Interactive Teacher Talk A: Yes, I did. / No, I didn't.</p> <p>②S-S Interaction 1 対話例 A: Where did you go? B: I went to Ken's house. There I played a video game with him. A: Good! What video game did you play? B: We enjoyed the tennis game. It was fun! A: I see. Who is stronger? You or Ken? B: Ken. But I really enjoyed the game. I want to play it again.</p> <p>③Sharing B: How do you say <i>itoko</i> in English? B: Cousin. Thank you.</p> <p>④S-S Interaction 2 対話例 A: Did you go anywhere last weekend? C: Yes, I did. / No, I didn't. A: Oh, where did you go? / Oh, you didn't go anywhere. What did you do then? C: I went to Yamanashi. A: Oh, that's good. What did you do there? C: I enjoyed fishing. A: Who did you go with? / With who? C: With my cousin. A: Oh, you enjoyed fishing with your cousin. C: Right. I ate the fish. It was <u>delicious</u>. A: That's nice!</p>	<p>①Interactive Teacher Talk ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導</p> <p>②S-S Interaction 1 以下のいずれかを計画的に行う。 (毎時間全てを行う必要はない) ●聞き手のモデル ●取組状況の確認</p> <p>③Sharing 以下のいずれかを計画的に行う。 (毎時間全てを行う必要はない) ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続</p> <p>④S-S Interaction 2 ●変容の確認</p>

帯活動 各時間の展開案 第2学年 指導時期:5~6月 人紹介「私の家族」①

1. トピック及び言語の働き:家族のこと(・紹介する)
2. 主な言語材料:・動詞・形容詞・副詞・to不定詞・be going to~など/ healthy, miss, introduce, strict, maybe, every day
3. 目指す生徒の発話例: My mother is always busy. She gets up early to make breakfast. I want to help her. I'm going to wash dishes.
4. 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動 及び 各対話例(教師の発話例)	言語活動 及び 対話例(生徒の発話例)	指導上の留意点
<p>①Interactive Teacher Talk T: Yesterday, I talked with my mother on the phone. She lives in Osaka. She likes flowers and she is a flower arrangement teacher. She is fine, <u>healthy</u>, but she is over 70. So, I worry about her a little. I love her. I want to see her, but she lives in Osaka, so I can't meet her so often. I'm sad. I <u>miss</u> her. I am going to visit her next month. Please tell me about your family. T: Your mother is a nurse. Is she busy? T: I see. Is she kind? <u>Strict</u>? T: I'm strict to my children, too. Thank you, S1. (こうしたやり取りを、数人の生徒と行う)</p>	<p>①Interactive Teacher Talk S1: I have a father, a mother and a brother. My mother is a nurse. S1: Yes. She is busy. S1: She is kind but a little <u>strict</u>. She is always busy.</p>	<p>①Interactive Teacher Talk ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導</p>
<p>②S-S Interaction 1 T: Now please <u>introduce</u> your family. Work in pairs.</p>	<p>②S-S Interaction 1 対話例 A: My mother is a teacher. She is very busy. B: Is she strict? A: Yes. She says "Study!" B: My mother, too. How about your father? A: He is a <u>会社員</u>. He is strict but funny.</p>	<p>②S-S Interaction 1 以下のいずれかを計画的に行う。 ●聞き手のモデル ●取組状況の確認</p>
<p>③Sharing T: S2 and S3, Please talk in front of the class. T: Thank you for volunteering. Their fathers are busy and funny. T: Remember, class, You can enjoy your conversation more if you ask some questions each other. By the way, what is <u>会社員</u> in English? T: Good <u>guess</u>! An office worker.</p>	<p>③Sharing Ss: <u>会社員</u>? 会社はoffice?</p>	<p>③Sharing 以下のいずれかを計画的に行う。 ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続</p>
<p>④S-S Interaction 2 <u>Introduce</u> your family member to your partner again. Let's try again.</p>	<p>④S-S Interaction 2 対話例 C: My father is an office worker. He is kind but strict. D: Do you like him? C: Yes. I like my father, and I like my mother, too. D: Is she an office worker? C: No. She is not, not ... work. D: OK. C: <u>働いていないって何と言うのかな</u>. D: don't work? あ、doesn't workか</p>	<p>④S-S Interaction 2 ●変容の確認</p>

帯活動 各時間の展開案 第2学年 指導時期:5~6月 人紹介「私の家族」②

1. トピック及び言語の働き: 家族のこと(・紹介する)
2. 主な言語材料: ・動詞・形容詞・副詞・to不定詞・be going to~など/ healthy, miss, introduce, strict, maybe, every day
3. 目指す生徒の発話例: My mother is always busy. She gets up early to make breakfast. I want to help her. I'm going to wash dishes.
4. 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動 及び 各対話例(教師の発話例)	言語活動 及び 対話例(生徒の発話例)	指導上の留意点
<p>①Interactive Teacher Talk T: In the last class, I was happy to know about your families. I remember that S1 said "My mother gets up early every day." Is that right, S1? T: What time does your mother usually get up? T: What does she do early in the morning? T: For you? T: Oh, I see. Can you say that in a sentence? T: Great!! (こうしたやり取りを、数人の生徒と行う)</p>	<p>①Interactive Teacher Talk S1: Yes. S1: About 5 every morning. Ss: 5!? S1: She makes obento.. S1: No, no. For my father and brother. S1: She makes obento for my, じゃなくてher father, いやいや her husband and son.</p>	<p>①Interactive Teacher Talk ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導</p>
<p>②S-S Interaction 1 Please <u>introduce</u> your family to your partner.</p>	<p>②S-S Interaction 1 対話例 A: My mother and father get up at 6:30, and I get up about 7. B: Your mother makes obento? A: No. She makes breakfast. My father えっと、犬の散歩する B: 何やった? walk, walk with dog?</p>	<p>②S-S Interaction 1 以下のいずれかを計画的に行う。 ●聞き手のモデル ●取組状況の確認</p>
<p>③Sharing T: Do you have any questions? S2, please. T: Can you <u>guess</u>, everyone? T: Good guess! 犬の散歩をする is "walk a dog" in English.</p>	<p>③Sharing S2: How do you say 犬の散歩をする in English? Ss: 散歩するはtake a walkだから、take a walk with a dog! Ss: へえ～。そうなのか。</p>	<p>③Sharing 以下のいずれかを計画的に行う。 ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続</p>
<p>④S-S Interaction 2 OK. Now change partners. Then, introduce your family member to your new partner.</p>	<p>④S-S Interaction 2 対話例 A: My mother and father get up at 6:30. My mother makes breakfast and my father walks a dog. B: What is your dog's name? A: Can. He is very cute and funny. B: Is Can big? A: No, he is small. He is cheerful.</p>	<p>④S-S Interaction 2 ●変容の確認</p>


帯活動 各時間の展開案 第2学年 指導時期:7~9月 思い出「宿泊研修の思い出」①

- トピック及び言語の働き: 宿泊研修の思い出(・コミュニケーションを円滑にする・気持ちを伝える・考えや意図を伝える・相手の行動を促す)
- 主な言語材料: 過去形(一般動詞、be動詞) / imagine, blow, draw, guess, set, step, breathe, jump, dry, carefully
- 目指す生徒の発話例: How was the school trip to (Norikura)? It was (a lot of fun)! / What did you enjoy? I enjoyed (watching the night sky).
- 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動 及び 各対話例(教師の発話例)	言語活動 及び 対話例(生徒の発話例)	指導上の留意点
<p>①Interactive Teacher Talk T: Today, let's talk about the school trip to (Norikura). T: Did you have a good time? Did you enjoy your school trip to (Norikura)? What did you enjoy? And how was it? Was it fun? (good?) Let's talk about it.</p> <p>T: What memories do I have? Can you <u>imagine</u> them? We went to the big mountain and enjoyed a <i>Walk-Rally</i>. How was it? It was a lot of fun! The weather was very nice and walking on the mountain was very comfortable. How about you, everyone? What did you enjoy?</p> <p>T: What did you enjoy, S3? (4~5人に聞く) Oh, you enjoyed fishing in the sea. Did you catch a lot of fish? That's nice! How did you feel? Oh, you were excited. That's great!</p>	<p>①Interactive Teacher Talk</p> <p>S1: Yes, I did. / No, I didn't.</p> <p>S2: You enjoyed <i>Walk-Rally</i>, right?</p> <p>S3: Yes, I did. S3: I was excited!</p>	<p>①Interactive Teacher Talk</p> <ul style="list-style-type: none"> ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導 <p>②S-S Interaction 1 以下のいずれかを計画的に行う。</p> <ul style="list-style-type: none"> ●聞き手のモデル ●取組状況の確認
<p>②S-S Interaction 1 T: Let's talk about the school trip in pairs.</p>	<p>②S-S Interaction 1 対話例</p> <p>A: What did you enjoy? B: I enjoyed watching the night sky. There were a lot of stars in the sky. They were beautiful. A: That's nice! B: How about you, A? A: Well, I enjoyed cycling when I had free time. I could see a beautiful lake and a beautiful mountain. Do you like cycling, too? B: Yes, I do.</p>	<p>③Sharing 以下のいずれかを計画的に行う。</p> <ul style="list-style-type: none"> ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続
<p>③Sharing T: Do you have any questions? T: You can say, "enjoyed kayaking."</p> <p>④S-S Interaction 2 T: Let's talk about the same topic again in new pairs.</p>	<p>③Sharing S4: I want to say "カヤックを楽しんだ" in English.</p>	<p>④S-S Interaction 2 ●変容の確認</p>
<p>④S-S Interaction 2 対話例</p> <p>C: What did you enjoy? A: I enjoyed swimming on the beach in our free time. I enjoyed kayaking, too! C: Sounds nice! Were you good at kayaking? A: No, not good at it. My friend Tomoko was better than I. I had a great time. C: That's nice! Nice talking with you.</p>		

帯活動 各時間の展開案 第2学年 指導時期:7~9月 思い出「宿泊研修の思い出」②

1. トピック及び言語の働き: 宿泊研修の思い出(・コミュニケーションを円滑にする・気持ちを伝える・考えや意図を伝える・相手の行動を促す)
2. 主な言語材料: 過去形(一般動詞、be動詞) / imagine, blow, draw, guess, set, step, breathe, jump, dry, carefully
3. 目指す生徒の発話例: How was the school trip to (Norikura)? It was (a lot of fun)! / What did you enjoy? I enjoyed (watching the night sky).
4. 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動 及び 各対話例(教師の発話例)	言語活動 及び 対話例(生徒の発話例)	指導上の留意点
<p>①Interactive Teacher Talk T: OK, let's talk about how our school trip was. How was your school trip to (Norikura)? Did you have a good time? What did you enjoy? And how was it? Let's talk about our school trip to (Norikura).</p> <p>②S-S Interaction 1 T: Let's talk about the school trip.</p> <p>③Sharing T: Do you have any questions? The milky way.</p> <p>④S-S Interaction 2 T: Let's talk about the same topic again in new pairs.</p>	<p>①Interactive Teacher Talk Ss: It was good! Ss: Yes, I did. / No, I didn't.</p> <p>③Sharing B: 「天の川」って何て言うのですか。</p>	<p>①Interactive Teacher Talk ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導</p> <p>②S-S Interaction 1 以下のいずれかを計画的に行う。 ●聞き手のモデル ●取組状況の確認</p> <p>③Sharing 以下のいずれかを計画的に行う。 ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続</p> <p>④S-S Interaction 2 ●変容の確認</p>
		

帯活動 各時間の展開案 第2学年 指導時期:7~9月 したいこと・予定「オリンピック・パラリンピックで見たい競技」①

- トピック及び言語の働き:したいこと・予定 (・コミュニケーションを円滑にする・気持ちを伝える・考えや意図を伝える・相手の行動を促す)
- 主な言語材料:一般動詞の過去形、動名詞、仮定法、不定詞
- 目指す生徒の発話例: If you can watch one event, what event do you want to watch? / I want to watch soccer. / I want to watch their great match.
- 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動 及び 各対話例(教師の発話例)	言語活動 及び 対話例(生徒の発話例)	指導上の留意点
<p>① Interactive Teacher Talk T: As you know, we're going to host the Olympic and Paralympic Games in 2020. There are many events. What events do you want to watch? T: Yes! Those are very interesting to watch. One event I want to watch is softball. They run, hit, and pitch very fast! I played softball when I was a junior high school student. I have lots of good memories. So, I want to watch high level games. If you can watch one event, what event do you want to watch, S1? T: Yes. I want to watch that, too. How about you? If you can watch one event, what event do you want to watch, S2? And why?</p> <p>② S-S Interaction 1 T: Let's talk about the event you want to watch in pairs.</p>	<p>① Interactive Teacher Talk Ss: 卓球! 水泳! S1: Soccer. I want to watch soccer. S2: Yes. I can. I want to watch table tennis. I like ○○. He/She never gives up. I want to watch his/her games.</p>	<p>① Interactive Teacher Talk ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導</p> <p>② S-S Interaction 1 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●聞き手のモデル ●取組状況の確認</p>
<p>② S-S Interaction 1 対話例</p> <p>A: If you can watch one event, what event do you want to watch, B? B: Soccer. I want to watch soccer. How about you? If you can watch one event, what event do you want to watch, A? A: I want to watch table tennis. I like ○○. He / She never gives up. I want to watch his / her games. B: Sounds interesting. I want to watch them, too.</p>		
<p>③ Sharing T: Do you have any questions? T: How do you say "100m走" in English? T: Yes, 100-meter race or dash.</p> <p>④ S-S Interaction 2 T: Let's talk about the same topic again in new pairs.</p>	<p>③ Sharing S3:「100m走」ってなんて言うのですか。 Ss: Run? Dash? Ss: Hundred. Ss: Oh, I see.</p>	<p>③ Sharing 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続</p> <p>④ S-S Interaction 2 ●変容の確認</p>
<p>④ S-S Interaction 2 対話例</p> <p>A: If you can watch one event, what event do you want to watch, C? C: Soccer. I want to watch soccer. I want to watch their great matches. How about you? If you can watch one event, what event do you want to watch A? A: I want to watch table tennis. I like ○○. He / She never gives up. I want to watch his / her games. I can learn a lot from them. C: Sounds interesting. I want to watch them, too.</p>		

帯活動 各時間の展開案 第2学年 指導時期:7~9月 したいこと・予定「オリンピック・パラリンピックで見たい競技」②

- トピック及び言語の働き: したいこと・予定 (・コミュニケーションを円滑にする・気持ちを伝える・考えや意図を伝える・相手の行動を促す)
- 主な言語材料: 一般動詞の過去形、動名詞、仮定法、不定詞
- 目指す生徒の発話例 : Focusing on the Paralympic games, can you pick one event that you want to watch? / Wheelchair tennis games. / It's very speedy and powerful. / He/She always shows us his/ her the best performance.
- 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

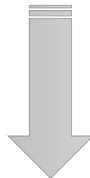
言語活動 及び 各対話例(教師の発話例)	言語活動 及び 対話例(生徒の発話例)	指導上の留意点
<p>① <u>Interactive Teacher Talk</u> T: As you know, we're going to host the Olympic and Paralympic Games in 2020. Last time we talked about the Olympic Games. Today, we change the topic to the Paralympic Games. There are many events. What events do you want to watch?</p> <p>T: Yes! They are very exciting too. One event I want to watch is wheelchair basketball. The players move quickly, powerfully, and crush each other! I watched a movie clip on the internet, and I was very moved by their play. If you can watch one event, what event do you want to watch, S1? T: Yes. I want to watch them, too. How about you? If you can watch one event, what event do you want to watch, S2? And why?</p> <p>② <u>S-S Interaction 1</u> T: Let's talk about the event you want to watch in pairs.</p>	<p>① <u>Interactive Teacher Talk</u></p> <p>Ss: 陸上！水泳！</p> <p>S1: Wheelchair tennis games.</p> <p>S2: I want to watch track and field. I like ○○. He / She always shows us his / her best performance.</p>	<p>① <u>Interactive Teacher Talk</u></p> <ul style="list-style-type: none"> ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導
<p>② <u>S-S Interaction 1 対話例</u></p> <p>A: If you can watch one event, what event do you want to watch, B? B: Wheelchair tennis games. How about you? If you can watch one event, what event do you want to watch, A? A: I want to watch track and field. I like ○○. He / She always shows us his / her best performance. I want to watch his / her games. B: Sounds interesting. I want to watch them, too.</p>		<p>② <u>S-S Interaction 1</u></p> <p>以下のいずれかを計画的に行う。(毎時間全てを行う必要はない)</p> <ul style="list-style-type: none"> ●聞き手のモデル ●取組状況の確認
<p>③ <u>Sharing</u> T: Do you have any questions? T: That's a good question. Maybe you don't know how to say this in English! It's prosthetic leg. A prosthetic is an artificial body part, such as an arm, foot, or tooth.</p> <p>④ <u>S-S Interaction 2</u> T: Let's talk about the same topic again in new pairs.</p>	<p>③ <u>Sharing</u> S3:「義足」ってなんて言うのですか。 Ss: Prosthetic leg?</p> <p>Ss: Oh, I see.</p>	<p>③ <u>Sharing</u></p> <p>以下のいずれかを計画的に行う。(毎時間全てを行う必要はない)</p> <ul style="list-style-type: none"> ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続
<p>④ <u>S-S Interaction 2 対話例</u></p> <p>A: If you can watch one event, what event do you want to watch, C? C: Wheelchair tennis games. They're very speedy and powerful. How about you? If you can watch one event, what event do you want to watch? A: I want to watch track and field. I like ○○. He / She always shows us his / her best performance. He/ She gives me power. I want to watch his / her games. C: Sounds interesting. I want to watch them, too.</p>		<p>④ <u>S-S Interaction 2</u></p> <ul style="list-style-type: none"> ●変容の確認

帯活動 各時間の展開案 第2学年 指導時期:10-12月 日本の文化「学校行事」①

1. トピック及び言語の働き:学校の文化祭(・考えや意図を伝える)
2. 主な言語材料:動名詞 practice
3. 目指す生徒の発話例 S1: Please tell me about the best event at your school. S2: Chorus Festival. We practice singing and cooperate with each other.
4. 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動 及び 各対話例(教師の発話例)	言語活動 及び 対話例(生徒の発話例)	指導上の留意点
<p>①Interactive Teacher Talk T: There are many school events through the year. For example, we're going to have the school festival soon. Today, let's talk about the best school events. S1, what is your idea? T: Why?</p> <p>②S-S Interaction 1 T: Let's talk about the best school event in pairs.</p> <p>③Sharing T: Do you have any questions? T: OK, who can help S2? T: Good idea, thank you. Actually, "遠足" is a school excursion in English.</p> <p>④S-S Interaction 2 T: Let's talk about the same topic again in new pairs.</p>	<p>①Interactive Teacher Talk S1:Chorus Festival. S1: I like singing, and I like listning to music, too.</p> <p>③Sharing S2: I don't know the word, "遠足" in English. S3: I think it's a school trip. S2: I see. School excursion.</p>	<p>①Interactive Teacher Talk ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導</p> <p>②S-S Interaction 1 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●聞き手のモデル ●取組状況の確認</p> <p>③Sharing 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続</p> <p>④S-S Interaction 2 ●変容の確認</p>

②S-S Interaction 1
A: What is the best school event? What do you think?
B: Chorus. We practice singing and cooperate with each other.
A: Do you like singing songs? What did you sing?



④S-S Interaction 2
A: Please tell me about the best event at school.
C: Sports Festival is the best. We run jump, throw and so on. We also root for our friends. What do you think?
A: I think sports day is a good event. It's fun. However, I like a school excursion better. I can learn many things outside of the school.
C: Oh, I see.

帯活動 各時間の展開案 第2学年 指導時期:10-12月 日本の文化「学校行事」②

- トピック及び言語の働き:学校の文化祭(・考えや意図を伝える)
- 主な言語材料:動名詞 practice jump
- 目指す生徒の発話例 S1: Please tell me about the best event in your school. S2: Chorus Contest. We practice singing and cooperate with each other.
- 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動 及び 各対話例(教師の発話例)	言語活動 及び 対話例(生徒の発話例)	指導上の留意点
<p>①Interactive Teacher Talk T:Today, we're going to talk about the most exciting school event. S1, what is the most exciting school event for you? T: Why? T: That' s a good idea!</p> <p>②S-S Interaction 1 T: Let's talk about the most exciting school event in pairs.</p> <p>③Sharing T: Do you have any questions? T: I see. 仲間 is a difficult word. Are teachers 仲間 for you? T: Good! So you can use "friends" this time. You can also use "classmates."</p> <p>④S-S Interaction 2 T: Let's talk about the same topic again in new pairs.</p>	<p>①Interactive Teacher Talk S1: I think the Chorus festival is the most exciting. S1: Because everyone in this class <u>practices</u> singing again and again to get the prize. We're all different, but all of us have the same goal. I think it's exciting.</p> <p>③Sharing S2: It was difficult to say "仲間を応援する" in English. S2: Well, I think teachers are not 仲間. 仲間 are my friends.</p>	<p>①Interactive Teacher Talk ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導</p> <p>②S-S Interaction 1 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●聞き手のモデル ●取組状況の確認</p> <p>③Sharing 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続</p> <p>④S-S Interaction 2 ●変容の確認</p>

②S-S Interaction 1
A: What is the most exciting school event for you?
B: Chorus festival is the most exciting. We practice singing and cooperate with each other.
A: I think so, too. We got the 1st prize. We were very happy!

④S-S Interaction 2
A: Please tell me about the most exciting event.
C: Sports Festival. We run, jump, throw and so on. We also root for our classmates. It's exciting. What do you think?
A: I agree.

帯活動 各時間の展開案 第2学年 指導時期:10~12月 社会的なこと「職場体験」①

1. トピック及び言語の働き: 学校・家庭生活の思い出 (・コミュニケーションを円滑にする・気持ちを伝える・考えや意図を伝える・相手の行動を促す)

2. 主な言語材料: 過去形(一般動詞、be動詞)、不定詞など: practice, greet, greetings

3. 目指す生徒の発話例

Where did you go for work experience? I went to a book store.
What did you do there? I cleaned the store. How was it? It was hard but interesting. What did you learn from it? I learned good communication skills.

4. 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動 及び 各対話例(教師の発話例)	言語活動 及び 対話例(生徒の発話例)	指導上の留意点
<p>①Interactive Teacher Talk</p> <p>T: Let's talk about a work experience today. Did you go anywhere for work experience? Where did you go for work experience? T: Oh, you went to a supermarket. What did you do there? Did you clean? OK. Anything else? What did you do there? I see. You <u>practiced greetings</u>. How was it? Was it interesting? T: Wow! That's wonderful! What did you learn? T: Ah, you learned good communication skills! It's very important.</p>	<p>①Interactive Teacher Talk</p> <p>Ss: Yes, I did./No, I didn't. S1: I went to a supermarket. S2: Yes, I did! I cleaned the store. S2: Yes, I did. I practiced あいさつ. S2: Yes, it was interesting. S2: Communication. S2: Yes!</p>	<p>①Interactive Teacher Talk</p> <ul style="list-style-type: none"> ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導
<p>②S-S Interaction 1</p> <p>T: Let's talk about work experience in pairs.</p>	<p>②S-S Interaction 1 対話例</p> <p>A: Where did you go for work experience? B: I went to a book store. A: What did you do there? B: I cleaned the store and said "Irasshaimase." A: Oh, you cleaned the store. How was it? B: It was hard but interesting. A: What did you learn from it? B: I learned about how to <u>greet</u>.</p>	<p>②S-S Interaction 1</p> <p>以下のいずれかを計画的に行う。(毎時間全てを行う必要はない)</p> <ul style="list-style-type: none"> ●聞き手のモデル ●取組状況の確認
<p>③Sharing</p> <p>T: Do you have any questions? T: あいさつの重要性、How do you say "重要な?(学級全体へ問いかける) T: Right. "important." So important greeting は重要な何?では 重要性 the importance 何の重要性? of ...? greetings. Yes, very good. T: (少し待って)Do you have any ideas? ...</p>	<p>③Sharing</p> <p>S3: 「あいさつの重要性」ってなんているのですか。 S4: Important greeting! Ss: 重要なあいさつ S5:Greetings</p>	<p>③Sharing</p> <p>以下のいずれかを計画的に行う。(毎時間全てを行う必要はない)</p> <ul style="list-style-type: none"> ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続
<p>④S-S Interaction 2</p> <p>T: Let's talk about the same topic again in new pairs.</p>	<p>④S-S Interaction 2 対話例</p> <p>A: Where did you go for work experience? C: I went to a book store. A: What did you do there? C: I cleaned the store and said, " Irasshaimase." A: Oh, you cleaned the store. How was it? C: It was hard but interesting.</p>	<p>④S-S Interaction 2</p> <ul style="list-style-type: none"> ●変容の確認

帯活動 各時間の展開案 第2学年 指導時期: 1~3月 社会的なこと「制服・私服」①

1. トピック及び言語の働き: 学校・家庭生活の思い出 (・コミュニケーションを円滑にする・気持ちを伝える・事実・情報を伝える・相手の行動を促す)

2. 主な言語材料: 過去形(一般動詞、be動詞)、比較など : expensive, pay

3. 目指す生徒の発話例

Which do you like better, (school uniforms) or (casual wear)? I like (school uniforms) better than (casual wear).
Why do you think so? Because (if we choose school uniforms, we don't have to worry about what to wear).

4. 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動 及び 各対話例(教師の発話例)		指導上の留意点
<p>①Interactive Teacher Talk T: Today let's talk about school uniforms and casual wear. Which do you like better, school uniforms or casual wear? How about you, S1? T: Why do you think so? T: I see. We have to think about our clothes. Time, place, and occasion. How about the prices of casual wear? Are they cheaper than school uniforms, S2? T: It depends. If you buy expensive casual wear, you have to pay more money. T: Which do you like better, school uniforms or casual wear?</p>	<p>①Interactive Teacher Talk Ss: casual wear. / School uniforms. S1: I like casual wear (better than school uniforms). S1: Because we have to worry about what to wear. Time, place, and 場合. Ss: Oh, I don't know. S2: I like school uniforms better than casual wear.</p>	<p>①Interactive Teacher Talk ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導</p>
<p>②S-S Interaction 1 T: Let's talk about the clothes in pairs.</p>	<p>②S-S Interaction 1 対話例 A: Which do you like better, school uniforms or casual wear? B: I like school uniforms better. A: Oh, you like school uniforms better. Why do you think so? B: Because I don't want to waste time choosing my clothes in the morning.</p>	<p>②S-S Interaction 1 以下のいずれかを計画的に行う。 (毎時間全てを行う必要はない) ●聞き手のモデル ●取組状況の確認</p>
<p>③Sharing T: Do you have any questions? T: “冠婚葬祭に着られるってもっと具体的に言う?”(学級全体へ問いかける) T: Good idea. 結婚式でも葬式でもとは? Give me the sentences. Yes, weddings and funerals. So, if you choose school uniforms, you can wear them at weddings or funerals. T: (少し待って)Do you have any ideas? ...</p>	<p>③Sharing S3: 「冠婚葬祭に着れる」はなんですか? S4: 結婚式でも葬式でも着られる?</p>	<p>③Sharing 以下のいずれかを計画的に行う。 (毎時間全てを行う必要はない) ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続</p>
<p>④S-S Interaction 2 T: Let's talk about the same topic again in new pairs.</p>	<p>④S-S Interaction 2 対話例 A: Which do you like better, school uniforms or casual wear? C: I like school uniforms better. A: Oh, really? Why do you think so? C: Because if we choose school uniforms, we don't have to worry about what to wear. A: I see. But school uniforms are expensive, right? C: Yes, maybe. But we can wear it at weddings and funerals.</p>	<p>④S-S Interaction 2 ●変容の確認</p>

帯活動 各時間の展開案 第2学年 指導時期:1~3月 社会的なこと「制服・私服」②

1. トピック及び言語の働き: 学校・家庭生活の思い出 (・コミュニケーションを円滑にする・気持ちを伝える・事実・情報を伝える・相手の行動を促す)

2. 主な言語材料: 過去形(一般動詞、be動詞)、比較など : expensive, practice, maybe

3. 目指す生徒の発話例

Which do you like better, (school uniforms) or (casual wear)? I like (school uniforms) better than (casual wear).

Why do you think so? Because (if we choose School uniforms, we don't have to think about them).

4. 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動 及び 各対話例(教師の発話例)		指導上の留意点
<p>①Interactive Teacher Talk T: Which do you like better, school uniforms or casual wear?(全体に問いかける) Let's think about the topic again. Which do you like better, S1?(個別に問いかける) T: Why do you think so? What are good points about school uniforms? T: I see. If we have our school uniforms, we don't have to worry about what to wear every morning. Time to choose clothes. Are there any other good points about school uniforms? T: That's true. We can wear them on special occasions. For example? T: Oh, you're right. For example, at weddings or funerals. Anything else?</p>	<p>①Interactive Teacher Talk S1: I like school uniforms (better than casual wear). S1: Because we don't have to worry about our clothes every morning. S2: We can wear school uniforms on special occasions. S2: For example, weddings and soshiki. (葬式)</p>	<p>①Interactive Teacher Talk ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導</p>
<p>②S-S Interaction 1 T: Let's talk about the clothes in pairs.</p>	<p>②S-S Interaction 1 対話例 A: Which do you like better, school uniforms or casual wear? B: I like school uniforms better. A: Oh, you like school uniforms. Why? B: Because school uniforms are cool. What do you think? A: Really? I don't think so. I want to change my clothes every day.</p>	<p>②S-S Interaction 1 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●聞き手のモデル ●取組状況の確認</p>
<p>③Sharing T: Do you have any questions? T: 「値段が安い」は? (全体に問う) T: Good. Cheap! とか「高くない」でもいいね。 T: (少し待って) Do you have any ideas? ...</p>	<p>③Sharing S3: 「値段が安い」ってなんていうのですか。 S4: Cheap.</p>	<p>③Sharing 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続</p>
<p>④S-S Interaction 2 T: Let's talk about the same topic again in new pairs.</p>	<p>④S-S Interaction 2 対話例 A: Which do you like better, school uniforms or casual wear? C: I like school uniforms better. A: Oh, really? Why do you think so? C: Because if we choose school uniforms, we don't have to worry about what to wear. A: Tell me more. C: Time is money. We have a lot of things to do. A: Really? I don't think so. Because we have to choose our clothes. According to time, place, and occasion.</p>	<p>④S-S Interaction 2 ●変容の確認</p>

帯活動 各時間の展開案 第2学年 指導時期:1~3月 したいこと・予定「修学旅行」①

- トピック及び言語の働き:したいこと・予定 (・コミュニケーションを円滑にする・気持ちを伝える・考えや意図を伝える・相手の行動を促す)
- 主な言語材料:未来形、付加疑問文、仮定法
- 目指す生徒の発話例: If you could plan a school trip to a foreign country, where would you visit first and what would you do next?/ I would visit ○○ first and eat ○○. / I would go to historical places to learn history and find a souvenir for my brother. / Sounds interesting. / That's a wonderful idea!
- 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動 及び 各対話例(教師の発話例)	言語活動 及び 対話例(生徒の発話例)	指導上の留意点
<p>① Interactive Teacher Talk T: You are going to go on a school trip. Where do you go? Which place are you going to visit? T: Oh, those are such nice places to visit, aren't they? T: If you could plan a school trip to a foreign country, where would you visit first and what would you do next, S1? T: Oh, that's a nice idea! I like it! T: If you could plan a school trip to a foreign country, where would you visit first and what would you do next, S2? T: Nice idea! I would like to go there together.</p> <p>② S-S Interaction 1 T: Let's talk about your plan in pairs.</p>	<p>① Interactive Teacher Talk Ss: ○○! ○○! S1: I would visit ○○ and eat ○○. S2: I would visit □□, and eat △△. And then, go to ☆☆!</p>	<p>① Interactive Teacher Talk ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導</p>
<p>② S-S Interaction 1 対話例</p> <p>A: If you could plan a school trip to a foreign country, where would you visit first and what would you do next, B? B: I would arrive at ○○ first and eat ○○. How about you? If you could plan a school trip to a foreign country, where would you visit first and what would you do next, A? A: Yes. I would visit ~ first, and eat ~. And then, go to ~! B: Sounds interesting. That's a wonderful idea!</p>		<p>② S-S Interaction 1 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●聞き手のモデル ●取組状況の確認</p>
<p>③ Sharing T: Do you have any questions? Feel free to ask me if you have any questions. T: That's a good question. How do you say "おみやげ" in English? Do you know? Can you guess? T: Yes, it's close, I understand what you want to say. Have you ever heard a word, "souvenir"? Maybe this is the first time for you to hear this word. This is a good word to remember. I think you can use it.</p>	<p>③ Sharing S3: 「おみやげ」ってなんて言うのですか。 Ss: Present! Ss: Oh, I see.</p>	<p>③ Sharing 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない) ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続</p>
<p>④ S-S Interaction 2 対話例</p> <p>A: If you could plan a school trip to a foreign country, where would you visit first and what would you do next, C? C: I would visit ○○ first and eat ○○. How about you? If you could plan a school trip to a foreign country, where would you visit first and what would you do next, A? A: Yes. I would visit ~ first, and eat ~. And then, go to ~! I would go to historical places to learn history and find a souvenir for my brother. He likes to learn history. C: Sounds interesting. That's a wonderful idea!</p>		<p>④ S-S Interaction 2 ●変容の確認</p>

帯活動 各時間の展開案 第2学年 指導時期: 1~3月 したいこと・予定「修学旅行」②

1. トピック及び言語の働き: したいこと・予定 (・コミュニケーションを円滑にする・気持ちを伝える・考えや意図を伝える・相手の行動を促す)
2. 主な言語材料: 未来形、付加疑問文、仮定法
3. 目指す生徒の発話例: If you could plan a school trip to a foreign country, where would you visit first and what would you do next? / I would visit Hawaii, and go to a beautiful beach and then, watch a local dance.
4. 各時間の展開案(各週4コマ中2コマの帯活動の時間を使って実施)

言語活動 及び 各対話例(教師の発話例)	言語活動 及び 対話例(生徒の発話例)	指導上の留意点
<p>① Interactive Teacher Talk T: If you could plan a school trip to a foreign country, where would you visit first and what would you do next, S1? T: Oh, that's a nice idea! I like it! T: If you could plan a school trip to a foreign country, where would you visit first and what would you do next, S2? T: Nice idea! I would like to go there together.</p> <p>② S-S Interaction 1 T: Let's talk about your plan in pairs.</p>	<p>① Interactive Teacher Talk S1: I would go to ○○ and eat ○○. S2: I would visit Hawaii, and go to a beautiful beach. And then, watch a local dance.</p>	<p>① Interactive Teacher Talk</p> <ul style="list-style-type: none"> ●話題の提供 ●語彙への意識付け ●正確さ及び適切さに関する指導
<div style="border: 1px solid black; padding: 5px;"> <p>② S-S Interaction 1 対話例</p> <p>A: If you could plan a school trip to a foreign country, where would you visit first and what would you do next, B? B: I would visit ○○ first and eat ○○. How about you? A: I would visit Hawaii, and go to a beautiful beach. And then, watch a local dance. B: Sounds interesting. That's a wonderful idea!</p> </div>	<p>② Sharing S3: 「地域の」ってなんて言うのですか。</p>	<p>② S-S Interaction 1 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない)</p> <ul style="list-style-type: none"> ●聞き手のモデル ●取組状況の確認
<p>③ Sharing T: Do you have any questions? Feel free to ask me if you have any questions. T: That's a good question. How do you say "地域の" in English? Do you know? Can you guess? T: Yes, it's close. I understand what you want to say. Have you ever heard a word, "local"? Maybe you have heard this word before. This is good word to remember. I think you can use it.</p>	<p>③ Sharing Ss: Place! Ss: Local! Ss: Oh, I see.</p>	<p>③ Sharing 以下のいずれかを計画的に行う。(毎時間全てを行う必要はない)</p> <ul style="list-style-type: none"> ●キーワード等の使用 ●パラフレーズ(既習表現の想起) ●対話の継続
<p>④ S-S Interaction 2 T: Let's talk again about the same topic in new pairs.</p>	<div style="border: 1px solid black; padding: 5px;"> <p>④ S-S Interaction 2 対話例</p> <p>A: If you could plan a school trip to a foreign country, where would you visit first and what would you do next, C? C: I would visit ○○ first and eat ○○. How about you? If you could plan a school trip to a foreign country, where would you visit first and what would you do next, A? A: First I would visit Hawaii, and go to a beautiful beach. And then, watch a local dance. The next day, I would go to Thailand, and I would watch a local dance there. I want to compare the two of them. I think this is a good idea. C: Sounds interesting. I want to go there, too.</p> </div>	<p>④ S-S Interaction 2</p> <ul style="list-style-type: none"> ●要容の確認