

# Action Research (Final, 2019)

Hiromi Osuka, March 30, 2019

## 1. Title: How should we improve Japanese students' communication abilities?

— Effective tasks and group activities in order to excite and impress students —

## 2. Context:

(1) Level: Junior high school 2nd year student

(2) Class size: 38 ~ 39 students × 3 classes

(3) Time: 45 ~ 50 minutes × 4 classes (per week)

(4) Textbook: New Horizon English Book 2 by Tokyo Shoseki

(5) Issues:

### a. Attitudes

Eighth graders did not have enough chances to study English through communicative methods when they were in the seventh grade. They are poor at studying English through pair or group activities. Many students like studying English through explanations about the content of main sentences in the textbook. Moreover, there are a lot of students who do not like to study hard. Some students cannot concentrate on studying and like talking in class.

### b. Abilities

Many of the eighth graders do not try pair or group activities positively and do not know how to make use of pair or group activities. Compared with the English abilities of other students in our city for the last school year (February, 2018), the eighth graders measured below average. Their results improved a little this February, 2019.

### c. English teachers

There are six classes in grade 8 this year. There are two main English teachers (A and B), one sub-teacher C, and an ALT, for grade 8. I am main-teacher A and teach 3 classes and sub-teacher C and the ALT join 1 class a week. Teacher B and Sub-Teacher C seem to prefer traditional methods of teaching more than communicative ones. The ALT has little experience with communicative language teaching.

① a JTE  
② a JTE  
③ a JTE and a sub JTE  
④ a JTE and an ALT

## 3. My Action Research Goals:

1st Class: TA or TB      2nd Class: TA or TB  
3rd Class: TA or TB, TC      4th Class: TA or TB, ALT

(1) My first goal is to help my junior high school students acquire communication abilities in English through teaching grammar communicatively.

(2) My second goal is to work out communication activities that excite and impress students and main-teacher B, sub-teacher C, and the ALT.

## 4. What I did

### (1) To make English classes more understandable

a. Promoting reading aloud and writing English sentences that are connected to students' lives

- b. Emphasizing English word order using “英語脳 (*Eigo-nou*)” in all English classes
- c. Integrating new sentences with ones learned before
- d. **Making use of effective pair work and group work (collaborative learning)**

**(2) To make English classes more motivating and effective for students’ learning**

- a. Using example sentences connected with students’ lives
- b. Designing communicative activities that contain input and output activities
- c. **Designing communicative activities that stimulate students’ interest and motivate students to study more**
- d. Improving activities that give students opportunities to practice in realistic situations
- e. Working out effective tasks which cultivate the four fundamental English skills
- f. Creating worksheets that better enable students to acquire English communication abilities
- g. Working out effective pair and group activities that motivate students to study English more
- h. **Cultivating students who take part in pair or group activities and try to use English they study positively.**

**(3) To take measures to improve curriculum design**

- a. Modifying the required textbook in order to make handouts based on Focus-on-form
- b. Teaching students grammar communicatively through “Focus-on-Form Instruction (FFI)” and “Task-based Language Teaching (TBLT)”.
- c. Reorganizing and regrouping the basic English sentences students have to learn
- d. Collaborating on curriculum with other teachers to produce better results for more students
- e. Exchanging information on how to teach students grammar communicatively by using Focus-on-form and Task-based Instruction
- f. **Making use of speaking tests in order to improve students’ speaking abilities**

**(4) To collaborate with main-teacher B, sub-teacher C, and the ALT**

Offering advice to main-teacher B and sub-teacher C on how to teach students grammar communicatively by using Focus-on-form and Task-based Instruction

## **5. What happened:**

**(1) English attitudes compared with those of old-eighth graders in our school**

Many eighth graders tend to lose sight of their goals and become less interested in learning. I’ve studied many kinds of activities and made use of them, but they are not so effective for eighth grader students of this school year.

**(2) Students’ Self-evaluation for English abilities**

Analyzing results from the surveys in April, July, and February of about 113 students, their self-evaluation for English abilities showed worse percent numbers in April. Many students said that they like English classes they had when they were in the seventh grade. They liked their former classes better than their new classes. See Appendix.

### (3) Student impressions about English learning

★The analysis of students' comments (the total number out of 113 students)

	April	July	February
items of English abilities	hopes for English learning	improvement for English learning	improvement for English learning
1. speaking	8	11	3
2. listening	4	4	6
3. reading	11	21	11
4. writing	11	3	7
5. vocabulary	22	15	13
6. key sentences	5	13	14
7. grammar	4	15	5
8. self-expression	2	2	14
9. English Japanese	9	13	28
10. Japanese English	1		5
11. keeping conversation	8	23	7
12. composition		4	3
13. better attitude	13	6	10
14. reciting	4	6	4
15. getting good results	19	1	2
16. better pronunciation	2	3	7
17. better writing practice	2	3	7
18. understanding a long passage			4
19. pair, group activity		2	6
20. enjoy singing English songs		1	1
21. improve four basic skills	1	2	
22. understanding word order	5	3	1
23. better practicing			3
24. enjoying studying English			1

★Student marked hopes for English learning (April in 2018)

《Speaking》	① I want to be able to speak English fluently using sentences I learned. ② I want to talk about myself fluently. ③ I want to be able to talk with native speakers without difficulties.
《Listening》	① I want to understand what is spoken as soon as I listen to English.
《Reading》	① I want to read English sentences fluently with good pronunciation. ② I want to read the textbook to the extent of reciting.
《Writing》	① I want to be able to easily write English words and key sentences. ② I want to be able to write longer English sentences.
《4 Skills》	① I really want to improve four skills, speaking, listening, reading and writing.

《others》	① I want to get better scores on the term tests. ② I want to improve vocabulary abilities and become good with English word order. ③ I want to make English sentences paying attention to English grammar. ④ I want to understand key sentences and make sentences by adapting to them.
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★Student marked changes in attitude towards English learning (J: July, F: February)

《Speaking》	J	① I came to talk with my friends in English more naturally and easily than before. ② I came to talk in English fluently using key sentences. ③ I came to speak more English in pair or group activities.
	F	① I came to talk about the contents of pictures using English smoothly. ② Though I could not talk with my friends without model sentences on the handout, recently I came to try it without looking at the handout. ③ In daily lives, when I talk with my friends, I sometimes use some English sentences or phrases. I was very happy when they answered them in English. ④ As soon as I read Japanese sentences, I came to put them into English quickly.
《Listening》	J	① I came to understand what Teacher and CD said in English. ② I came to answer the questions while listening to CD.
	F	① In proportion to putting what I studied to practical use, my listening abilities are getting better. ② Through pronouncing English words precisely, my listening abilities have been better improved. ③ I had more chances to listen to English songs than last school year, so my listening abilities got better than before.
《Reading》	J	① I came to read and understand long English sentences easily and quickly. ② I came to read new words easily because I came to know phonetic symbols. ③ When I read the textbook, I think that my reading abilities is getting better.
	F	① I came to read English sentences precisely and fluently paying attention to the pronunciation. ② As soon as I read English sentences, I feel that I can understand the meanings.
《Writing》	J	① I came to be able to write English sentences faster than before.
	F	① Recently I came to write English sentences faster than before. ② I came to write English sentences through studying how to use key sentences.
《Others》	J	① I came to be able to communicate in English better and enjoy English classes. ② I came to understand how to use interrogatives, fillers, and reactions. I came to do eye contacts naturally. ③ I came to think that I want to talk with foreign people more. ④ I came to make use of English key sentences I learned. ⑤ I came to use filler such as “well, let’s see, um” easily and naturally and use reactions such as “Really?”. ⑥ I came to be able to understand English key sentences better than before and I got better scores on the term test. ▼ I don’t think that my English abilities is improving.
	F	① I came to positively take part in communication activities and I felt that I talked with my friends more fluently than before. ② I have been keeping on writing my diary in English. ③ I came to make English sentences using key sentences easier than before.

《Others》	F	<p>④ I remembered a lot of key sentences, so my self-expression abilities got better improved.</p> <p>⑤ I noticed that studying English is interesting.</p> <p>⑥ I came to understand English sentence structures.</p> <p>⑦ I was able to correct English sentences with my friends, and that enabled me to understand more English and study English positively.</p> <p>⑧ Through making use of grammatical points such as the comparative degree, I came to be good at reading through a lengthy article.</p> <p>⑨ I came to express myself in English using key sentences and reciting English sentences earlier than before.</p> <p>⑩ I had negative impressions, such as “dislike, troublesome, or tiresome,” about studying English, but recently I feel that studying English is interesting.</p> <p>⑪ When I was in the seventh grade, I had few chances to use English I studied. But through communication activities with my friends, I came to understand how to use English I studied.</p> <p>⑫ I came to understand sentences in the textbook and make English sentences about myself using key sentences..</p> <p>▼ I don't think that my English abilities is improving. They got worse than before.</p>
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## 6. What I learned:

- (1) It's tough for teachers to teach eighth graders not only English but also the other eight subjects. Many students have started to forget their first hopes when they entered a junior high school and have lost their interest in “learning”. Above all, eighth graders this year had a lot of problems with studying and their English abilities were much lower than the usual eighth graders of our school. This year, eighth grader motivation for learning was very low since last April and it was difficult for Teachers to improve their English abilities and attitudes for English learning. So it will take more time to raise their motivation and English abilities.
- (2) Eighth graders of this school year had a lot of problems with studying and there were fewer high-level students than the usual eighth graders of our school. So it was difficult to make use of pair activities. Their motivation for English learning was very low. Raising lower students' motivation and their English abilities was difficult. Moreover, some students were sleeping during classes. I had to work out and think about activities that would make them excited and improve their attitudes. I also had to work out other teaching techniques. I think that it would be necessary to know what kinds of things motivate students to study more and what kinds of things interest them.
- (3) Eighth graders I taught have studied English through Focus-on- form instruction since last April. Half of them studied English through grammar-translation methods for a year, so some of them have not got used to studying English through communicative

activities yet. Some of the lower students could not understand how to do activities, were bored with them, and showed refusal reactions. They need more time to understand how to do them and make use of them.

- (4) I wanted to have students try “small talk” at the beginning of the class. They had few chances to talk with their friends in English when they were in the seventh grade. Unfortunately, I could not find enough time for students to try this activity because it took a lot of time to deal with the contents of the revised textbook. Moreover, it was difficult for me to keep in step with Teacher B’s proceedings. We tried several different ways of teaching. I had little time to have students try out-put activities. Students need more opportunities to use the English they study, so it’s important for teachers to think of how teachers use class time.

## **7. Further issues:**

- (1) Some high or low students did not get used to my way of teaching. Furthermore, introducing and explaining vocabulary took a lot of time, so I could not find enough time to have students try out-put activities. Students have used revised textbooks since 2016. Since then, how to make the handouts with well-balanced in-put and out-put activities has been a big challenge.
- (2) I hope to make many kinds of activities that interest and excite students, but activities I made were not so effective for eighth graders of this year. Activities in the handouts could not motivate students to study more. I have to study more useful and effective activities that have clear purposes, clear scenes, and clear situations for students.
- (3) They had few chances to have pair or group activities when they were in the seventh grade, so unfortunately it took a lot of time for them to try activities I made. They needed learning leaders when they tried collaborative learning, but I could not cultivate learning leaders for a year. I tried to make use of group activities or cooperative learning, but it did not work well. I think it is appropriate to use group activities that have one high-level student, so it is necessary to develop capable leaders in English classes.
- (4) The course of study will change in 2020. Elementary students study 600 ~700 words, JHS students study 1600 ~ 1800, and SHS students study 1800 ~ 2500 in the revised textbook. JHS students are at a loss for how to study a remarkable number of new words and the new usage of words they studied before. Teachers should consider how they can support and help students with understanding and learning new vocabulary. It would be ideal to make use of extensive reading, but it would be impossible to adopt the idea because JHS students have no time to try it in their English classes or they don’t have enough English books in their school library.

(5) I taught eighth graders with Teacher B in 2016. At that time, she refused my way of teaching, however this time, she became interested in my way of teaching. She wants to get my teaching materials. I don't know what kinds of teaching materials she is going to introduce. It took two years to interest her. In order to put collaborative teaching into practice, I think we have to observe each other's daily classes naturally through Team-Teaching. Solving this problem depends on the school system management.

## A Lesson Plan ( March, 2019)

Name( Hiromi Osuka )

### Feedback Focus

- (1) What kinds of activities inspire students to speak English?
- (2) When should the teacher make use of collaborative learning in a class?

### Overall Teaching Goal

- (1) Improve students' basic English skills; reading, speaking, writing, listening
- (2) Improve students' English abilities through their collaborative learning

### 1. Teaching Context

Level: Junior High School second year students

Class size: 3 classes with 38 ~39 students

Textbook: New Horizon English Course Book 2 ( Tokyo Shoseki ):

Unit 7 "A Movie Dolphin Tale"

## 2: AR Teaching Goal

- (1) My first goal is to help my junior high school students acquire communicative abilities in English through teaching grammar communicatively.
- (2) My second goal is to work out communication activities which excite and impress students and sub-teacher C.

## 3. Objectives

- (1) Students are able to talk about their favorite things using “comparatives and superlatives.”
- (2) Students are able to understand sentences using the comparative “better” and superlative “best.”
- (3) Students are able to understand sentences using “as ~ as ….”

## 4. Lesson Plan

- (1) Day one: **Unit 7-1** **Starting Out & Communicative Activity** “I’m taller than you! 34”

- ① Listen to the song “**We are**” and practice the lyrics
- ② 2-minute small talk for warm-up
- ③ Practice new words in “Starting Out”
- ④ **In-put Activity** “I’m taller than you! 34” (Step1~3)
- ⑤ Listen to the CD while looking at the picture card about “Starting Out”
- ⑥ Comprehension Check of “Starting Out”
- ⑦ Check “*eigo-nou print.*”
- ⑧ Read      a. Model reading   b. Group reading   c. Pair reading   d. Individual reading

- (2) Day two: **Unit 7-1** **Starting Out & Communicative Activity** “I’m taller than you! 34”

- ① Listen to the song “**We are**” and practice the lyrics
- ② 2-minute small talk for warm-up
- ③ Review reading of “Starting Out”
- ④ **Out-put Activity** “I’m taller than you! 34” **Noticing, Step 4 & 5)**
- ⑤ Self-evaluation for the communicative activities
- ⑥ Take notes for new key sentences in “Starting Out”
- ⑦ Try “Basic practice, Listen, Write” to page 104
- ⑧ Practice new words from “Dialog” to page 105



**(3) Day three: Unit 7-2 Dialog &**

**Communicative Activity** “English is more difficult than math! 35”

- ① Listen to the song “**We are**” and practice the lyrics
- ② 2-minute small talk for warm-up
- ③ Review reading of “Starting Out” for 1 minute
- ④ **Input Activity** “English is more difficult than math! 35” (Step 1 ~ 3, Noticing)
- ⑤ Listen to the CD while looking at the picture card about Unit 7-2 “Dialog”
- ⑥ Comprehension Check of “Dialog”
- ⑦ Check “*eigo-nou print.*”
- ⑧ Read      a. Model reading   b. Group reading   c. Pair reading   d. Individual reading

**(4) Day four: Unit 7-2 Dialog &**

**Communicative Activity** “English is more difficult than math! 35”

- ① Listen to the song “**We are**” and practice the lyrics
- ② 2-minute small talk for warm-up
- ③ Review reading of “Dialog” for 1 minute
- ④ **Out-put Activity** “English is more difficult than math! 35” (Step 4 & 5)
- ⑤ Self-evaluation for the communicative activities
- ⑥ Take notes for new key sentences in Unit 7-2 “Dialog”
- ⑧ Try “Basic practice, Speak, Write” to page 103
- ⑨ Practice new words in Unit 7-3 “Read and Think 1” (p. 104)

**(5) Day five: Unit 7-3 Read and Think 1 &**

**Communicative Activities** “Ben is my best friend! 36”

- ① Sing the song “**We are**”
- ② 2-minute small talk for warm-up
- ③ Review reading of “Dialog” for 1 minute
- ④ **In-put Activities** “Ben is my best friend! 36” (Step 1 ~ 3)
- ⑤ Listen to the CD while looking at the picture card  
about Unit 7-3 “Read and Think 1” to page 104”
- ⑥ Comprehension Check of “Read and Think 1” using Q and A
- ⑦ Check “*eigo-nou print.*”
- ⑧ Read      a. Model reading   b. Group reading   c. Pair reading   d. Individual reading

**(6) Day six: Unit 7-3 Read and Think 1 &**

**Communicative Activities** “Ben is my best friend! 36”

- ① Sing the song “**We are**”
- ② 2-minute small talk for warm-up

- ③ Review reading of “Unit 7-3” for 1 minute
- ④ **Out-put Activity** “Ben is my best friend! 36” (Noticing, Step 4 & 5)
- ⑤ Self-evaluation for the communicative activities
- ⑥ Take notes for new key sentences in Unit 7-3 “Read and Think 1”
- ⑦ Try “Basic practice, Read” to page 105
- ⑧ Practice new words in Unit 7-4 “Read and Think 2” (p. 106)

**(7) Day seven: Unit 7-4 Read and Think 2 &**

**Communicative Activities** “Ben is as cool as Masaki! 37”

- ① Sing the song “We are”
- ② 2-minute small talk for warm-up
- ③ Review reading of “Read and Think 2” for 1 minute
- ④ **In-put Activities** “Ben is as cool as Masaki! 37” (Step 1 ~ 3)
- ⑤ Listen to the CD while looking at the picture card  
about Unit 7-4 “Read and Think 2 to page 106”
- ⑥ Comprehension Check of “Read and Think 2” using Q and A
- ⑦ Check “*eigo-nou print.*”
- ⑧ Read a. Model reading b. Group reading c. Pair reading d. Individual reading

**(8) Day eight: Unit 7-4 Read and Think 2 &**

**Communicative Activities** “Ben is as cool as Masaki! 37”

- ① Sing the song “We are”
- ② 2-minute small talk for warm-up
- ③ Review reading of “Unit 7-4” for 1 minute
- ④ **Out-put Activity** “Ben is as cool as Masaki! 37” (Noticing, Step 4 & 5)
- ⑤ Self-evaluation for the communicative activities
- ⑥ Take notes for new key sentences in Unit 7-4 “Read and Think 2”
- ⑦ Try “Basic practice, Read” to page 107

**(9) Day nine: Unit 7-5 Activity 1, Activity 2, and “Let’s try a quiz! 38”**

- ① Sing the song “We are”
- ② 2-minute small talk for warm-up
- ③ Review reading of “Read and Think 1” for 1 minute
- ④ Review reading of “Read and Think 2” for 1 minute
- ⑤ Try Activity 1
- ⑥ Try Activity 2
- ⑦ “Let’s try a quiz! 38”

★ a. Self-evaluation about English abilities

\* Results from the surveys in April, July, and February: 113 students ( ) =%

2018 英語力自己診断 組 ( ) 番号 ( ) 氏名 ( )				
	Speaking Ability	Apr.	Jul.	Feb.
1	I can hardly talk with my partner.	9.5	6.7	5.3
2	I can talk with my partner for about 20 seconds.	35.2	27.6	19.5
3	I can talk with my partner for about 40 seconds.	25.7	27.6	23.9
4	I can talk with my partner for one minute stumbling over my words.	27.6	27.6	36.3
5	I can talk with my partner for one minute fluently.	1.9	10.5	15.0
	Listening Ability	Apr.	Jul.	Feb.
1	I cannot understand what my friend says or what the CD says.	1.9	1.9	2.7
2	I cannot understand about 30 % of what my friend says or what the CD says.	21.0	17.1	12.4
3	I cannot understand about 50 % of what my friend says or what the CD says.	38.1	35.2	32.7
4	I cannot understand about 70 % of what my friend says or what the CD says.	20.0	26.7	25.7
5	I can understand almost all of what my friend says or what the CD says.	19.0	19.0	26.5
	Reading Ability	Apr.	Jul.	Feb.
1	I can hardly read the sentences my friends wrote or the main sentences in the textbook.	3.8	3.8	3.5
2	I can read 30 % of the sentences my friends wrote or the main sentences in the textbook.	17.1	13.3	13.3
3	I can read 50 % of the sentences my friends wrote or the main sentences in the textbook.	30.5	28.6	29.2
4	I can read 70 % of the sentences my friends wrote or the main sentences in the textbook.	27.6	35.2	27.4
5	I can read almost all of the sentences my friends wrote or the main sentences in the textbook.	21.0	19.0	26.5
	Writing Ability	Apr.	Jul.	Feb.
1	I can hardly write anything of 7 coordinated sentences about myself or a speech.	6.7	4.8	6.2
2	I can write only one or two out of 7 coordinated sentences about myself or a speech.	25.7	20.0	15.0
3	I can write only three or four out of 7 coordinated sentences about myself or a speech.	38.1	37.1	36.3
4	I can write five or six out of 7 coordinated sentences about myself or a speech.	20.0	28.6	27.4
5	I can write more than 7 coordinated sentences about myself in a speech.	9.5	9.5	15.0
	Grammar	Apr.	Jul.	Feb.
1	I cannot understand basic grammar I have already learned.	1.0	3.8	3.5
2	I can understand basic grammar I have already learned a little.	14.3	14.3	12.4
3	I can understand half of the basic grammar I have already learned.	32.4	30.5	24.8
4	I can generally understand the grammar I have already learned.	41.9	38.1	43.4
5	I have confidence with the grammar I have already learned.	10.5	13.3	15.9
	2 minutes conversation	Apr.	Jul.	Feb.
1	I can hardly talk with my partner.	10.5	7.6	3.5
2	I can talk with my partner for about 30 seconds.	33.3	29.5	29.2
3	I can talk with my partner for about one minute.	38.1	41.0	36.3
4	I can talk with my partner for two minutes stumbling over my words.	17.1	21.0	22.1
5	I can talk with my partner for two minutes fluently.	1.0	1.0	8.8

	Understanding English classes	Apr.	Jul.	Feb.
1	I can hardly understand what I studied in English classes.	1.0	1.8	2.7
2	I can understand what I studied in English classes a little.	21.0	18.1	15.0
3	I can understand half of what I studied in English classes.	26.7	30.5	31.0
4	I can understand 70 % of what I studied in English classes.	26.7	26.7	26.5
5	I can understand almost all of what I studied in English classes.	24.8	26.7	24.8
	Attitude toward English classes	Apr.	Jul.	Feb.
1	English classes were not interesting.	2.9	4.8	5.3
2	English classes were not so interesting.	3.8	11.4	8.0
3	English classes were both boring and interesting	30.5	32.4	34.5
4	English classes were generally interesting.	28.6	24.8	20.4
5	English classes were interesting.	34.3	26.7	31.9
	Attitude toward English	Apr.	Jul.	Feb.
1	I don't like English.	8.6	7.6	6.2
2	I like English a little.	22.9	21.1	17.7
3	I like English somewhat.	24.8	35.2	38.1
4	I like English.	25.7	21.9	21.2
5	I like English very much.	18.1	14.3	16.8

★ b. Self-evaluation about attitudes for English learning

\*Results from the surveys in April, July, and February : 113 students, number = %

2018 英語学習取り組み自己診断 組 ( ) 番号 ( ) 氏名 ( )				
1	Circle items about your English abilities or attitude which are fit for you.	Apr.	Jul.	Feb.
1	Can you read and understand English sentences in the textbook quickly?	37.1	38.1	45.1
2	Do you understand communication activities with target sentences?	69.5	74.3	75.2
3	Are you actively joining communication activities with target sentences?	75.2	75.2	78.8
4	Are communication activities in English with your friends interesting for you?	84.8	76.2	77.0
5	Are communication activities with your friends useful for you to learn target sentences?	60.0	68.6	77.0
6	Are communication activities with your friends useful to improve your four English skills?	67.6	70.5	77.9
7	Are you trying to express yourself in English using target sentences?	45.7	61.0	58.4
8	Are you trying to make and use English sentences using target sentences?	34.3	44.8	42.5
9	Do you think you are acquiring English communication abilities?	49.5	61.0	65.5
10	Are communication activities necessary to study English?	89.5	84.8	90.3

2 Circle items about what you try hard.		Apr.	Jul.	Feb.
1	Practice new words and check the meanings	84.8	81.0	85.0
2	Check the target sentences and exercise them	56.2	64.8	69.9
3	Read sentences in the textbook after Teacher	94.3	90.5	88.5
4	Try over-up reading the sentences in the textbook after the CD.	21.0	44.8	59.3
5	Try shadowing the sentences in the textbook after the CD.	5.7	25.7	38.9
6	Read the sentences in the textbook for one (two) minute(s).	57.1	68.6	71.7
7	Recite the sentences in the textbook.	33.3	50.5	40.7
8	Practice writing the sentences in the notebook (listening to the CD).	61.9	48.6	38.9
9	Be conscious of English word order using “ <i>Eigo-nou Printo</i> ”	57.1	60.0	61.9
10	Practice putting English sentences into Japanese using “ <i>Eigo-nou Printo</i> ”	67.6	67.6	69.0
11	Practice putting Japanese sentences into English using “ <i>Eigo-nou Printo</i> ”	60.0	60.0	61.1
12	Greet in English	85.7	85.7	85.8
13	Sing English songs	91.4	86.7	90.3
14	Take part in pair activities with your friends	76.2	76.2	84.1
15	Take part in group activities with your friends	72.4	81.0	83.2
16	Correcting English mistakes with your friends	42.9	43.8	48.7
17	Try communication activities in the handout for each Unit	56.2	61.9	70.8
18	Talk about topics with the ALT and take part in the classes with the ALT	88.6	78.1	71.7
19	April	What is your hope for English learning as a 9th grader?		
	July	What improved in your English learning? Write the things concretely.		
	February	What changed in your English abilities? Write the things you have learned concretely.		
20	Your impression about speaking tests.		<div>／</div> <div>／</div> <div>／</div>	

# 2018 英語力自己診断

組 ( ) 番号 ( ) 氏名 ( )

★どのくらいの英語が使えますか？（英語力診断基準）			2年(2016)		2年(2018)		
			April	Feb.	April	July	February
話す力	1	ペアで話す時、ほとんど話せない	12.5	2.7	9.5	6.7	5.3
	2	ペアで話す時、20秒くらいは話せる	33.7	14.4	35.2	27.6	19.5
	3	ペアで話す時、40秒くらいは話せる	34.6	28.8	25.7	27.6	23.9
	4	ペアで話す時、少しつかえるが1分間話せる	16.3	42.3	27.6	27.6	36.3
	5	ペアで話す時、つかえずに1分間話が続く	2.9	11.7	1.9	10.5	15.0
聞く力	1	ペアで話した内容及び教科書のCDが、ほとんどわからない	8.7	3.6	1.9	1.9	2.7
	2	ペアで話した内容及び教科書のCDが、3割くらいわかる	20.2	13.5	21.0	17.1	12.4
	3	ペアで話した内容及び教科書のCDが、半分くらいわかる	28.8	29.7	38.1	35.2	32.7
	4	ペアで話した内容及び教科書のCDが、7割くらいわかる	26.9	31.5	20.0	26.7	25.7
	5	ペアで話した内容及び教科書のCDが、ほぼわかる	15.4	21.6	19.0	19.0	26.5
読む力	1	友だちが書いた英文（日記・スピーチなど）や教科書の本文が、ほとんどわからない	7.7	3.6	3.8	3.8	3.5
	2	友だちが書いた英文（日記・スピーチなど）や教科書の本文が、3割くらいわかる	21.2	14.4	17.1	13.3	13.3
	3	友だちが書いた英文（日記・スピーチなど）や教科書の本文が、半分わかる	26.0	25.2	30.5	28.6	29.2
	4	友だちが書いた英文（日記・スピーチなど）や教科書の本文が、7割わかる	31.7	32.4	27.6	35.2	27.4
	5	友だちが書いた英文（日記・スピーチなど）や教科書の本文が、ほぼわかる	13.5	24.3	21.0	19.0	26.5
書く力	1	7つ以上のまとまりのある作文（日記・スピーチなど）が、ほとんど書けない	10.6	7.2	6.7	4.8	6.2
	2	7つ以上のまとまりのある作文（日記・スピーチなど）が、1-2文しか書けない	26.0	17.1	25.7	20.0	15.0
	3	7つ以上のまとまりのある作文（日記・スピーチなど）が、3-4文なら書ける	36.5	33.3	38.1	37.1	36.3
	4	7つ以上のまとまりのある作文（日記・スピーチなど）が、5-6文なら書ける	17.3	26.1	20.0	28.6	27.4
	5	7つ以上のまとまりのある作文（日記・スピーチなど）が、7文以上書ける	9.6	16.2	9.5	9.5	15.0
文のきまり	1	教科書の既習の基本文が、まったく分らない	6.7	3.6	1.0	3.8	3.5
	2	教科書の既習の基本文を、少し理解できる	22.1	13.5	14.3	14.3	12.4
	3	教科書の既習の基本文は、半分くらい理解している	26.0	18.9	32.4	30.5	24.8
	4	教科書の既習の基本文は、だいたい理解している	38.5	43.2	41.9	38.1	43.4
	5	教科書の既習の基本文はよく理解しており、文のきまりには自信がある	7.7	20.7	10.5	13.3	15.9
2分間会話	1	ペアで話す時、ほとんど話せない	12.5	5.4	10.5	7.6	3.5
	2	ペアで話す時、30秒くらいは話せる	41.3	12.6	33.3	29.5	29.2
	3	ペアで話す時、1分間くらいは話せる	32.7	46.9	38.1	41.0	36.3
	4	ペアで話す時、少しつかえるが2分間話せる	11.5	27.0	17.1	21.0	22.1
	5	ペアで話す時、つかえずに2分間話が続く	1.9	8.1	1.0	1.0	8.8
授業の理解	1	英語の授業は、ほとんどわからない	3.8	3.6	1.0	1.8	2.7
	2	英語の授業は、少しわかる	17.3	11.7	21.0	18.1	15.0
	3	英語の授業は、半分くらいわかる	28.8	19.8	26.7	30.5	31.0
	4	英語の授業は、7割くらいわかる	30.8	38.7	26.7	26.7	26.5
	5	英語の授業は、ほぼわかる	19.2	26.1	24.8	26.7	24.8
授業の感想	1	楽しなかった	4.8	6.3	2.9	4.8	5.3
	2	あまり楽しなかった	7.7	7.2	3.8	11.4	8.0
	3	どちらでもない・普通	34.6	18.9	30.5	32.4	34.5
	4	まあまあ楽しかった	26.9	38.3	28.6	24.8	20.4
	5	楽しかった	26.0	34.2	34.3	26.7	31.9
英語の感想	1	大嫌いである	10.6	6.3	8.6	7.6	6.2
	2	少し嫌いである	22.1	14.4	22.9	21.1	17.7
	3	どちらでもない・普通	25.0	20.7	24.8	35.2	38.1
	4	まあまあ好きである	26.9	36.0	25.7	21.9	21.2
	5	大好きである	15.4	22.5	18.1	14.3	16.8

# 2018 英語学習取り組み自己診断 組 ( ) 番号 ( ) 氏名 ( )

1 自分の英語力・態度について、当てはまる項目に○をつけてください。			2 年 (2016)		2 年(2018)		
			April	Feb.	April	July	February
1	教科書やワークの英文等をすばやく読め、理解できると感じますか。	37.5	50.5	37.1	38.1	45.1	
2	基本文を使ったコミュニケーション活動を理解していますか。	61.5	80.2	69.5	74.3	75.2	
3	基本文を使ったコミュニケーション活動に積極的に参加していますか。	62.5	80.2	75.2	75.2	78.8	
4	英語を使った友だちとのコミュニケーション活動は「楽しい」ですか。	78.8	79.3	84.8	76.2	77.0	
5	友だちとの活動は「基本文（文のきまり）習得」に役立っていますか。	63.5	76.6	60.0	68.6	77.0	
6	友だちとの活動は「英語力（話す・聞く・読む・書く）向上」に役立っていますか。	53.8	81.1	67.6	70.5	77.9	
7	基本文を使って、「自分のことについて英文を作ろう」としましたか。	38.5	57.7	45.7	61.0	58.4	
8	基本文を使って、自分で英文を作り「使ってみよう」としましたか。	36.5	58.6	34.3	44.8	42.5	
9	英語を使ってコミュニケーションする力がついていると感じますか。	50.0	78.4	49.5	61.0	65.5	
10	英語の授業に「コミュニケーション活動は必要」であると思いますか。	86.5	87.4	89.5	84.8	90.3	
2 次の活動の中でしっかり取り組んでいる活動に○をつけてください。			2 年 (2016)		2 年(2018)		
			April	Feb.	April	July	February
1	単語の読み方、意味の確認	74.0	82.9	84.8	81.0	85.0	
2	基本文の確認・応用練習	57.7	73.0	56.2	64.8	69.9	
3	教科書の本文を、先生の後について音読練習をする	84.6	88.3	94.3	90.5	88.5	
4	教科書の本文を、CDの後についてオーバーラッピングして読む	40.4	68.5	21.0	44.8	59.3	
5	教科書の本文を、CDの後についてシャドウイングする	15.4	44.1	5.7	25.7	38.9	
6	教科書の本文を1分間（2分間）読みする	49.0	62.2	57.1	68.6	71.7	
7	教科書の本文を暗唱する	31.7	47.8	33.3	50.5	40.7	
8	（CDを聞きながら）こつこつノートで書く練習をする	43.3	37.8	61.9	48.6	38.9	
9	英語脳プリントを使って英語の語順を意識して内容を理解する	49.0	68.5	57.1	60.0	61.9	
10	英語脳プリントを使って英語を日本語に直す練習をする	64.4	78.4	67.6	67.6	69.0	
11	英語脳プリントを使って日本語を英語に直す練習をする	57.7	63.1	60.0	60.0	61.1	
12	英語で挨拶をする	79.8	92.8	85.7	85.7	85.8	
13	英語の歌を歌う	55.8	93.7	91.4	86.7	90.3	
14	授業中の友達とのペア・ワーク	74.0	82.9	76.2	76.2	84.1	
15	授業中の友達とのグループ活動	70.2	91.0	72.4	81.0	83.2	
16	友達と英文を直しあう	6.7	45.1	42.9	43.8	48.7	
17	ワークシートを使った各 Unit のコミュニケーション活動	63.5	75.7	56.2	61.9	70.8	
18	A L T の先生とトピックについて話す活動・A L T の先生との授業	74.0	82.0	88.6	78.1	71.7	
19	4月	「3年生の英語学習」の目標は？					
	7月	英語の力についてどのような変化がありましたか。できるようになったことを具体的に書いてください。					
	2月	英語の力についてどのような変化がありましたか。できるようになったことを具体的に書いてください。					
20	スピーキングテストの感想		／／				

# Unit 7-2 (Dialog) The Movie Dolphin Tale (pp. 102-103)

Eigo-nou  
英語脳

咲はディーパに図鑑をかえます。ディーパは今度は何をすすめていますか。

Saki :	Thank you, ↗ Deepa. ↗			ありがとう, ディーパ
	I love dolphins,			私はイルカが大好きです
	so I really enjoyed your book.			だからあなたの本, とても面白かったです
Deepa :	Oh, then you should see this movie, Dolphin Tale.			あら, それならあなたはこの「イルカと少年」という映画を見る( )です
	It's more interesting than this book.			( )
Saki :	Really? →			本当?
Deepa :	Yes. Don't miss the ending. ↗			はい 結末を見逃してはいけません
	That scene is the most impressive in the movie.			あの場面は( )
Saki :	OK. ↗ I'll check it out.			わかりました ( )
*	Let's talk about the movie tomorrow.	*	*	明日映画について話しましょう

- ① When students find words that they cannot read or put into Japanese, they put ( × ) into .
- ② When students cannot put Japanese phrases into English, they put ( × ) into .
- ③ Students use this sheet by folding it in two.
- ④ Putting English into Japanese is minimized because it takes too much time for communicative activities.
- ⑤ I use this worksheet assuming that reading phrases arranged lengthwise may help students practice thinking in English.

★ 次の形容詞の比較級、最上級を確実に覚えましょう。 声を出して練習すること。

interesting / impressive / popular / famous / difficult / beautiful / exciting / delicious



**p. 103 基本練習**

例にならって言いましょう。

例 This movie is more popular than that one.

例 This movie is the most popular in Japan.

- ① This T-shirt is more popular than that one.
- ② Hikaru is more famous than Aki.
- ③ Math is more difficult than English.

- ① This beach is the most beautiful in our town.
- ② Science is the most difficult of all subjects.
- ③ This book is the most popular in Japan.

**p. 103 Speak**

次の対話文の \_\_\_\_\_ をかえて対話をしましょう。また、おもしろい (interesting) 映画やおいしい (delicious) 食べ物についても対話をしましょう。

[例1] A: I think soccer is a very exciting sport.  
 B: I think so, too. I think soccer is the most exciting sport.  
 [I don't think so. I think baseball is more exciting.]

[例2] A: I think Star Wars is a very interesting movie.  
 B: I don't think so. I think Harry Potter is more interesting.

[例3]  
 A: I think pizza is a delicious food.  
 B: I think so, too.  
 I think pizza is the most delicious food.

話題にする事柄	sport	movie	food	TV program	book
使う形容詞	exciting	interesting	delicious	exciting	interesting
書き方例 ( Yuji )	soccer	Harry Potter	sushi	" イッテ Q "	" 永遠の0 "
1. あなた (            )					
2.					
3.					
4.					

**p. 103 Write**

**Speak**

の対話の内容をもとに、友達の意見を例にならって書きましょう。

- 例 1. Yuji thinks sushi is the most delicious food.      2. Yuji thinks Harry Potter is more interesting than Star Wars.

## \* I'm taller than you! \*

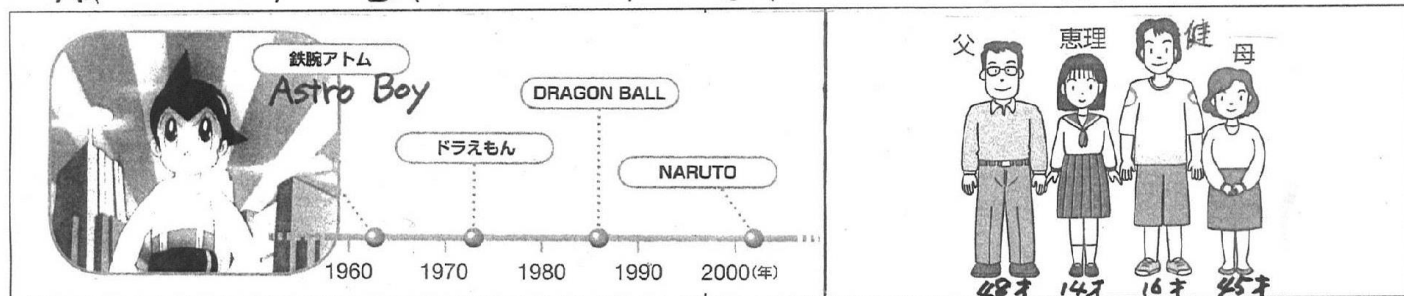
3 4

Class( ) No.( )

Name( )

1. 次の絵を見ながら、先生の言う英語をよく聞きましょう。先生は誰のこと（何のこと）について話しているのでしょうか。その名前を、( ) に書きましょう。

A:( ) B:( ) C:( ) D:( )



2. 次の文の( )の中から、文に適する語を選んで○で囲みましょう。上の絵を見てすらすら説明できるまで何回も練習しましょう。

- (1) *DRAGON BALL* is ( old, older, the oldest ) than *NARUTO*.  
 (2) *Doraemon* is ( old, older, the oldest ) than *DORAGON BALL*.  
 (3) *Astro Boy* is ( old, older, the oldest ) than *Doraemon*.  
 (4) *Astro Boy* is ( old, older, the oldest ) **of** the four.  
 (5) *Doraemon* is ( new, newer, the newest ) than *Astro Boy*.  
 (6) *DRAGON BALL* is ( new, newer, the newest ) than *Doraemon*.  
 (7) *NARUTO* is ( new, newer, the newest ) than *DRAGON BALL*.  
 (8) *NARUTO* is ( new, newer, the newest ) **of** the four.  
 (9) Eri's brother is ( tall, taller, the tallest ) than her father.  
 (10) Eri's brother is ( tall, taller, the tallest ) in her family.  
 (11) Eri's mother is ( short, shorter, the shortest ) than Eri.  
 (12) Eri's mother is ( short, shorter, the shortest ) **in** her family.  
 (13) Eri is ( young, younger, the youngest ) than her brother.  
 (14) Eri is ( young, younger, the youngest ) in her family.  
 (15) Eri's father is ( old, older, the oldest ) **in** her family.

old ↔ new

tall ↔ short

old ↔ young

3. 次の文の( )の中から、文に適する語を選んで○で囲みましょう。

- (1) Lake Biwa is ( large, larger, the largest ) than Lake Suwa.  
 (2) Lake Suwa is ( small, smaller, the smallest ) than Lake Biwa.  
 (3) Canada is ( large, larger, the largest ) than Australia.  
 (4) Australia is ( small, smaller, the smallest ) than Canada.  
 (5) Hokkaido is ( large, larger, the largest ) than Kyushu.  
 (6) Kyushu is ( small, smaller, the smallest ) than Hokkaido.  
 (7) Math is ( easy, easier, the easiest ) than English.  
 (8) English is ( hard, harder, the hardest ) than math.  
 (9) Mt. Everest is ( high, higher, the highest ) than Mt. Fuji.  
 (10) Mt. Fuji is ( low, lower, the lowest ) than Mt. Everest.  
 (11) The Shinano is ( long, longer, the longest ) than the Tenryu.  
 (12) The Tenryu is ( short, shorter, the shortest ) than the Shinano.

large ↔ small

easy ↔ hard

high ↔ low

long ↔ short

I am <b>tall</b> .	意味：( )
I am <b>taller</b> than you.	意味：( )
I am <b>the tallest</b> in my family.	意味：( )
I am <b>the tallest</b> of the four.	意味：( )

tall を**原級**, taller を( ), tallest を( ) と言います。  
taller は( )を比較するとき、tallest は( )以上のものを比較するとき使います。

4. 例文のように会話をして、どちらの教科が友達にとって**easy**であるか聞いてみましょう。

《Ex.》 A: Which is **easier** for you, English or math?  
B: Uh, math is **easier** than English for me. How about you?  
A: Um, English is **easier** than math for me.

★ Um,... Well, ...

★★ Oh, I see.

Oh, really?

\*名前を書きなさい。

math									
English									

5. 次の質問に、例文のように英語で答えなさい。

《例》 **Which is older (bigger), Osaka Castle or Himeji Castle?**  
**Himeji Castle is older (bigger) than Osaka Castle.** ( big, **bigger**, the **biggest** )  
(1) Which is **older**, Kinkaku-ji or Ginkaku-ji? (old, older, the oldest)

(2) Which is **longer**, the <sup>アマゾン</sup> Amazon or the <sup>ミサシイピ</sup> Mississippi? ( long, longer, the longest )

(3) Who is **cooler**, Kimutaku or Masaki? ( cool, cooler, the coolest )

(4) Who can run **the fastest** in your class? ( fast, faster, the fastest )

(5) What mountain is **the highest** in Japan? ( high, higher, the highest )

自己評価 Class( ) No.( ) Name( )

	評価項目	自 己 評 価	この活動の感想・気がついたこと・分かったこと  (この文字のサイズで4行以上書くこと)
1	Eye Contact アイ・コンタクト	A ・ B ・ C	
2	Voice 適度な声の大きさ	A ・ B ・ C	
3	Attitude 取り組みの態度(×日本語)	A ・ B ・ C	
4	Understanding 活動の理解	A ・ B ・ C	
5	比較級と最上級を使った文の使い方	A ・ B ・ C	
6	Filler (つなぎことば) の使い方	A ・ B ・ C	
7	★★Reaction(反応)の使い方	A ・ B ・ C	
8	Usefulness このワークシートの役立ち度	A ・ B ・ C	

# I'm taller than you! (so) \*

3 4

## Script

### Oral Introduction

Look at the pictures and listen to me.

#### 1. Look at this picture.

This is Yuri. This is Seiko.

Seiko is older than Yuri. I am older than Seiko.

I am the oldest of the three.

Yuri is younger than Seiko. Seiko is younger than I.

Yuri is the youngest of the three.

#### 2. Look at these three animals.

This is a rabbit. This is a koala. This is a lion.

The rabbit is **smaller** than the lion. The rabbit is **smaller** than the koala.

The rabbit is **the smallest** of the three.

The koala is **bigger** than the rabbit. The lion is **bigger** than the koala.

The lion is **the biggest** of the three.

#### 3. Look at these three sea animals.

This is a blue whale. This is a dolphin. This is a tuna.

The tuna is small. The dolphin is large. The blue whale is **large**, too.

The dolphin is **larger** than the tuna. But the blue whale is **larger** than the dolphin.

The blue whale is **the largest** of the three.

The tuna is **the smallest** of the three.

The blue whale can swim fast. The blue whale can swim **faster** than the dolphin.

But the tuna can swim **faster** than the blue whale.

The tuna can swim **the fastest** of the three. Do you know?

1. 次の絵を見ながら、先生の言う英語をよく聞きましょう。先生は誰のこと（何のこと）について話しているのでしょうか。その名前を、（ ）に書きましょう。

- A This is very old.  
This is older than NAERUTO.  
This is older than DRAGON BALL.  
This is older than Doraemon.  
This is the oldest of the four.
- B This is very new.  
This is newer than Astro Boy.  
This is newer than Doraemon.  
This is newer than DRAGON BALL.  
This is the newest of the four.
- C I am very tall.  
I am taller than Eri.  
I am taller than my mother.  
I am taller than my father.  
I am the tallest in my family.
- D I am very young.  
I am younger than my father.  
I am younger than my mother.  
I am younger than my brother.  
I am the youngest in my family.

5. 次の質問に、例文のように英語で答えなさい。

《例》 Which is older (bigger), Osaka Castle or Himeji Castle?  
Himeji Castle is older (bigger) than Osaka Castle.

- (1) Which is older, Kinkaku-ji or Ginkaku-ji?  
Kinkakuji is older than Ginkakuji.
- (2) Which is longer, the Amazon or the Mississippi?  
The Amazon is longer than the Mississippi.
- (3) Who is cooler, Kimutaku or Masaki?  
Masaki is cooler Kimutaku. (!!!???)
- (4) Who can run the fastest in your class?  
       can run the fastest in our class.
- (5) What mountain is the highest in Japan?  
Mt. Fuji is the highest in Japan.

## \* English is more difficult than math! \*

Class( ) No.( )

Name( )

1. 次の絵を見ながら、先生の言う英語をよく聞きましょう。先生は教科や食べ物についてどんなことを話しているのでしょうか。その内容を、( ) に書きましょう。

- (1) 私にとって、数学は理科より( )。英語は数学より( )。  
私にとって英語は( ) 難しい。
- (2) 私にとって、ハンバーガーよりカレーライスのが( )。ピザはカレー  
ライスより( )。私にとってピザが( )。



2. 次の文の( )の中から、文に適する語を選んで○で囲みましょう。すらすら言えるまで何回も練習しましょう。

- (1) Math is ( difficult, more difficult, the most difficult ) than science for me.  
 (2) English is ( difficult, more difficult, the most difficult ) than math for me.  
 (3) English is ( difficult, more difficult, the most difficult ) of the nine subjects for me.  
 (4) Curry and rice is ( delicious, more delicious, the most delicious ) than hamburgers.  
 (5) Pizza is ( delicious, more delicious, the most delicious ) than curry and rice.  
 (6) Pizza is ( delicious, more delicious, the most delicious ) of the three.  
 (7) *DRAGON BALL* is ( popular, more popular, the most popular ) than *NARUTO*.  
 (8) *DRAGON BALL* is ( popular, more popular, the most popular ) of all the cartoons.  
 (9) AKB 48 is ( famous, more famous, the most famous ) than SKE 48.  
 (10) AKB 48 is ( famous, more famous, the most famous ) of all the groups.  
 (11) Science is ( interesting, more interesting, the most interesting ) than English.  
 (12) Science is ( interesting, more interesting, the most interesting ) of nine subjects.  
 (13) Computers are ( useful, more useful, the most useful ) than cell phones.  
 (14) Computers are ( useful, more useful, the most useful ) in our English class.  
 (15) This movie is ( wonderful, more wonderful, the most wonderful ) than that movie.  
 (16) This movie is ( wonderful, more wonderful, the most wonderful ) of all.

3. 次の英文の質問に該当するあなたの答えを( )の中に書きなさい。

- (1) Which is more difficult for you, math or English? ( )  
 (2) What is the most difficult subject for you? ( )  
 (3) Which is more exciting for you, baseball or soccer? ( )  
 (4) What is the most exciting sport for you? ( )  
 (5) Who is more beautiful for you, Hirose Suzu or Aragaki Yui? ( )  
 (6) Who is the most beautiful singer for you? ( )  
 (7) What is the most delicious food for you? ( )

I am beautiful.	意味：( )
I am <u>more beautiful</u> than you.	意味：( )
I am <u>the most beautiful</u> in this class.	意味：( )
I am <u>the most beautiful</u> of the four.	意味：( )
長いつぶりの形容詞や副詞の <u>比較級</u> には ( ) を使い, <u>最上級</u> には ( ) を使います。	

4. グループで、例文のように会話をして次の項目に当てはまる事柄が何であるか聞きましょう。

《Ex.》 A: I think that soccer is the most exciting sport. How about you?

B: ★Uh, baseball is the most exciting sport for me.

A: ★★Oh, I see.

★ Um,... Well, ...  
★★ Sounds good.  
Oh, really?

	1.あなた ( )	2.	3.	4.
1. the most exciting sport				
2. the most interesting book				
3. the most wonderful movie				
4. the most difficult subject				
5. the most useful thing				
6. the most important thing				

5. 次の英文が表わす内容について同意するなら○、同意しないなら×を書きなさい。

(1) Kinkaku-ji is more famous than Ginkaku-ji. ( )

(2) Money is more important than dreams. ( )

(3) Blue skies are more beautiful than blue seas. ( )

(4) Personal computers are more useful than cellphones. ( )

(5) Money is the most important for us. ( )

(5) Life is the most important for us. ( )

自己評価

Class( ) No.( ) Name( )

	評価項目	自己評価	この活動の感想・気がついたこと・分かったこと (この文字のサイズで4行以上書くこと)
1	Eye Contact アイ・コンタクト	A ・ B ・ C	
2	Voice 適度な声の大きさ	A ・ B ・ C	
3	Attitude 取り組みの態度(×日本語)	A ・ B ・ C	
4	Understanding 活動の理解	A ・ B ・ C	
5	<u>more</u> や <u>most</u> を使った比較級と最上級の使い方	A ・ B ・ C	
6	★Filler (つなぎことば) の使い方	A ・ B ・ C	
7	★★Reaction(反応)の使い方	A ・ B ・ C	
8	Usefulness このワークシートの役立ち度	A ・ B ・ C	

\* English is more difficult than math! \* 35

## Script

1. 次の絵を見ながら、先生の言う英語をよく聞きましょう。先生は教科や食べ物についてどんなことを話しているのでしょうか。その内容を、( ) に書きましょう。

- (1) 私にとって、数学は理科より( )。英語は数学より( )。  
私にとって英語は( ) 難しい。
- (2) 私にとって、ハンバーガーよりカレーライスのが( )。ピザはカレー  
ライスより( )。私にとってピザが( )。

(1) Math is more difficult than science for me.  
English is more difficult than math for me.  
English is the most difficult for me.

(2) Curry and rice is more delicious than hamburgers for me.  
Pizza is more delicious than curry and rice for me.  
Pizza is the most delicious for me.

\* Ben is my best friend! (R and T 1) \* 36

## Script

- (1) This CD is good.  
This CD is better than that one.  
This CD is the best of all.
- (2) I know Ken well.  
I know Ken better than you.  
I know Ken the best in my class.
- (3) I like apples very much.  
I like apples better than oranges.  
I like apples the best of all fruits.



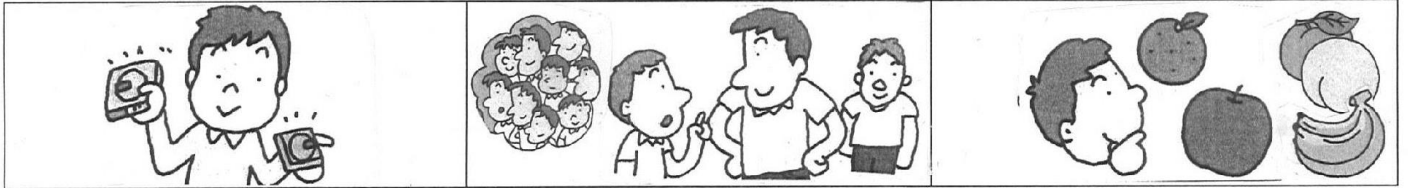
## \* Ben is my best friend! (R and T 1) \* 36

Class( ) No.( )

Name( )

1. 次の絵を見ながら、先生の言う英語をよく聞きましょう。その内容に当てはまるように( )の中に適する語を補いなさい。また、次の3つに共通することは何でしょう。

good, _____, _____	well, _____, _____	very much, _____, _____
--------------------	--------------------	-------------------------



- (1) このCDはあのCD( )。このCDはすべての中で( )。  
 (2) 私はあなたよりケンのことを( )。私はクラスで一番ケンのことを( )。  
 (3) 私はみかんよりリンゴ( )。私はリンゴがすべての果物の中で( )。

2. 次の文の( )の中から、文に適する語を選んで○で囲みましょう。上の絵を見てすら説明できるまで何回も練習しましょう。

- (1) This CD is ( good, better, the best ) than that one.  
 (2) This CD is ( good, better, the best ) of all.  
 (3) I know Ken ( well, better, the best ) than you.  
 (4) I know Ken ( well, better, the best ) in my class.  
 (5) I like apples ( very much, better, the best ) than oranges.  
 (6) I like apples ( very much, better, the best ) of all fruits.

3. 次の英文の質問に該当するあなたの答えを( )の中に書きなさい。

- (1) Which do you like better, summer or winter? ( )  
 (2) Which season do you like the best? ( )  
 (3) Which do you like better, English or math? ( )  
 (4) Which subject do you like the best? ( )  
 (5) Which do you like better, dogs or cats? ( )  
 (6) What animal do you like the best? ( )  
 (7) Which do you like better, rock music or popular music? ( )  
 (8) What TV program do you like the best? ( )  
 (9) What is the best song for you? ( )  
 (10) Who is your best friend? ( )

I like apples very much.	意味：( )
I like apples better than oranges.	意味：( )
I like apples the best of all fruits.	意味：( )

well, good, very much は不規則に変化します。比較級は( ),  
 最上級は( )です。

4. 例文のように会話をして、1から5の項目について、どちらが好きな人が多いか調べましょう。

《Ex.》 A: I like **baseball** better than **soccer**.

Which do you like better, **baseball or soccer**?

B: ★Uh, I like soccer better than baseball.

★★★ But I like **basketball** the best of all **sports**.

A: ★★ Oh, I see.

※できれば★★★にチャレンジ(使

★ Let's see. / Well  
Um,...  
★★ Great! /  
Oh, really?  
That sounds nice.

った回数 ( )

★表の中に名前を書きなさい。1:subjects 2:animals 3:food 4:seasons 5:groups

1	math								
	English								
2	dogs								
	cats								
3	beefsteak								
	sushi								
4	summer								
	winter								
5	AAA								
	ARASHI								

5. 次はあなたへの質問です。 例文のように英語で答えなさい。

《例》 A: Which do you like better, summer or winter?

B: I like winter **better** than summer.

(1) Which do you like **better**, summer or winter?

\_\_\_\_\_

(2) Which season do you like **the best**?

\_\_\_\_\_

(3) Which do you like **better**, comic books or novels?

\_\_\_\_\_

(4) Who is **your best friend**?

\_\_\_\_\_

自己評価

Class( ) No.( ) Name( )

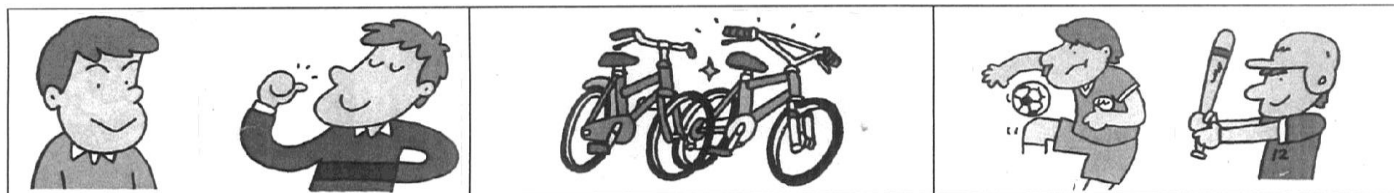
	評価項目	自 己 評 価	この活動の感想・気がついたこと・分かったこと 4行以上
1	Eye Contact アイ・コンタクト	A ・ B ・ C	
2	Voice 適度な声の大きさ	A ・ B ・ C	
3	Attitude 取り組みの態度(×日本語)	A ・ B ・ C	
4	Understanding 活動の理解	A ・ B ・ C	
5	<b>better</b> や <b>best</b> を使った文の使い方	A ・ B ・ C	
6	★Filler (つなぎことば) の使い方	A ・ B ・ C	
7	★★Reaction(反応)の使い方	A ・ B ・ C	
8	Usefulness このワークシートの役立ち度	A ・ B ・ C	

Yuki is as cool as Masaki! (R and T 2) \* 3 7

Class( ) No.( )

Name( )

1. 次の絵を見ながら、先生の言う英語をよく聞きましょう。その内容に当てはまるように( )の中に適する語を補いなさい。また、3つの文に共通することは何でしょう。



- (1) 悠貴は真樹と ( ) 。
- (2) 私の自転車はあなたの自転車と ( ) 。
- (3) サッカーは野球と ( ) 。

2. 次の文の( )の中から、文に適する語を選んで○で囲みましょう。すらすら説明できるまで何回も練習しましょう。

- (1) Yuki is as ( cool, cooler, the coolest ) as Masaki.  
 (2) Yuki is as ( cool, cooler, the coolest ) as Shingo.  
 (3) My bike is as ( new, newer, the newest ) as your bike.  
 (4) Soccer is as ( interesting, more interesting, the most interesting ) as baseball.  
 (5) Masaki is as ( old, older, the oldest ) as Kunihiro.  
 (6) Masafumi is as ( old, older, the oldest ) as Rina.  
 (7) Rina is as ( beautiful, more beautiful, the most beautiful ) as Ayako.  
 (8) Hiromi gets up as ( early, earlier, the earliest ) as her husband.

3. 次の英文の( )に該当するあなたの答えを書き、英文を完成しなさい。

- (1) ( ) is as easy as ( ) .  
 (2) ( ) is as difficult as ( ) .  
 (3) ( ) is as interesting as ( ) .  
 (4) ( ) is as exciting as ( ) .  
 (5) ( ) is as tall as ( ) .  
 (6) ( ) is as cool as ( ) .  
 (7) ( ) is as cute as ( ) .  
 (8) ( ) gets up as early as ( ) .  
 (9) ( ) can run as fast as ( ) .  
 (10) ( ) can sing as well as ( ) .

Yuki is cool. Masaki is cool, too. 意味 : ( )

Yuki is as cool as Masaki. 意味 : ( )

Yuki can run as fast as Masaki. 意味 : ( )

Ken is not as cool as Masaki. 意味 : ( )

A is as cool as B. は ( ) という意味です。    の中には形容詞・副詞の ( ) を使います。 A is not as cool as B. は ( ) という意味です。

4. 例文のように会話をして、次の項目について友達がどう思っているのか資料にまとめましょう。

《Ex.》 A: Science is as difficult as math.

B: ★Well, I think so, too.

Science is as difficult as math.

(I don't think so. Science isn't as difficult as math.)

A: ★★ Oh, I see.

★ Let's see. / Well  
Um,...  
★★ Great! /  
Oh, really?  
That sounds nice.

★表の中に図式化して書きなさい。《Ex.》 science= math, science>math, science<math

items	impression	1.あなた ( )	2.	3.	4.
1. science / math	difficult				
2. music / P.E.	exciting				
3. swimming /running	hard				
4. watching TV / reading comic books	fun				
5. beefsteak / sushi	delicious				

5. 4の内容の教科について、あなたのことを例文のように書きなさい。

《 Ex 》 I think that science is as difficult as math.

《あなた》 \_\_\_\_\_

セイイング

**Saying** ⑮ “人生の達人の言葉をかみしめよ

ウ イ ル                      ウ ェ イ  
*Where there is a will, there is a way.*

「意志ある所には道はある」つまり「精神<sup>いっとう</sup>一到何事か成らざらん」。\*will= 意志 \*way= 道  
人間、やる気さえあればどんな困難なこともやりとげることはできる！という意味であると私はとらえています。「やる気」が大事です。何事も。

自己評価

Class( ) No.( )

Name( )

	評価項目	自己評価	この活動の感想・気がついたこと・分かったこと  (この文字のサイズで4行以上書くこ
1	Eye Contact アイ・コンタクト	A ・ B ・ C	
2	Voice 適度な声の大きさ	A ・ B ・ C	
3	Attitude 取り組みの態度(×日本語)	A ・ B ・ C	
4	Understanding 活動の理解	A ・ B ・ C	
5	as 原級 as を使った文の使い方	A ・ B ・ C	



# \* Let's try a quiz! (pp. 100~109) \* 38

Class( ) No.( ) Name( )

1. 次のクイズにチャレンジ！ 制限時間は( )分。一番高得点を取った人がチャンピオンです。

point	Question	Answer
1	1. Which is higher, Mt. Asama or Mt. Aso?	
1	2. Which is older, Kinkaku-ji or Horyu-ji?	
1	3. Which is larger, Japan or Canada?	
1	4. Which is larger, Canada or Australia?	
1	5. What country is the largest?	
1	6. Which is more popular in America, football or ice hockey?	
1	7. Which is bigger, Osaka Castle or Himeji Castle?	
1	8. Which is longer, the Amazon or the Mississippi?	
1	9. Which is taller, Tokyo Tower or the Eiffel Tower?	
1	10. Which is larger, America or Australia?	
2	11. Ann is taller than Mike. Mike is taller than Judy. Who is the tallest?	
2	12. Taro can swim faster than Jiro. Masao can swim faster than Jiro. Masao can't swim faster than Taro. Who can swim the fastest?	
2	13. I like English better than math. I like science better than English. Which subject do I like best?	
3	14. I'm very old. My sister is ten years younger than me. My brother is five years older than my sister. My brother is 70 years old. How old am I?	
3	15. I went to a department store with my friend this morning. When I left home, I had 10,000 yen with me. I bought a new bag, jacket, and T-shirt. The bag was 3,000 yen. The jacket was the most expensive of the three. T-shirt was 1,000 yen cheaper than bag. Now I have only 500 yen. How much was the jacket?	
3	16. I usually get up at 6:40. My brother gets up 30 minutes later than me. My sister gets up ten minutes earlier than my brother. My mother gets up 30 minutes earlier than my sister. What time does my mother get up?	
5	17. Which mountain is the highest in the world?	
5	18. Which river is the longest in the world?	
5	19. What is the oldest temple in Japan?	
5	20. Which country produces the largest amount of rice in the world? *produce:生産する, *amount:量	
45	Your Total	/ 45

2. あなたもクイズを作って友達と試合をしてみましょう。

point	Question	Answer
	1.	
	2.	
	3.	
	4.	
	5.	

セイイニング

**Saying** ⑩“人生の達人の言葉をかみしめよう”

*The best and most beautiful things in the world  
cannot be <sup>スィーン</sup> seen or even <sup>タ ッ チ ト ウ</sup> touched.  
They must be <sup>フ ェ ル ト ウ</sup> felt with the heart.*

「この世で最も優れていて美しいものは、  
見ることも、さわることもできません。

それは心で感じ取られなければいけません。」

<sup>ヘ レ ン ケ ラ ー</sup>  
Helen Keller

\*seen: see の過去分詞

be seen(見られる)

\*touched: touch の過去分詞

be touched (さわられる)

\*felt: feel の過去分詞

be felt (感じられる)

\*even~: ~でさえ、~すら

自己評価

Class( ) No.( ) Name( )

	評価項目	自 己 評 価	この活動の感想・気がついたこと・分かったこと (この文字のサイズで4行以上書くこと)
1	Eye Contact アイ・コンタクト	A ・ B ・ C	
2	Voice 適度な声の大きさ	A ・ B ・ C	
3	Attitude 取り組みの態度(×日本語)	A ・ B ・ C	
4	Understanding 活動の理解	A ・ B ・ C	
5	原級、比較級、最上級を使った文の理解	A ・ B ・ C	
6	Usefulness このワークシートの役立ち度	A ・ B ・ C	

# \* Let's try a quiz! (pp. 100~109) \* 38

1. 次のクイズにチャレンジ！ Class( ) No.( ) Name( )  
制限時間は( )分。一番高得点を取った人がチャンピオンです。

point	Question	Answer
1	1. Which is higher, Mt. Asama or Mt. Aso?	Mt. Asama
1	2. Which is older, Kinkaku-ji or Horyu-ji?	Horyu-ji
1	3. Which is larger, Japan or Canada?	Canada
1	4. Which is larger, Canada or Australia?	Canada
1	5. What country is the largest?	Russia
1	6. Which is more popular in America, football or ice hockey?	ice hockey
1	7. Which is bigger, Osaka Castle or Himeji Castle?	Himeji Castle
1	8. Which is longer, the Amazon or the Mississippi?	The Amazon
1	9. Which is taller, Tokyo Tower or the Eiffel Tower?	Tokyo Tower
1	10. Which is larger, America or Australia?	America
2	11. Ann is taller than Mike. Mike is taller than Judy. Who is the tallest?	Ann
2	12. Taro can swim faster than Jiro. Masao can swim faster than Jiro. Masao can't swim faster than Taro. Who can swim the fastest?	Taro.
2	13. I like English better than math. I like science better than English. Which subject do I like best?	science
3	14. I'm very old. My sister is ten years younger than me. My brother is five years older than my sister. My brother is 70 years old. How old am I?	75
3	15. I went to a department store with my friend this morning. When I left home, I had 10,000 yen with me. I bought a new bag, jacket, and T-shirt. The bag was 3,000 yen. The jacket was the most expensive of the three. T-shirt was 1,000 yen cheaper than bag. Now I have only 500 yen. How much was the jacket?	4500
3	16. I usually get up at 6:40. My brother gets up 30 minutes later than me. My sister gets up ten minutes earlier than my brother. My mother gets up 30 minutes earlier than my sister. What time does my mother get up?	6:30
5	17. Which mountain is the highest in the world?	Mt. Everest
5	18. Which river is the longest in the world?	The Nile.
5	19. What is the oldest temple in Japan?	Horyu-ji
5	20. Which country produces the largest amount of rice in the world? *produce:生産する, *amount:量	China
45	Your Total	/45