

The Test 指導プラン例

1. 使用教材：

'The Test' in *Stories with a Twist* by Natalie Hess, 1999 by Alta Book Center Publishers.

2. この教材の目的：

- (1) (体験) 次の展開を考え、楽しみながら物語文を読む。また、物語のその後の展開を自ら考えてみる。
- (2) (内容) 中心人物の行動に注目して、場面ごとの様子をとらえながら読む。次の展開を予測しながら読む。
- (3) (言語形式)
 - ア 文章構造の読解ストラテジー：物語文の構造を意識して読む。
 - イ 名詞の後置修飾を理解し、人物や場所の説明に使用する。

(The person who wrote them, the person who has written all these wonderful things in pencil, a young woman with big green eyes and thick, curly brown hair, an elderly woman standing alone holding a black purse, 等)
 - ウ 人の感情を表す-ed 形の形容詞の使い方を学習する。(excited, disappointed, 等)
 - エ 大過去・過去完了時制 (had + p.p.) の使い方を理解する。

3. この教材の頂上タスク

- (1) ステラがチャーリーに対して行った The Test について、是か非かの判断をし、意見を 100 語程度の英語で書く。
- (2) この話の後、チャーリーとステラがどんな会話を交わしたのかを考え、その会話を 1 分程度で発表できるように、またチャーリーとステラの発言がそれぞれ 3 回以上になるように書く。

4. 教材の配分：50 分の授業を下記のように配分する。

- 第 1 回 物語全体の概略把握、Part 1 の内容理解
- 第 2 回 Part 1 の復習、言語タスク、意見交流タスク、Part 2 の内容理解
- 第 3 回 Part 2 の復習、Part 3 の内容理解、言語タスク
- 第 4 回 Part 1～3 の復習、Part 3 の復習、言語タスク
- 第 5 回 Part 4 の内容理解、表現活動、言語タスク
- 第 6 回 まとめ：意見発表、キーワードを使っての再話、サマリー

5. 各授業の展開案 (例)

第1回:

Oral introduction (例)

Today we're going to read a story about Charlie and Stella. This is not a today's story, but a story in 1940s. So they didn't have smart phones or even the Internet. They did not live near but they came to know each other and like each other. How did they know each other and how did they develop their relationship? Let's find out the answers of these questions.

トップダウン概観タスク

■タスク1: 最初の5つのパラグラフを読んで、Story map for “The Test”を完成させる。

(※右に答えあり。→)

・世界地図を用意して場所を確認しながら答え合わせをするとよい。



Part 1 : 細部の理解

Part 1 ボトムアップ・タスク

■タスク2: 語彙

・表を埋めさせた後、答えの確認、読み方の確認(音読)を行う。

行数	語句(本文中から拾おう)	説明
3	note	a short comment
6	smart	clever / neat / showing intelligence
8	good-looking	handsome / physically attractive
12	directory	a book listing individuals usu. alphabetically
14	no longer	not ~ any longer もはや～ない

■タスク1解答

Story map for “The Test”

1. 設定(Setting)

(1) 主人公

Charlie and (**Stella**)

(2) 場所

・ University of (**Indiana**)

・ (**France**)

・ (**New**)(**York**)

(3) 時間

Around the time of

(**World**)(**War**) II

2. 課題 (Problem)

Charlie wants to see the person who wrote the (**notes**) in pencil by the poems, but he doesn't know about her at all.

3. 目標 (Goal)

To know the writer of the notes and meet her.

4. 出来事 (Events)

(1) Charlie finds the writer's name: “(**Stella**)(**Richardson**).”

(2) Charlie gets her (**address**) and he begins writing to her.

(3) Charlie is sent to (**France**) as a soldier.

(4) The war is over. Charlie decides to meet Stella in (**New**)(**York**).

(5) Charlie finds an () woman who is wearing a (**red**)(**rose**) in her hair.

Ending: Charlie finally finds a woman who must be (**Stella**).

■タスク3: 定義形式で登場人物と場所の確認

Charlie was a student at the University of Indiana
who studied hard
and
often went to the library to read books.

Stella was a person who seemed to have written the notes by the poems ,
who seemed very smart ,
and
whose writing was perfect .

New York was the place where Stella had moved to .

■タスク4: <後置修飾>

a book of poems, the white spaces by the poems / the notes written in pencil by the poems / one of the last pages of the book / a note with a name under it / the name of the person who has written all these wonderful things in pencil など (the last pages of the book, the person who has written all these wonderful things in pencil などよい。)
・上記は本文中で出てくる順に並べたが、これを前置詞句、分詞句、関係詞節による修飾の別に分けて整理するのもよい。

<Extending the Story>

■タスク5: 理想のパートナー

例) My ideal partner is a person who is good looking like Beckham, kind-hearted like Kenji Miyazawa, and very very rich.

- ・どの条件が一番大切かを、生徒に比較表現を使って、ペアで話をさせることもできる。

Part 1 内容まとめタスク

■タスク6: チャーリーがステラを見つけた経緯 <時系列の説明>

Q: How did he find Stella?

A: **First**, he found a note with the name “Stella Richardson” under it.

Then he looked up the name in the student directory.

After that, he asked many people and went to many places.

And finally he got her address in New York.

- ・音読の途中で止め、キーワードは生徒に言わせる。First, he found a () with .../ Then he looked up the name in the ()(). / After that, he asked many people and went many places. / And finally, he got her () in New York.
- ・最初の **First / Then / After that / And finally** だけを見て言えるようにペアで練習させる。

意見交流タスク

■タスク7: 手紙の内容・トピックを想像する。

- ・知らない人に自分が知って貰いたいことを伝えるつもりで英文の手紙 (5 文以上) を書くように指示。(課題として扱うこともできる。)

第2回：
Part 2

Oral introduction (例)

In part 1, Charlie, who liked reading books very much, found notes written in pencil in a book of poems. The notes were very interesting and enjoyable for him and the writing was perfect. He wanted to know the person who wrote the notes. Then one day he found a note with a name “Stella.” He looked up the name in the student directory and got her address. He began to write Stella once a week and they came to know many things about each other.

In part 2, what will happen in the world? And what will happen to Charlie? Let's find out.

Part 2 ボトムアップ・タスク

■タスク8: 語彙

- 表を埋めさせた後、答えの確認、読み方の確認（音読）を行う。

行数	語句（本文中から拾おう）	説明
2	army	a military force on land
3	soldier	a member of an army
7	(make)(it)(through) the war	survive until the end of the war
7	be (over)	be ended / be finished
10	recognize	identify / know who he or she is

■タスク9: 人物描写

Stella must be Person (C) because she is wearing a red rose in her hair.

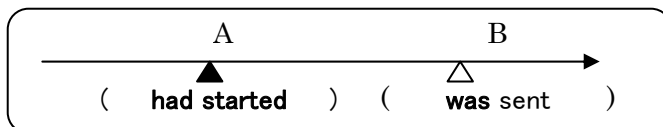
- ステラが赤いバラを髪に付けて、ステラだとわかる目印にしていることを確認する。
- Person A, Person B がステラではないことを説明する英語も練習する。

Person A cannot be Stella because she is wearing a red rose on her chest, not in her hair. Person B also cannot be Stella because she is not wearing a red rose.

Part 2 言語フォーカス・タスク

■タスク10:

英文：World War II had started, and Charlie was sent away with the army.



※had + 過去分詞の使用例

(1) Charlie **found** the notes that Stella **had written** two years before.

チャーリーはステラが2年前に書いたメモ書きを見つけた。

(2) When the war **was over**,

three years **had passed** since Charlie was sent to France.

戦争が終わった時、チャーリーがフランスに送られてから3年が過ぎていた。

Part 2 調べ学習タスク

■タスク11: 第二次世界大戦についての調べ学習は宿題とする。

- ・期間：1939年9月1日から1945年9月2日
- ・主な参加国：連合国：イギリス、フランス、ソ連、アメリカ、中国
 枢軸国：ドイツ、日本、イタリア
- ・始りのきっかけ：ドイツのポーランド侵攻
- ・アメリカの参戦：1941年、日本の真珠湾攻撃がきっかけ
- ・8月6日、9日の出来事：アメリカによる日本（広島・長崎）への原爆投下

Part 2 内容まとめタスク

■タスク12: 調べ学習（タスク12）で調べたことと併せて次回確認する。

1939

1940

1941

1942

1943

1944

1945

2013 現在

A. World War II started.

B. World War II ended.

C. The United States took part in World War II.

D. Charlie was sent to France as a soldier.

E. Charlie wrote to Stella to tell her he was coming home.

F. Charlie and Stella continued to write to each other for three years.

※Fは

2010	↓
2013	↓

 のように矢印で示してください。

World War II started in 1939. / World War II ended in 1945. / The United States of America took part in World War II in 1941. / Charlie was sent to France as a soldier in 1942. / Charlie wrote to Stella to tell her he was coming home in 1945. / Charlie and Stella continued to write to each other for three years (1942-1945).

Part 3

Part 3 ボトムアップ・タスク

■タスク13: <語彙>

- ・表を埋めさせた後、答えの確認、読み方の確認（音読）を行う。

行数	語句	説明
1	excited	feeling or showing happiness and enthusiasm(熱意)
4	thick	growing closely together in large number
6	elderly	use as a polite word for 'old'
7	purse	a small bag for money, keys, etc., carried especially by women
7	wrinkles	lines or small folds in your skin

第3回:

■タスク12, 13を Part 2 の復習として行う。

Part 3

Oral introduction (例)

Charlie couldn't wait to see Stella. When he got off the train in New York, he soon began to look for a woman who was wearing a red rose in her hair. First he saw a young beautiful woman. He wished she were Stella, but there was no red rose in her hair. He looked and looked at all the people in the station. At last he saw a woman who was wearing a red rose in her hair. How do you think she looked like? Let's find out what kind of a woman she was.

Part 3 ボトムアップ・タスク

■タスク14: <描写>表現

・それぞれの女性の説明となっている部分をまず抜き出すように指示する。

A The woman he wished to be Stella	B The woman actually wearing a red rose
<ul style="list-style-type: none">・ young・ with big green eyes・ (with) thick curly brown hair・ beautiful	<ul style="list-style-type: none">・ elderly・ standing alone holding a black purse・ wrinkles across her face・ her hair was grey like the color of the train

Part 3 意見交流タスク

■タスク15: チャーリーの感情と行動を推測する。そして意見交換をする。

・このタスクに正解はありません。ただし、どうしてその答えとしたのか、理由が必要です。根拠となった英文に下線を引かせることを忘れないでください。

- ① A. チャーリーはついにステラを見つけることができうれしい。だから、すぐに彼女のもとへ駆け寄り声をかける。
B. チャーリーはステラが老女だとわかって悲しくなった。だから、彼女とは会わずに駅を去っていく。
C. チャーリーは彼女が若くも美しくもなかったのがっかりした。だが、彼女のもとへと歩いて行って声をかける。
D. チャーリーはステラが老女だと知って驚いた。だが、彼は年配の女性が好きだったので、彼女のもとへ行き、自己紹介する。
E. その他の予想。

[①の解答例]: C (理由) 3-5行目に When Charlie got off the train in New York, he saw a young woman with big green eyes and thick, curly brown hair. He thought she was beautiful, and he wished that she was Stella. とあるので、チャーリーはステラが若くて美しい人であって欲しいと願っていたと考えられるが、赤いバラをつけていたのは年配の女性であったのがっかりしたであろう。しかし、チャーリーは 1-2 行目に He was so excited to meet the person who felt was his best friend through all the letters they wrote. とあるように、自分を励まし続けてくれた手紙を書いてくれた人に会いたいと外見だけにこだわっていたわけではないので、よい友達でいようと思い、彼女に声をかけに行ったであろう。

[②の解答例]: Charlie felt disappointed since he had imagined Stella was good-looking just like her writing. But he was also attracted by her writing or her way of thinking. So he walked to her and asked her to dinner.

第4回：

<REVIEW: Part 1-3>

■タスク16: <過程・流れ>

(a) → (e) → (b) → (d) → (f) → (g) → (c)

Part 3 言語フォーカス・タスク

■タスク17:

1. I was very (**surprised**) when I watched the (**surprising**) news on TV.
2. It was a very (**boring**) lesson. All the students looked so (**bored**). The teacher gave the same (**boring**) talk he had given in another class.

※他の同様な使い方の動詞には、amaze～「～を驚かせる」、move～「～の心を動かす」、interest～「～に興味を持たせる」、disappoint～「～をがっかりさせる」などがある。

物語のつづきを読んで頂上タスクに取り組もう！

Part 4

Oral introduction (例)

In part 3, Charlie finally found a woman wearing a red rose in her hair. Then what would he do next? Let's find out!

Part 4 内容確認タスク

■タスク18:

- (1) チャーリーの気持ち : Poor Charlie felt very sad and disappointed.
チャーリーの行動 : Charlie walked up to the woman and introduced himself.
- (2) what he had imagined : very good looking, just like the writing
- (3) 数多くやりとりした手紙から、チャーリーはステラの書く美しい文字だけではなくて彼女の物の考え方つまり彼女のとなりを好きになっていた。だから、外見は想像していたステラとは違っていたが、よい友達になれると思ったのだ。

第5回



頂上タスク

■タスク19(頂上タスク1)

- (1) 【解答例】: ステラがチャーリーの愛情を試したテスト。ステラは、チャーリーが自分の外見にかかわらず、自分の物の考え方(性格や人柄)を理解して、それを気に入ったうえで付き合いたいと思っているのかどうかを知りたかった。(この他にも様々な意見が出てよい。)
- (2) ※グループ内の全員が必ず発言するように留意。
- (3) ※時間に応じて、2～全グループの代表者に発表してもらおう。
- (4) For (是) : ステラの立場から考えると、まだ会ったことのない人がどんな人物なのかを確かめてから会うかどうかを決めることは当然のことである。
Against (非) : 手紙を通してお互いに信頼関係を築いてきたはずなのに、一方的に人を試すなんて納得できない。これではステラの性格を疑ってしまう。
- (5) ※まず2, 3のグループ同士で発表し、グループ間で選んだものを全体で発表する。
- (6) ※(4), (5)で話してきたことを英語で表現する。どんな意見が出てくるかはお楽しみ。

■タスク20 (頂上タスク2) ※タスク20は必須でタスク21はオプションで。

(4) 1分程度で発表できるように、またそれぞれの発言が3回以上になるように。(提出)

【例】

Charlie: Hello, I'm Charlie, and this time you MUST be Stella.

Stella: Charlie! You've finally found me. I'm really glad to see you.

Charlie: I'm glad to see you, too. May I sit here?

Stella: Of course. I've been waiting for you.

Charlie: Thank you very much for the letters during the war. Those letters helped me a lot to survive the war.

Stella: Really. I'm glad to hear that. I also want to say thank you for all the letters you sent from France. They inspired me to love every day we live.

Charlie: Oh, no. That was because you are smart. You don't have to thank me at all. Stella, I'd like to see you from time to time. Is it OK?

Stella: Sure, I'd also like to do so. I think we can be the best friends.

Charlie: Or more than the best friends?

Stella: Maybe.

第6回

■タスク21: Retelling the Story

【例】

It was about the time of World War II. Charlie was a student of the University of Indiana. One day he was reading a book of poems in the library. He found notes written by the poems. The writing was interesting and beautiful. He wanted to see the person who had written the notes. He found a name "Stella Richardson" under one of the notes. He looked up the name in the student directory and found out that she lived in New York. He wrote a letter to Stella and she wrote back. In this way they began to exchange letters. He liked her very much, so he planned to go to New York to meet her.

However, World War II had begun and he was sent to France as a soldier. Charlie had to stay in France for three years. Even in such a difficult situation, Charlie and Stella kept exchanging letters. Charlie was helped a lot by the letters from Stella. When the war was over, he wrote a letter to Stella saying he wanted to see her in New York. Stella replied that she would wait for him at Grand Central Station with a red rose in her hair.

When Charlie reached the station, he looked for a woman wearing a red rose in her hair. He only found an elderly woman who had a red rose in her hair. He was disappointed because she was old and not beautiful, but he remembered all her nice letters. "At least, we can be good friends," he thought. So he went up and spoke to her. Then the woman said, "I am not Stella. Stella is waiting for you in the drugstore. You have passed the test." So he went to the drugstore and found the real Stella. She was a young woman with big green eyes and thick, curly brown hair! Happy ending. (316 words)

■タスク22

①Indiana, ②notes, ③Stella, ④New York, ⑤World War, ⑥France, ⑦letters/words, ⑧red rose, ⑨elderly/old, ⑩disappointed/sad, ⑪test, ⑫love