

Lesson 4 Speech -A Man's Life in Bhutan (TOTAL ENGLISH EDITION 3) 5 / 7時の実際の授業

_____ : 発問構成に基づく発問
 _____ : 生徒の思考の深まりにつながると見られる Teacher Talk
 _____ : その他の手立て
 _____ : 活動の様子、発問に対する生徒の反応など

3 本時の活動の内容を知る。

Today's goal is... What is the goal? (生徒が全員で目標を言いました。)
 This is today's goal.
 〈本文音読は省略〉

5 Lesson 4A に関する事実発問に答える。

OK, at first, I'll ask you some questions.
Which is a picture of Bhutan 50 years ago?
 Left one? Why? You have a script. Why?
 Where is the reason? (ある生徒: Our harvest were much smaller.) OK, let's say together. (全員で答えを言いました。) 50 years ago, much smaller.



電子黒板を使い、本文の文字情報と絵を一致させました。根拠を尋ねることで、本文内容を正しく理解できているか確認しました。

So, next. Which country is Bhutan, A, B, C, D, or E? (ある生徒: B) (他の生徒: C) Why do you think so? In the script. OK. Please talk with your partner. (生徒のペア学習)

Who thinks A? (生徒に手を挙げさせました。)
 No one. Who thinks B? Who thinks C? Who thinks D? Who thinks E? OK. Actually Bhutan is C. Where is the reason? OK, let's say together. (生徒全員で根拠となる文を言いました。) It's a small country. B is also a small country, but C is smaller. So C is Bhutan. Close, very close.



本文の small や between への気付きを促しました。

Oh, what do people in Bhutan grow now? (ある生徒: Rice.) Rice. (生徒: Fruit.) Fruit. (生徒: Vegetables.) Vegetables. Yes. It's much bigger harvest.

6 Timeline Making ①

Next, I want you to make timelines of Nishioka Keiji. This is a timeline of Nishioka Keiji and the people in Bhutan. The Bhutanese timeline. Please read this script and fill in the blanks. But, look at the board. You don't need to answer this question, because there is no answer in the script. You don't need to try here. Please fill in the other blanks, OK? You can read this script with your partner ... umm ..., by yourselves.



指でたどりながら、本文の情報を探しています。

〈生徒は事実発問を通して、ワークシートに時系列で情報をまとめました。〉

（答え合わせ） When did he go to Bhutan? Take a red pen. 1964. He learned the ...
 （生徒: Language.） language there. And, he wanted to teach the Bhutanese a new ...
 （生徒: Way.） way to grow, what? （生徒: Rice.） rice. He decided to grow... （生徒:
 Vegetables.） vegetables. And Nishioka planted seeds （生徒: Brought.） brought from
 ... （生徒: Japan.） Japan. Many of the vegetables... （生徒: Grow well.） grow well? （生
 徒: Grew well.） Yes, grew well. Nishioka kept ... （生徒: Working.） working from when?
 （生徒: 1965.） And when did he die? （生徒: 1992.）

How about the Bhutanese timeline? Most of the Bhutanese were... （生徒: Not
 interested.） not interested first. Many of the vegetables grew well, so people were... （生
 徒: Surprised.） surprised. Nishioka kept working in Bhutan, so they had a... （生徒:
 Good harvest.） good harvest. Then people began to... （生徒: Trust him.） trust him.
 They tried Nishioka's （生徒: Way.） way of ... （生徒: Growing rice.） Yes. In time, the
 rice harvest ... （生徒: Increased.） increased. So people asked him ... （生徒: To help.）
 them more.

Are there any questions? No?

I have a question. He went to Bhutan when he was...31? years old. In 1933 he was
 born, and, in 1964 he went to Bhutan. So how old was he then? I think he was 31.

What was his first job in Japan? He became a farmer / scientist / teacher / doctor in
 Japan. Please guess. And why?

Please write your answer and reason. There are some hints in your script.



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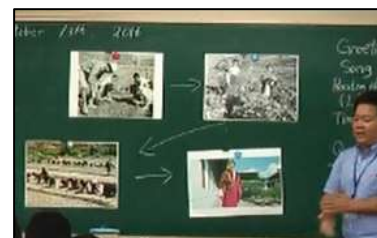
Why do you think so? Please write. You can use Japanese.

（答え合わせ） Who thinks he became a farmer? （生徒に手を挙げさせました。） Scientist? Teacher? Doctor? Why did he become a farmer? In Japanese OK. （ある生徒: ブータンの農業を日本の農業の方法に変えた。） Why teacher? （もう一人の生徒: 教え方が上手だった。） This question is very, very difficult. It's hard to choose one, but actually he became, a teacher. A high school teacher in Osaka.

7 Timeline Making ②

Now I'll give you 4 pictures. Put them on your timeline.

（答え合わせ） OK? First he decided to grow vegetables. And then, they had a good harvest. Then, they began to grow rice. And the last picture. Before he died, he was called "Dasho". It means the best. He was the best.



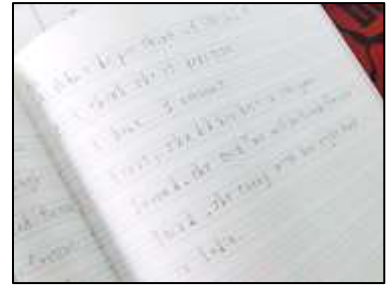
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8 推論発問に答える。

The last question. What do you think of Nishioka Keiji? Please ask me. （生徒全員: What do you think of Nishioka Keiji?） Ah, I think he is great. I have two reasons. I have

two reasons. First, he learned the language there. I think it was Bhutanese. It's not English. It's hard to remember, hard to learn. Second, he kept working in Bhutan. Do you want to die in Bhutan? I never want to die in Bhutan. But he died in Bhutan. I want to die in Japan. But he died in Bhutan. So I think he is great.

What do you think of him? Please talk with your partner. Please ask each other.... OK, sorry, please ask this question to your partner. Ready, go.



生徒はそれまでに表現の型
を練習してきました。