**伝わりやすい構成について考えよう**

**ワークシート①**

②

①

３人の「尊敬する人物」についての紹介文を読んで、「読み手に伝わりやすい構成」について考えましょう。

The person I respect is my sister. She is a high school student now. She plays tennis very well. She got a medal. I like playing tennis with her. When she was a second-year student, she became a member of Ekiden. She studies after dinner almost every day. She is a good student and a good athlete. That’s why I respect her.

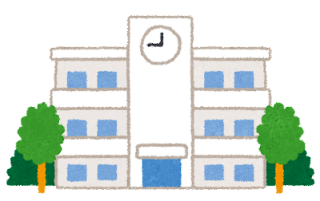
The person I respect is my friend, Takashi. We have known each other since we were elementary school students. Since last year, he has been a member of the Library Committee. He learns a lot of things from books. He reads a lot of books every month, so I also try to read one book every month. I want to be like him.

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③

The person I respect is my uncle. He has been an elementary school teacher for 10 years. He has been to many foreign countries such as India and Thailand. He often shares his experiences with me. He said, “I can’t speak English well, but I like talking with people around the world.” He taught me that it is important to try a new thing. In the future, I want to make a lot of friends around the world like him.

どの文章が、相手によく伝わる構成で書けているかな？

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１　①～③の文章を読んで、あなたはどの紹介文が読みやすいと思いますか。それはなぜですか。

他の文章と比較しながら、自分の考えを書きましょう。

２　グループやクラスでの話し合いを踏まえて、自分が「〇〇について～する文章（これから授業で扱うテーマ）」を書くときに気を付けたいと思うことを書きましょう。（箇条書きで構いません）

Class \_\_\_\_\_\_\_\_ No. \_\_\_\_\_\_\_ Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**伝わりやすい構成について考えよう**

生徒の記入例

②

①

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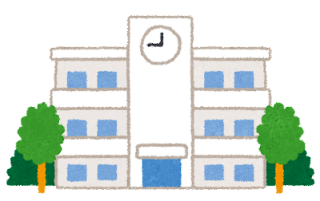
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**・③は、尊敬する人物の台詞が含まれていて、人物像がイメージしやすく、読みやすい。**

**・①は、読みやすいが、「本」に関わる情報以外が書かれていない。その人の性格とかを書くと良いのではないかと思う。**

**・②は、いつメダルを獲得したのか、いつからテニスをやっているか等を書いた方が良い。**

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**・具体的なエピソードがあると、人物像をイメージしやすい。**

**・５W１Hが含まれるように書く。話が飛躍しないように、つなぎ方を工夫する。**

**・難しい単語をあまり使わない方が、読みやすい。**

**・たくさんのことを伝え過ぎず、伝える情報を絞った方が分かりやすい。**

Class \_\_\_\_\_\_\_\_ No. \_\_\_\_\_\_\_ Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_