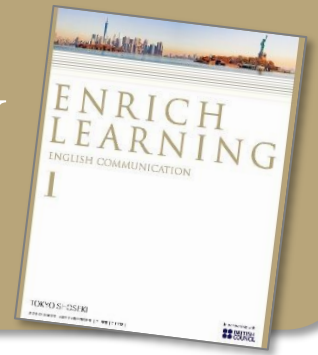


ENRICH LEARNING

ENGLISH COMMUNICATION I



Model lesson plan

Unit 1

【サンプル版】

- 本資料は、ENRICH LEARNING I の指導書に掲載予定のモデル指導案の抜粋（Unit 1）です。企画中のため、内容は予告なく変更になる場合があります。
- 指導書にはほかに、本資料を簡略化した日本語のバージョンを、全 Unit 分用意する予定です。
- 本資料は、令和4年度高等学校教科書の内容解説資料として、一般社団法人教科書協会「教科書発行者行動規範」に則っております。



Contents

Contents.....	2
Unit 1: What can happen in one second?	3
Overview	3
1 時間目	4
2 時間目	8
3 時間目	10
4 時間目	12
5 時間目	14
6 時間目	16
7 時間目	18
8 時間目	20

Unit 1: What can happen in one second?

Overview

題材・活動内容

- 1秒の間に起きる世界の出来事について、文章を読む、対話などを聞く、説明をする、自分の考えを即興で伝える、そして調べたことを発表する。

言語材料

- 受け身, 不定詞, 動名詞

言語活動

- Listening 1
 - ・ 対話を聞いて要点をとらえるとともに、数字を聞き取る。
 - ・ 相手の発言に対して、聞き直したり、回答する。
- Reading 1
 - ・ 1秒の間に起きる出来事についての新聞記事を読んで、論点をとらえる。
- Listening 2
 - ・ ラジオを聞いて、メッセージを聞き取る。
- Reading 2
 - ・ 科学記事を読んで、論証を読み取る。
- Unit Activity
 - ・ 1秒の間に起きる世界中の出来事について、疑問文を用いながら発表を行う。

配当時間

1 時間目	扉, Warm-up, Listening 1, Phrase Practice	
2 時間目	Reading 1	導入, 概要把握, 第1～第3パラグラフまでの reading for comprehension; reading fluency practice
3 時間目		第4～第7パラグラフまでの reading for comprehension; reading fluency practice
4 時間目		Comprehension; Grammar, Grammar Exercises
5 時間目		Retelling
6 時間目	Listening 2	
7 時間目	Reading 2, Unit Activity 導入・説明	
8 時間目	Unit Activity 準備, 発表	

1 時間目

扉 (pp. 8-9) → Warm-up (p. 10) → Listening 1 (pp. 10-11) → Phrase Practice (p. 11)

Time (min.)	Stage	Procedure
6	Introduction	<p>1. Unit aims and unit question</p> <p>Briefly introduce the aims of unit 1 (page 8).</p> <p>Unit タイトルについて, 以下のような質問を用いて, 1秒の間に起きる世界の出来事についてのスキーマを活性化させる。</p> <ul style="list-style-type: none"> ☞ Here's the Unit Question for Unit 1: "What can happen in one second." Let's think about this. What do you think can happen in one second? Think about the question by yourself – don't talk, just think. <p>Students think by themselves for 30 seconds.</p> <ul style="list-style-type: none"> ☞ OK, now tell your partner what you think. <p>Students share their ideas in pairs, then teacher asks 2-3 students to share their ideas with the class. Note: this sequence of activities can be done in English or Japanese.</p> <p>2. Introduction to quiz</p> <p>Show pages 8-9.</p> <ul style="list-style-type: none"> ☞ Look at the top picture on page 9. What can you see? <p>Point to the picture to elicit "ice" and "polar bear" – teach the English words if necessary.</p> <ul style="list-style-type: none"> ☞ What's happening? <p>Elicit ideas – students may come up with answers relating to the ice melting / sea-level rise.</p> <ul style="list-style-type: none"> ☞ Look at the next picture. This is a cheetah, the fastest animal in the world. Do you have any idea how far cheetahs can run in one second? ☞ We are going to look at a quiz in English. It's about things that happen in one second. You need to choose the correct answer to each question. If you don't know, you can guess. Look at the quiz on page 10.
12	Reading Quiz (Warm-up)	<p>1. 教科書 p.10 の Warm-up の新出語(句)の意味の確認と発音練習をする。</p> <ul style="list-style-type: none"> ☞ Let's look at the first question together. 'In one second, how many times does a rabbit's heart beat?' This is "beat". <p>Show with a gesture; model pronunciation again and ask students to repeat.</p> <ul style="list-style-type: none"> ☞ So, what do you think? How many times does a rabbit's heart beat in one second? If you think the answer is a, one, raise your hand. If you think the answer is b, two, raise your hand. ... OK, we'll find out the answers later! Let's look at the other questions. <p>Help students understand the remaining quiz questions (2-6) by reading them aloud as students follow in their textbooks. Gloss / illustrate the meaning of new words and phrases, and model pronunciation in the same way as for "beat" (see vocabulary list beneath the quiz for likely new language). Just focus on the questions – there is no need to ask students what they think the answers are at this stage.</p>

		<p>2. Students read quiz questions 1-6 for themselves and answer.</p> <p>🗨 Now read the quiz by yourself. Write your answer for each question in the brackets.</p> <p>3. Compare answers</p> <p>🗨 Now compare your answers with a partner.</p> <p>Demonstrate how students can do this in English, using simple phrases like:</p> <p><i>What did you put for number 1?</i> <i>Me too! / Oh, I put b.</i> <i>How about number 2?</i></p> <p>🗨 Ok, we are going to find out the answers to all of these quiz questions in today's lesson.</p>
6	Listening 1: Context, tuning in and listening	<p>1. Before you listen</p> <p>Ask the "Before you listen question".</p> <p>🗨 Now you have read these quiz questions, do you have any more ideas about what can happen in one second?</p> <p>Students think – pair – share ideas.</p> <p>2. Set context for Listening 1</p> <p>Quiz の解答は、Listening 1 で確認していくことを伝え、写真を示しながら Listening 1 の登場人物や場面設定を紹介する。</p> <p>🗨 Next we're going to listen and find out the answers to questions 1, 2 and 3. Look at the picture. This is Lara. She is an exchange student from the US. This is Takeru. Takeru is Lara's friend. Takeru and Lara are at school. Lara has done the same quiz you did. Now she is talking to Takeru about the quiz. Listen. What is the answer to Question 1?</p> <p>3. Tune in / listen for the answer to Q1</p> <p>Play Listening 1 as far as "Yeah, their hearts beat really fast". Elicit the answer to Q1 from students. (Playing only the first part of the dialogue allows students to get used to the two voices and to understand the task.)</p> <p>4. Q2 と Q3 の解答を確認する。</p> <p>🗨 Now listen again. What are the answers to question 2 and question 3?</p> <p>Play audio from start to finish. Ask students to briefly compare their answers in pairs but don't elicit the answers from the whole class at this stage.</p>
10	Listening 1: Checking comprehension	<p>1. Check with the script</p> <p>教科書 p.159 のスクリプトを見ながら CD の音声を聞いて、聞き取れなかった語(句)の確認をする。</p> <p>🗨 Look at the script on page 159. Read and listen again. Did you get the right answers to questions 2 and 3?</p> <p>2. Confirm the function of useful phrases in the script.</p> <p>🗨 What does Takeru say when he can't catch question 2?</p>

		<p>Elicit <i>Say that again</i>, showing where it is in the script if necessary. Drill, copying Takeru’s intonation from the audio.</p> <p>☞ What phrases does Takeru use to answer Lara’s questions?</p> <p>Elicit <i>I’ll say b, two, I’m going to say a, 30, I’ll say four, I mean b</i>. Drill briefly, again copying Takeru’s intonation.</p> <p>3. Clarification</p> <p>Give students an opportunity to ask questions about anything they’re not sure about in the script.</p> <p>4. Preparation for speaking activity</p> <p>☞ You’re going to role-play being Lara and Takeru, so let’s listen one more time to how they sound.</p> <p>Draw attention to the “Tips” box under the photo on page 10. You can highlight this feature of “listing” intonation when students listen to the audio by showing the intonation with hand gestures.</p> <p>Ask students to close their books and listen. Play the whole audio again.</p>
10	FLEXI-STAGE (OPTIONAL)	<p>Further preparation for speaking activity</p> <p>Put students into pairs and either assign roles or ask students to decide who is Lara and who is Takeru.</p> <p>Briefly demonstrate how you want students to read – i.e. sounding engaged and interested, like Lara and Takeru, rather than like someone reading from a script.</p> <p>Students read the dialogue as the two characters. If necessary, give brief feedback on any common issues (pronunciation, intonation, etc.) then ask students to swap roles and read again.</p>
6	Phrase practice	<p>1. Review/introduce useful language for the Phrase Practice activity.</p> <p>☞ What did Takeru say when he couldn’t catch Lara’s question?</p> <p>Introduce and briefly drill the extra phrases in the Useful Phrases box (p. 11).</p> <p>☞ What did Takeru say when he answered Lara’s question 1?</p> <p>☞ How about when he answered question 2?</p> <p>2. Phrase Practice (p. 11)</p> <p>Ask students to look at the Phrase Practice dialogue on page 11. Write the dialogue on the board.</p> <p>Model the dialogue, either taking both roles yourself or asking a confident student to take the boy’s role in the example dialogue. Get students to repeat after each line. Demonstrate checking the answer on page 159 before the final “You’re right!”.</p> <p>Underline the parts of the dialogue that can be changed (= <i>Excuse me? What did you say?</i> and <i>I’ll say b</i>), and elicit alternative phrases to the ones used in the dialogue.</p> <p>Show/elicit how the dialogue could change for question 5: obviously the question itself will change, and <i>Oh, kilograms</i> may change to <i>Oh, tennis courts</i>, depending on what students find hard to catch.</p> <p>Students take turns asking and answering questions 5 and 6.</p> <p>Student A: Ask B question 5. Student B: Say their real guess for the answer. Student A: Check the back of the book and say whether the guess is correct.</p>

		<p>Student B: Ask A question 6. Student A: Say their real guess for the answer. Student B: Check the back of the book and say whether the guess is correct.</p> <p>(Alternatively, you could ask students to ask and answer about all six questions, with the answering student closing their book and trying to remember the answers to Q 1-3 from Listening 1.)</p>																
5	<p>Reflection question</p> <p>Personal reaction</p>	<p>1. Reflection question 教科書 p.11 の Reflection Question について、選んだ質問とその理由をペアで英語で伝えあう。</p> <p>☞ Which answer from the quiz surprised you the most, and why? Don't speak, just think... [Give students 30 seconds or so] Now tell your partner.</p> <p>Monitor as students talk and take a note of students with interesting answers. Nominate 2-3 of these students to share their ideas with the class. (Reminder: depending on the level of students, this can be done in Japanese.)</p> <p>2. Homework 教科書 p.11 の Personal Reaction に対する考えを、20 語程度の英語で書く。</p>																
5	Vocabulary	<p>1. Vocabulary list for next lesson</p> <p>Ask students to look at the New Words and Phrases for Reading 1 on page 140. Introduce the words from Reading 1 paragraphs 1-3, highlighting syllable stress (bold syllables in revised word list) and drawing attention to sound-spelling patterns that students may find tricky (see below).</p> <p><u>Revised word list (paragraphs 1-3):</u></p> <table border="0"> <tr> <td>amount</td> <td>donate</td> <td>excess</td> <td>food bank</td> </tr> <tr> <td><i>huge</i></td> <td><i>individually</i></td> <td><i>per</i></td> <td><i>reduce</i></td> </tr> <tr> <td><i>starve</i></td> <td><i>tick</i></td> <td><i>waste</i></td> <td><i>worth</i></td> </tr> <tr> <td>go about</td> <td>starve to death</td> <td>throw away</td> <td>to make things worse</td> </tr> </table> <p><u>Suggested sound-spelling patterns:</u> <i>starve</i>: /ɑ:r/ sound spelled 'ar' <i>huge, reduce</i>: /ju:/ sound is spelled with the combination 'u_e' <i>individually</i>: /dʒ/ sound is spelled with letter 'd'.</p> <p>2. Self-study techniques</p> <p>Suggest self-study techniques students can use to help them remember vocabulary, e.g.:</p> <ul style="list-style-type: none"> - Test yourself – cover the list and see how many words you can remember. - Cover the Japanese and see if you can remember the meaning. - Cover the English and see if you can say the words. - Cover the list and see how many words you can write from memory. <p>Students study the vocabulary list for homework.</p>	amount	donate	excess	food bank	<i>huge</i>	<i>individually</i>	<i>per</i>	<i>reduce</i>	<i>starve</i>	<i>tick</i>	<i>waste</i>	<i>worth</i>	go about	starve to death	throw away	to make things worse
amount	donate	excess	food bank															
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go about	starve to death	throw away	to make things worse															

2 時間目

Reading 1: 導入 → 概要把握 → 第1～第3パラグラフまでの reading for comprehension and reading fluency practice (p. 12)

Time (min.)	Stage	Procedure
5	Oral Review	<p>Review of unit question and previous lesson</p> <p>Elicit/remind students of the unit question. With books closed, students tell each other in pairs what they remember from the previous lesson about what can happen in one second.</p>
5	Vocabulary	<p>Vocabulary review activity</p> <p>Demonstrate the vocabulary review activity:</p> <ul style="list-style-type: none"> - Choose one of the words from the list and give a hint. E.g. “It’s a place where you can get things to eat if you don’t have any money.” - Ask students to guess which word you are describing from the vocabulary list. - Tell students they are going to do the same activity in pairs. They will take turns to explain words on the list. - Point out that you can’t use any of the words written on the vocabulary list. <p>Put students in pairs and monitor as they do the activity.</p> <p>Give feedback on any words found difficult to define or explain.’</p>
25	<p>Reading 1: Paragraphs 1-3</p> <p>Reading for comprehension</p>	<p>Page 12</p> <p>1. Introduce the text</p> <p>Show the photo of Lara and Takeru on page 10 and remind students who Lara is.</p> <ul style="list-style-type: none"> ○ Lara studied more about things happening in one second and wrote an article about it. Here is her article. <p>Show the text on pp. 12-13.</p> <ul style="list-style-type: none"> ○ Let’s look at the text information before we read. <p>Direct students to look at the Text Information at the top of p. 13. Ask and elicit <u>who</u> wrote it, <u>why</u> they wrote it and <u>where</u> you could find a text like this.</p> <ul style="list-style-type: none"> ○ Let’s look at the title. The title of an article is called a headline. ○ Look, here is Lara’s name under the headline. <p>Point out that headlines are short, and often leave out some words. Here, “the” (“in the fight to preserve...”) has been omitted. Point out that “every second counts” means “every second is important”. Ask students to look at the photo and say what they can see, then close their books.</p> <p>Ask students what they think the article might talk about. (Think – pair – share).</p> <p>2. Reading paragraph 1</p> <ul style="list-style-type: none"> ○ Paragraph 1 is the introduction to the article. What facts does Lara tell us about in paragraph 1? Let’s read and find out. <p>Teacher reads paragraph 1 aloud, students listen and follow.</p> <p>Students read silently then discuss the question (What facts does Lara tell us about in paragraph 1?) in pairs in Japanese.</p>

		<p>Nominate pairs to check for understanding, and ask for evidence of answers. Suggested answers: the world around us changes every second; 4.2 people are born every second; 1.8 people die every second.</p> <p>3. Reading paragraph 2</p> <ul style="list-style-type: none"> ○ Let's read and find out what Lara says next. <p>Teacher reads the paragraph aloud and students follow with their fingers. Students read alternate sentences aloud in pairs.</p> <p>Monitor and clarify any words or phrases students had problems reading. Students read again silently then discuss the question (<i>What does Lara say next?</i> – i.e. students summarise her main points in this paragraph) in pairs in Japanese.</p> <p>Nominate pairs to check for understanding, and ask for evidence of answers. If necessary, you can ask further questions to probe/support students' understanding. Examples:</p> <ul style="list-style-type: none"> ○ Which fast-food chains do you know / do you think Lara's talking about? (= probably McDonalds – key words: <i>world's, major, hamburgers</i>). ○ Lara says "every second, 0.3 people around the world starve to death" – they die; why do they die? (= from hunger / because they don't have enough food – this phrase is in the vocab list) <p>Remind students that "to make things worse" is equivalent to さらに悪いことに rather than translating it directly, word for word (also in word list).</p> <p>Check understanding of "We all need <u>to eat</u>" as this is one of the grammar points on page 15. This will be practised in Period 5, so at this stage just ensure that the meaning is clear to students, e.g. by glossing in Japanese.</p> <p>4. Reading paragraph 3</p> <ul style="list-style-type: none"> ○ In the next paragraph, Lara suggests some <u>solutions</u> [gloss this in Japanese if necessary] to the problem of food waste. What are her solutions? What can we do to help? Let's read and find out. <p>Read paragraph 3 aloud, students listen and follow.</p> <p>Students read silently then discuss the question in pairs in Japanese.</p> <p>Nominate pairs to check for understanding, and ask for evidence of answers. Suggested answers: (1) food banks: they give excess food to people who need it; they help reduce food waste; (2) volunteering at food banks; choosing to buy and waste less food.</p> <p>Check understanding of "We can help <u>by volunteering</u> at these food banks" as this is one of the grammar points on page 15. This will be practised in Period 5, so at this stage just ensure that the meaning is clear to students e.g. by glossing in Japanese.</p>
10	Reading fluency	<p>1. Shadow reading</p> <p>Tell students that they are going to practise reading the text fluently and confidently. First, students listen to the teacher or the audio recording and read paragraphs 1-3 again silently as they listen.</p> <p>If students need more support, they can read sentence by sentence chorally following the teacher's model.</p> <p>2. Reader's Theatre</p> <p>Set the context: Lara has been asked to read her article on the school's PA system to raise awareness of the problems and solutions she talks about. Tell</p>

		<p>students they are going to be Lara. Model bad and good versions of how to read aloud:</p> <ul style="list-style-type: none"> - the bad version should be flat, bored, uninterested - the good version should pay attention to clear diction, intonation and expression; remind students that they are broadcasting to fellow students with the clear communicative goal of raising awareness about environmental problems. <p>Give some rehearsal time (solo reading aloud) – monitor and assist with any problems students are having.</p> <p>Put students in pairs to read alternate paragraphs “as Lara”.</p>																
5	Vocabulary	<p>1. Vocabulary list for next lesson</p> <p>Repeat the procedure from Period 1, but with vocabulary from the rest of the article.</p> <p><u>Revised word list (paragraphs 4-7):</u></p> <table> <tr> <td><i>absorb</i></td> <td><i>atmosphere</i></td> <td><i>carbon dioxide</i></td> <td><i>environment</i></td> </tr> <tr> <td><i>farmland</i></td> <td><i>global warming</i></td> <td><i>gymnasium</i></td> <td><i>habitat</i></td> </tr> <tr> <td><i>oxygen</i></td> <td><i>percent</i></td> <td><i>positive</i></td> <td><i>preserve</i></td> </tr> <tr> <td><i>protect</i></td> <td><i>reserve</i></td> <td><i>respond</i></td> <td><i>cut down</i></td> </tr> </table> <p><u>Suggested sound-spelling patterns:</u></p> <p><i>gymnasium</i>: /dʒ/ sound is spelled with the letter ‘g’ and /i/ is spelled with the letter ‘y’</p> <p><i>atmosphere</i>: /f/ sound is spelled with ‘ph’</p> <p><i>farmland, warming</i>: ‘ar’ spells two sounds: /ɑ:r/ and /ɔ:r/.</p> <p>2. Students study the vocabulary list for homework.</p> <p>Remind students about the self-study techniques introduced at the end of the previous lesson.</p>	<i>absorb</i>	<i>atmosphere</i>	<i>carbon dioxide</i>	<i>environment</i>	<i>farmland</i>	<i>global warming</i>	<i>gymnasium</i>	<i>habitat</i>	<i>oxygen</i>	<i>percent</i>	<i>positive</i>	<i>preserve</i>	<i>protect</i>	<i>reserve</i>	<i>respond</i>	<i>cut down</i>
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<i>protect</i>	<i>reserve</i>	<i>respond</i>	<i>cut down</i>															

3 時間目

Reading 1: 第 4～第 7 パラグラフまでの reading for comprehension → reading fluency practice (pp. 12-13)

Time (min.)	Stage	Procedure
5	Oral Review	<p>Review of previous lesson</p> <p>With books closed, students tell each other in pairs what they remember about paragraphs 1-3 of Lara’s article.</p>

5	Vocabulary	<p>Vocabulary review activity: Backs to the board</p> <p>Demonstrate a vocabulary review activity called Backs to the Board.</p> <p>Students make pairs.</p> <ul style="list-style-type: none"> • One partner faces the back of the classroom while their partner looks at the blackboard. • The teacher writes one of the vocabulary words on the blackboard. • The student facing the board gives hints, using English and gestures, but mustn't say the word itself. • The student facing the back of the class tries to guess what the word is. <p>Then students change roles.</p>
25	<p>Reading 1: Paragraphs 4-7</p> <p>Reading for comprehension</p>	<p>Follow the same process as Period 2, by setting a clear guiding question before each paragraph. Teacher reads the paragraph aloud, then students read individually and in pairs. Suggested questions:</p> <p><u>Paragraph 4:</u></p> <p>☞ What problem does Lara mention next?</p> <p>Answer: deforestation / cutting down trees → loss of habitat / increased conflict between animals and people – e.g. increasing contact between bears and people in Japan.</p> <p>Check understanding of "...20 tennis courts' worth of forest <u>are cut</u> down..." as this is one of the grammar points on page 15. This will be practised in Period 5, so at this stage just ensure that the meaning is clear to students.</p> <p><u>Paragraph 5:</u></p> <p>☞ Lara says deforestation causes another problem. Let's find out what it is.</p> <p>Or:</p> <p>☞ What other problems do you think cutting down forests causes? [Think → Pair → Share] → Now lets' read paragraph 5 – does Lara mention any of your ideas? What problem does she write about?</p> <p>Answer: increased level of CO2 → global warming.</p> <p><u>Paragraph 6</u></p> <p>☞ Next, Lara introduces some solutions to these problems. Let's read and find out what solutions she suggests.</p> <p>Answer: create reserves and national parks to preserve natural habitats (make the link with local examples if living near a national park in Japan); plant more trees.</p> <p><u>Paragraph 7</u></p> <p>☞ What advice does Lara give her readers at the end? Let's find out.</p> <p>Answer: don't be scared of change, do something about it – e.g. donate to or volunteer at a food bank, or organize a tree-planting day.</p>
10	Reading fluency	Shadow reading and Reader's Theatre following model from previous lesson.

5	Consolidation	<p>1. Short discussion in English</p> <p>In pairs or small groups, ask students to say what information in Lara’s article surprised or shocked them most. Give your own model first – e.g.</p> <p>☞ I was surprised to find out that 80% of animals live in forests.</p> <p>Highlight the frame (I was ___ to ___ that ___ ...) and elicit a couple of other ideas for each gap in the frame – e.g. I was <i>surprised to read</i> that... etc.</p> <p>Give students a minute to think, then put students in pairs or small groups to share their ideas.</p> <p>Ask 2-3 students to share their ideas with the class.</p> <p>2. Homework</p> <p>Students review the vocabulary list for the whole article for homework.</p>
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4 時間目

Reading 1: comprehension and grammar (pp. 14-15)

Time (min.)	Stage	Procedure
5	Oral Review	<p>Review of previous lesson – vocabulary focus</p> <p>With books closed, students tell each other in pairs what they remember from Lara’s article.</p>
15	Further Reading	<p>1. Article structure</p> <p>Use the diagram on p. 14 to point out the general structure of the article: key issue (Para 1) and summary / closing advice (Para 10); problems (Paras 2, 4, 5) and solutions (Paras 3, 6).</p> <p>2. Sentences and functions</p> <p>Ask ss to look at the sentences below the diagram and discuss in pairs which they think talk about problems and which refer to solutions. (Think – pair – share).</p> <p>Elicit where ss think the solutions they have identified fit in the diagram.</p> <p>3. Reconstruct article from memory, using key information in the table and sentences</p> <p>Students match the remaining sentences to the structure diagram (Think – pair – share) then check their ideas against the original text.</p> <p>Get students to underline the parts of the text that helped them decide – e.g. <i>f. Wild animals are dying → they (= some animals) are often killed by people.</i></p> <p>Check answers as a whole class.</p>
5	Language focus	<p>1. Introduce “Transition words”</p> <p>Ask students to look at the Language Focus box on page 15. Read the Japanese explanation of “transition words”.</p> <p>Lara uses these transition words in her article: However, For example, (etc.). See if you can find and underline them in the article.</p> <p>Students underline the transition words in the text on pages 12-13.</p>

		<p>2. Mapping transition words to functions</p> <p>Ask students to look again at the Language focus box and point out that different transition words have different functions. Monitor as students work in pairs to match the words and functions, referring to the examples they have found in the text.</p> <p>Give whole-class feedback as necessary to help with any misunderstandings.</p>
20	Grammar	<p>1. Passive voice</p> <p>Briefly review the formation of the passive voice (BE + PAST PARTICIPLE) and the example from the text on page 15. Show how the passive is used in paragraph 4 to keep the focus on “forests” – you could contrast the sentence in the text with <i>...the worlds forests are home to over 80 percent of the animals living on land. However, every second, we cut down...</i> - “we” is unnecessary / intrusive; writing <i>20 tennis courts’ worth of forests are cut down...</i> allows the writer to focus on the amount of forest being lost, rather than who is doing it.</p> <p>Ask students to find other examples in paragraph 2 of the text (<i>over 500 hamburgers are eaten...; 2,540 rice balls’ worth of food is thrown away...</i>) and point out the passive subject-verb agreement (hamburgers [countable, plural] → are; food [uncountable] → is).</p> <p>Students do Exercise A on p. 151 (Think – pair – share).</p> <p>🗨 Now we’re going to try using the same structure ourselves.</p> <p>Demonstrate how to do Exercise D. Give students a couple of minutes to find other examples they can use in the text</p> <p>Suggested answers:</p> <ul style="list-style-type: none"> - <i>How many people are born every second?</i> - <i>How many hamburgers are eaten in one major fast-food chain?</i> - <i>How much food waste is reduced by food banks?</i> - <i>How much forest is cut down every second? / How many tennis courts’ worth of forests are cut down...?</i> - <i>How much carbon dioxide is released into the atmosphere?</i> <p>These could be gapped as hints on the board if students need more support (Examples: <i>people / born; hamburgers / eaten</i> etc.)</p> <p>Put students in pairs to ask and answer questions following the model in In Communication D.</p> <p>2. Gerund</p> <p>Use the example on page 15 to briefly review the form and meaning (verb + ing, ~をすること).</p> <p>Ask students to find similar examples in paragraph 7: <u>Donating</u> to or <u>volunteering</u> at a food bank, <u>organizing</u> a tree-planting day-these are all things that anyone can do.</p> <p>Point out that not all -ing forms in this paragraph are gerunds (<i>Our world is changing</i> – present continuous; <i>frightening</i> – present participle used as adjective; there are other examples throughout the rest of the text too).</p> <p>Students do Ex C and F in the same way as above. Note that they will need some thinking time for F: you could ask them to brainstorm ideas in pairs then make new pairs to do the speaking activity, or do the speaking activity in groups of 4 for more support.</p>

		<p>3. To- infinitive</p> <p>Point out that some verbs are usually followed by a gerund, while others are usually followed by an infinitive. Give students the following (suggested) list (this is not intended to be exhaustive, but merely to illustrate the point and give teachers some examples they can use in the classroom):</p> <p>Verbs followed by <u>gerund</u>: <i>enjoy, finish, suggest</i></p> <p>Verbs followed by <u>to- infinitive</u>: <i>agree, begin, need</i></p> <p>Say that some verbs can be followed by either to- infinitive or gerund – e.g. <i>start: It started to rain / It started raining</i> – and in some cases this may cause a change in meaning – e.g. <i>remember: I remember buying milk this morning...</i> (= I have a memory of buying milk – I know I did it) / <i>I remembered to buy milk this morning</i> (= I was supposed to buy milk this morning and I did it).</p> <p>Students do Ex B (p. 151).</p> <p>Learner training: point out that being aware of these patterns when reading, and noting down which verbs are followed by which pattern, is the best way to become familiar with this aspect of English grammar.</p> <p>Reminder: use Japanese when discussing grammar.</p>
5	Homework	In Communication E (p.151)

5 時間目

Reading 1: Retelling (pp. 16-17)

Time (min.)	Stage	Procedure
5	Oral Review	<p>1. Sharing vocabulary ideas</p> <p>Students work in small groups and share one word they found difficult to remember and what picture / mental image they created to help them remember it.</p> <p>2. Share ideas students noted down for In Communication E (p.151).</p>
15	Preparation for re-telling	<p>1. Review of key problems and solutions</p> <p>☞ You're going to retell the information from the article. To help you do this, let's see how much you can remember already.</p> <p>Draw/show a blank version of the structure diagram on page 14. Elicit the main components (where the solutions go, where the problems go, what kind of information is in the first and final paragraphs).</p> <p>Demonstrate choosing a paragraph and saying what you remember about it.</p> <p>Introduce useful classroom language for this activity: <i>I think she said...</i></p> <p>Put students in pairs to take turns to choose a paragraph and say what they remember about it. Note, this is a collaborative activity, not a competition, so partners can fill in any extra detail they remember, or disagree with their partner's suggestions.</p> <p>Students look at their completed diagrams in the text book and identify how much they were able to accurately remember / highlight any information they forgot.</p>

		<p>2. Paired reading / coaching</p> <p>Demonstrate the activity:</p> <ul style="list-style-type: none"> - Students work in pairs or small groups - They take turns to read paragraphs. - They can help each other or ask for assistance from the teacher with any words or phrases they are not sure about.
20		<p>1. Introduce the activity</p> <ul style="list-style-type: none"> ○ Now we're going to try and re-tell the information from Lara's article. Please look at the pictures on pages 16 and 17. ○ Look at the first picture. What can you see? [clock, Earth / world] ○ Look at the clock – what does the red hand show? [seconds] ○ What does Lara say about the world? [changes] ○ So every... [second] the ... [world] around us ... [changes] <p>Use questions, pauses and gaps to build the information collaboratively with students. Use the same approach for the next two pictures to elicit 4.2 people are born and 1.8 people die – show how it's OK to go back to the text to check figures.</p> <p><u>Suggested language – paragraph 1 pictures 2 and 3:</u></p> <ul style="list-style-type: none"> ○ Look at picture 2. What can you see here? [baby] ○ Yes, it's a new baby. It's just been...? [born – use a Japanese prompt if necessary] ○ How many babies are born every second? [4.2 – encourage students to find the answer in the text on page 12] ○ OK, so every... [second] 4.2 ... [babies are born] ○ What else happens? What's the opposite of being born? [die] ○ How many people die every second? [1.8 – again, encourage students to look back at the article for the answer] ○ Who dies – babies? [people] ○ So every second 4.2... [babies are born] and 1.8 [people die]. <p>2. Pair preparation</p> <p>Outline the stages of the activity:</p> <ul style="list-style-type: none"> - First, students will have some preparation time in pairs where they can plan together what they are going to say about the pictures, referring to the text on pages 12-13 if they want to. - After this they will work in small groups: they will need to tell their group about the pictures <u>without looking back at the text</u>. <p>Remind students that this is a speaking activity, not a test of memory: the goal is not to remember the whole text, just to be able to use the pictures to talk about the key information.</p> <p>Put students into three groups and assign one column of pictures to each group:</p> <ul style="list-style-type: none"> - Group A: Paragraphs 2 and 3. - Group B: Paragraphs 4, 5 and 6. - Group C: Paragraph 7. <p>Students work in pairs within their groups to prepare what they are going to say. Set a time limit.</p>

		<p>3. Retelling</p> <p>Put students in groups of three, one student from each of the three groups. Students take turns to use the pictures to retell their part of the text.</p> <p>If time, get one group to come up to the front and present their retelling to the whole class.</p>
5	Reflection Question	<p>Reflection question (p. 14)</p> <p>Students think – pair – share their answers.</p>
5	Homework	<p>1. Personal reaction (p. 14)</p> <p>Students write their answer and give reasons for it for homework.</p> <p>2. Vocabulary list for next lesson</p> <p>Repeat the procedure from Period 1, but with the wordlist for Listening 2 on p. 140.</p> <p><u>Suggested sound-spelling patterns:</u></p> <p><i>remove</i>: /u:/ sound is spelled with letter ‘o’, as in the more familiar word ‘move’</p> <p><i>vaccine</i>: first letter ‘c’ spells /k/ second letter ‘c’ spells /s/.</p> <p>3. Students study the vocabulary list for homework</p> <p>Remind students about self-study techniques.</p>

6 時間目

Listening 2 (p. 18)

Time (min.)	Stage	Procedure
10	Oral Review	<p>1. Vocabulary review activity</p> <p>See Period 2 for procedure.</p> <p>2. Review of previous lesson</p> <p>Ask students to look at the retelling pictures on pages 18-19.</p> <p>Students work in pairs to retell the main points of Lara’s article using the pictures as prompts.</p> <ul style="list-style-type: none"> - Paragraph 1: student A - Paragraphs 2-3: student B - Paragraphs 4-6: student A - Paragraph 7: student B
10	Pre-listening	<p>1. “Before you listen” question</p> <p>Ask students the following questions and elicit answers from 2-3 students.</p> <ul style="list-style-type: none"> ☞ How many T-shirts did you buy last year? ☞ How many T-shirts did you throw away? ☞ How can we use old clothes effectively? <p>This is the “Before You Listen” question from the textbook. Gloss the question in Japanese. Students think – pair – share their ideas in Japanese.</p>

		<p>2. Set context and first-listening questions</p> <p>Point to the picture on page 18 and ask “Who’s this? What’s she doing?” Elicit that it is Lara, and she’s listening to the radio.</p> <p>☞ That’s right. Lara is listening to the radio, and a commercial comes on. We’re going to listen to the commercial. Listen and find out: What is this commercial for? You already know it’s something to do with clothes, but let’s find out who made the commercial.</p>
15	Listening	<p>1. First listening</p> <p>Students listen, and think – pair – share their answers to the first-listening questions. Establish that the commercial was made by clothes4happiness, a charity.</p> <p>2. Second listening</p> <p>Ask students to look at the comprehension questions on page 18. Check their understanding of the questions – in particular, it might be worth checking <i>collect</i> (集める, not <i>correct</i>).</p> <p>Ask students to answer the questions as they listen a second time.</p> <p>Students compare their answers with a partner.</p> <p>3. Third listening</p> <p>Ask students to read the script on page 159 as they listen again. Get them to underline the evidence for their answers. Check with the whole class, asking students to justify their answers, based on the parts of the script they underlined.</p>
5	Reflection Question	<p>1. Reflection question</p> <p>Ask students to look at the reflection question on page 18.</p> <p>Students think about their own answers then share in pairs, groups of 4, and then with the whole class.</p> <p>2. Personal reaction</p> <p>Students think about this for homework.</p>
10	Homework	<p>1. Vocabulary list for next lesson</p> <p>Ask students to look at the New Words and Phrases for Reading 2 on page 140. Introduce the words, highlighting syllable stress and sound-spelling patterns that students may find tricky.</p> <p><u>Suggested sound-spelling patterns:</u></p> <p><i>sticky, surprisingly</i>: /i/ sound is spelled with ‘y’</p> <p><i>supply</i>: /aɪ/ is spelled with ‘y’</p> <p><i>researcher</i>: /ə:r/ is spelled with the pattern “ear” (the same as in <u>earth</u>)</p> <p>Remind students of self-study techniques if necessary (see Period 1).</p> <p>2. Students study the vocabulary list for homework.</p>

7 時間目

Reading 2: Reading for comprehension (p. 19) → Introduction to unit activity (p. 20)

Time (min.)	Stage	Procedure
5	Vocabulary Review	<p>Vocabulary review game</p> <p>Review the vocabulary students studied for homework by playing a vocabulary review game such as “Backs to the board” or “Pictionary” (students take turns to draw a picture representing one of the vocabulary items; their partner guesses the word).</p>
10	Pre-reading	<p>1. Raise interest</p> <p>Show picture of <i>natto</i> (e.g. the one on page 19) and elicit what it is. Ask students if they like <i>natto</i>, choosing a couple of students from pro- and anti-<i>natto</i> camps and asking why they like / don't like it, accepting answers in Japanese and recasting into English if necessary.</p> <p>You could also do this as a think-pair-share activity.</p> <p>Show pictures of desertification – e.g. pairs of pictures from 1960 and 2020 showing the expansion of the Sahara, or the picture showing sand dunes on the edge of the Gobi Desert threatening to overwhelm farmland – and explain what is happening (this is one of the words in the homework wordlist).</p> <p>2. Set context</p> <p>Show the article on page 19.</p> <p>☞ Lara is reading a science magazine. She finds an article about desertification and <i>natto</i>. What's the title of the article? (= Can <i>Natto</i> Save the World?)</p> <p>Ask students what they think the connection between <i>natto</i> and desertification might be (think – pair – share).</p> <p>Elicit 2-3 ideas from students in Japanese.</p>
10	Reading comprehension	<p>1. First reading</p> <p>☞ <i>Natto</i> can help stop desertification. We're going to read the article and find out how. Look at question 1. You have three options: a) <i>Natto</i> gel... [read the options]</p> <p>☞ Read the article by yourself and find the answer to question 1. Underline the parts of the text that helped you find the answer.</p> <p>Give students a few minutes to read and find the answer then ask them to compare ideas in pairs. Elicit the answer and where students found the answer in the text. Clear up any misunderstandings (e.g. a. is also indirectly true, but it's not the gel that helps seeds to grow, it's the powder made from the gel).</p> <p>2. Second reading</p> <p>Ask students to look at the pictures in question 2 and elicit what they can see in each of the pictures.</p> <p>Students read the text again and answer question 2 (think – pair – share).</p> <p>Clear up any misunderstandings and answer any questions students have.</p>

5	<p>Reflection Question</p> <p>Personal Reaction</p>	<p>1. Reflection question Students think – pair – share their answers.</p> <p>2. Personal reaction Students think – pair – share their answers.</p>
20	Unit activity	<p>1. Introduce unit activity (Step 1)</p> <p>☞ Next lesson, you're going to make a presentation about what happens around the world in one second. First, you're going to make a quiz to tell your classmates about what happens in one second. Then, you're going to react to the content of the quiz. Let's look at an example.</p> <p>Show the opening screen of the video for the model quiz on page 20.</p> <p>☞ This is Lara's friend, Takeru (point and introduce the speaker) and this is his quiz (point to the three options and show that he's using the same format as the quiz at the start of the unit).</p> <p>☞ What's the topic of Takeru's presentation? Listen and find out.</p> <p>Play video to 00:12 ("...used in Japan every second?"). Elicit the topic (paper use in Japan) and the key question (How many notebooks' worth of paper is used in Japan every second?), playing again if necessary.</p> <p>Play the rest of the video, stopping again at 00:37 (after "What do you think?") and elicit guesses from 2-3 students before continuing with the rest of the video.</p> <p>2. Step 2</p> <p>Ask students to look at the transcript of Takeru's presentation on page 20 and underline the key question (How many...?)</p> <p>Ask students to think of their own topic and phrase it as a question, and write it on page 20 under STEP 2.</p> <ul style="list-style-type: none"> - Tell students they don't need to know the answer now, as they will research it for homework. - If students need more support with thinking of their own question, they can do this in pairs. In the following lesson, members of each pair can present in different groups to preserve the information gap for all members of the group. <p>3. Step 3</p> <p>Go through the useful phrases function by function, asking students to underline the phrases in Takeru's script. Note, for each function (the functions are in the purple column on the left of the table - <i>Introduce your presentation, Read the question, etc.</i>) there are two useful phrases: Takeru uses the first one; the second is an alternative students can also use.</p> <p>Point out the "extra" bits in the script (i.e. where there is no underlining) where Takeru:</p> <ul style="list-style-type: none"> - gives examples ("By paper, I mean...") - adds information about why the topic he has chosen is a problem ("We need to..."). <p>4. Step 4</p> <p>Students research the answer to their quiz question and write a draft of their presentation for homework on page 21, following the model on page 20 and selecting from the bank of useful phrases.</p>

8 時間目

Unit activity, unit reflection

Time (min.)	Stage	Procedure
10	Introduction	<p>1. Good and bad models</p> <p>Remind students that today they are going to be making presentations about what happens around the world in one second.</p> <ul style="list-style-type: none"> ☞ Let's watch Takeru's presentation again. (Show video again.) ☞ Takeru did a very good job. Now look at my presentation. What's wrong? What can I do better? Please give me some advice. <p>Demonstrate a "bad" model where you</p> <ul style="list-style-type: none"> - talk quietly - sometimes talk too quickly - don't look at your audience - sometimes read from your notes, obscuring your face, etc. <p>Use either the same script as Takeru, or the alternative example below – or make your own.</p> <p>Students think – pair – share advice to give you about how to improve your presentation.</p> <p><u>Alternative "bad" model</u></p> <p><i>Hello everyone. Let me tell you about clothes. First, try to answer this question. How many pieces of clothing are thrown away around the world every second? Here are three choices: a, 51; b, 81; or c, 101. What do you think? The answer is c, 101. About 101 pieces of clothing are thrown away in one second around the world. Did this surprise you? We need to stop wasting clothes and donate them to people in need. Thank you.</i></p> <p>2. Step 5</p> <p>Use Step 5 (page 21) to consolidate the advice students have just given you. It may also be worth modelling how students can refer to their notes when they need to, but without continually reading from them or holding them in front of their face.</p>
10	Individual rehearsal	<p>Students practise giving their presentation.</p> <p>Encourage all students to do this aloud rather than silently. Monitor and assist any students that are having difficulties.</p> <p>Give all students a sheet of blank paper / ask them to use a page in their notebooks as a blackboard – they should write their three quiz options on this before doing their presentation.</p>
20	Presentation	<p>1. Present in groups</p> <p>Put students in groups of four and ask for a volunteer / nominate one student in each group to go first. Students take turns to deliver their presentation, with other students listening and responding to the quiz question.</p> <p>If helpful, students could give each other brief feedback after the presentation related to how well they did the items on the Step 5 checklist.</p>



		<p>2. Extension</p> <p>If possible, mix groups up and get students to do their presentations in new groups. This gives them the chance to make use of any feedback they got from peers or the teacher in round 1.</p> <p>Finally, you may want to ask 2-3 students up to give their presentation to the whole class.</p> <p>Congratulate students and give any final whole-class feedback with points to bear in mind for next time as necessary.</p>
10	Unit reflection	<p>Unit reflection</p> <p>Students think – pair (or group of four) – share the unit reflection question.</p> <p>Students could also write a short paragraph in answer to the unit reflection question for homework.</p>