

## ～教員の英語使用により生徒の言語活動を促進する学習指導案～

- 1 対象科目 : 英語 I
- 2 使用教科書 : Big Dipper English I (SUKEN SHUPPAN)
- 3 使用教材 : Lesson 4 Animal Therapy
- 4 時間配当 : 4 時間
  - 第1時 part 1 (p. 40～41)
  - 第2時 part 2 (p. 42～43)
  - 第3時 part 3 (p. 44～45)
  - 第4時 Further Activity

### 5 教材観

セラピー犬とお年寄りたちとの交流を中心に、多くの動物が人間を助ける力をもつことを描いている。盲導犬、介助犬などが社会に広く認知されるようになり、生徒にとっては比較的 background 知識が豊富な内容であるが、日本では馴染みの薄い事例などを知り、同時に、高齢化社会の進展などについても考えることのできる内容である。

### 6 指導観

生徒の英語による「聴く・話す・読む・書く」活動を最大限に引き出しながら、要点確認に的を絞ったタスク活動に取り組むことにより、和訳を介さない英文理解に導きたい。そのため、教員の指示等も原則英語で行うことを目指す。

### 7 指導案作成の留意点

- (1) 「聴く・話す・読む・書く」という生徒の英語による言語活動の機会をできるだけ多く取り入れ、生徒の能動的な活動への積極性を養う。
- (2) 生徒が意味・内容を確実に理解できるよう、多様なタスク活動を取り入れる。
- (3) 文構造や文法事項を効果的な例文の提示やタスク活動により理解させる。
- (4) 教材内容に関連したトピックを用いて、英語によるディスカッションや英作文活動を取り入れ、教材理解の深化とアウトプット活動の充実を図る。

### 8 この課における指導目標

- (1) 英語による説明を聴き、英文を読むことを通して、動物療法の具体例と具体的効能について知る。
- (2) 重要な語句や表現を理解し、それらを用いて自分の意見を英語で書き、話す。
- (3) ペアワークやグループワークにおいて、英語を用いて対話活動を行う。
- (4) 文構造及び文法事項について理解を深め、英文読解や英作文の際に使えるようになる。

### 9 本課の指導における評価規準

A 関心・意欲・態度	B 外国語表現の能力	C 外国語理解の能力	D 知識・理解
相づちを打ったり、相手に聞き返すなどしながら、積極的にペアやグループ活動に取り組んでいる。	① 正しい強勢、イントネーション、区切りを用いて、適切な音声や明瞭さで、音読している。 ② 語句や表現の知識を活用して、自らに対する発話に应答したり、自分の意見をまとまりよく話したり、書いたりしている。	① 聞き取るべきポイントを意識して、話し手の意向や内容の要点を聞き取ることができる。 ② 語句や表現の知識を活用して、読み取るべきポイントを把握することができる。	① 本課で学習した語句の発音、語句や文構造に関する知識を身に付けている。 ② 動物療法の具体的事例とその有用性・必要性について理解している。

### 10 学習展開例 (第1時案)

過程	教員の活動	生徒の活動	指導上の留意点	評価の観点・方法	時間
導入	○オーラルイントロダクションを行う。 (手順) 1 聴きながらワークシートに解答してもよいことを伝え、2度行う。 2 終了後、Q&Aの解答を確認させ、理解を確かめる。	●オーラルイントロダクションを聴き、学習内容の要点を知る。 1 オーラルイントロダクションを聴きながら、教員の発問に答える。 2 Q&Aに解答し、終了後、理解内容を確認する。	□教員が一方向的に話すのではなく、生徒とのインタラクションを図りながら行う。 □教員は適宜キーワードを板書する。 ※ワークシート【A】部分使用	B②・活動の観察 C①・活動の観察	5分
	○新出語句の導入と確認を行う。 (手順) 1 新出語句を範読 (又は再生) する。 2 ワークシートにより意味を確認	●新出語句の意味を知る。 1 教員 (又は吹き込み音声) の後に続いて音読する。 2 ワークシートにより意味を確認する。 3 ペアになり、意味から英単	□ワークシートは本時の前に配布しておく、【B】について予習させておく。	A・活動の観	5

展	認させる。 3 ペアワークで、読みの練習と意味の定着を図る。	語、定義から英単語、英単語から意味を答えられるように出題しあう。	※ワークシート【B】部分使用	察 B①・活動の観察	分
	○内容理解を図る。 (手順) 1 各段落を2分でスキヤニングさせ、ワークシートの段落ごとの質問に答えさせる。 (※2時：各段落を2分でスキヤニングさせ、段落ごとにワークシートの英文を完成させる。) 2 英文の流れに沿い、説明を加えながら解答の確認を行う。	●内容を理解する。 1 各段落を2分でスキヤニングし、ワークシートの段落ごとの質問に答える。 (※2時：各段落を2分でスキヤニングし、段落ごとにワークシートの英文を完成する。) 2 説明を聴き、教員の発問に答えながら解答を確認する。	□英文の流れに沿い、Q&A、T/F、選択問題など形式にとられない問題を作成する。 □重要文法事項や難解な部分では生徒の様子を見ながら、必要に応じて日本語による説明も与える。 ※ワークシート【C】部分使用	C②・活動の観察、ワークシートの点検	20分
開	○音読により内容を確認させる。 (手順) 1 英文全体をフレーズごとに範読(又は再生)する。 2 1回目はワークシートの左側、2回目は右側を使って、英文をフレーズごとに読み、生徒にリピートさせる。 3 ペアワークで、ワークシートの右面を使い、内容を確認しながら、交互に音読させる。	●音読により内容を確認する。 1 教員(又は吹き込み音声)の音読を聴く。 2 教員(又は吹き込み音声)に続いて、1回目シートの左側、2回目は右側を使って、フレーズごとに音読する。 3 ペアワークで、ワークシートの右面を使い、内容を確認しながら、交互に音読する。	□フレーズリーディングシートを作成する。 □フレーズ読みをしながら、内容を考えさせる。  ※ワークシート【D】部分使用	B①・活動の観察	10分
	○要点を整理し、内容理解を強化する。 (手順) 1 英文をフレーズごとに読み、生徒にシートを見ずにリピートさせる。 2 要約文を完成させる。 (※2時：要約図を完成させる。) (※3時：T/F Questionsに解答させる。) 3 学習した文法事項を用いて英文を作らせる。 4 ペアワークで解答を確認させ合い、その後解答を与える。	●要点を理解し、内容理解を深める。 1 教員(又は吹き込み音声)に続いて、シートを見ずにフレーズごとに音読する。 2 要約文の完成に取り組む。 (※2時：要約図を完成する。) (※3時：T/F Questionsに解答する。) 3 学習した文法事項を用いて英文を作る。 4 ペアワークで交互に解答を確認し合い、教員の説明で最終確認する。	□フレーズリーディングの際には、リード&ルックアップ方式で行う。  ※ワークシート【E】、【F】部分使用	B①・活動の観察 D①、②・ワークシートの点検	10分

※第2時、第3時の活動については、イタリック体で記載している。

## 11 指導上の留意点

### (1) 導入に関する留意点

ア 当該パートについて、キーワードとなる語句や事実を、可能な限り既習の語句を用いて生徒が理解しやすい単文の文章で導入する。各レッスンの最初の授業では、当該パートだけでなく、レッスン全体を見渡した内容を盛り込んで良い。

イ オーラルイントロダクションの合間に、適宜生徒とのインタラクションを図るQ&Aを盛り込むように努める。

ウ オーラルイントロダクションの前に、Q&Aシートを配布することにより聞き取るべきポイントをあらかじめ示す。

(オーラルイントロダクション英文)

Have you ever heard the word, "Therapy"? Maybe you have heard of "Aroma Therapy." "Aroma" means "smell" and "therapy" means "a way of making sick people well". "Aroma Therapy" is a way of making sick people feel better by using good smells.

In "Animal Therapy", the title of this lesson, some animals, such as dogs, cats, rabbits and dolphins, help people feel better. This lesson shows how animals can help people.

In part 1, you will learn about a therapy dog whose name is Oso.

ワークシート【A】部分

◇ Listen to the instructor's Oral Introduction and fill in the blanks.

1. What is "therapy"?  
- Therapy is a ( way ) of making ( sick ) people well.
2. What is "therapy" in Japanese ?  
- "Therapy" is ( 治療法 ) in Japanese.
3. Can animals help people feel better?  
- ( Yes ), they ( can ).
4. Who is Oso?  
- Oso is a ( therapy ) ( dog ).

(オーラルイントロダクション中の生徒とのインタラクション例)

1. Have you ever heard "therapy, ( Student's name )?"
2. Have you ever heard "Aroma, ( Student's name )?"
3. Do you have any pets, ( Student's name )?"
4. Do you feel relaxed when you are with your pet, ( Student's name )?"

## (2) 展開に関する留意点

### ア 新出語句の確認

- (ア) 意味確認シートについては、授業で扱う以前に前もって配布し予習させておく。必要なら日本語で意味を書くように指導する。
- (イ) 抽象概念等を表す複雑な語句は日本語による確認を行う。
- (ウ) 生徒は、それぞれの新出語句に当てはまる定義を選ぶ。

ワークシート【B】部分

◇ Choose the appropriate definition of each word and phrase, from a) to i), and write their meanings in Japanese if necessary.			
	Words & Phrases	Definition	Meaning
1	Spanish	n	
2	mix	v	
3	put on ~	ph	
4	visor	n	
5	nursing home	n	
6	lap	n	
7	pet	v	
8	feel frustrated	ph	
9	straydog	n	

- a) the language spoken in Spain
- b) a small, private hospital where old people live and are cared for
- c) the top part of your legs that forms a flat surface when you are sitting down
- d) a combination of different things or people
- e) to touch or move your hand gently over an animal or a child in a kind and loving way
- f) to wear clothes, a hat or glasses
- g) to feel annoyed, uneasy, and impatient
- h) a curved piece of plastic, etc. worn on the head to protect eyes from the sun
- i) a dog that has no home, is away from home, or lost

### イ 内容理解指導

- (ア) 内容を理解するうえで重要な部分の確認をQ&Aや文章完成などのタスク活動により行う。
- (イ) 設問では、答えの冒頭を予め与えておくなどして、答え方の形式にとらわれず内容の要点を答えられるように工夫する。

ワークシート【C】部分

◇ Answer the following questions.	
<b>【1st paragraph】</b>	
1. Why does Oso love to take a bath?	- Because he ( ).
2. What is "something good" to Oso?	- It is ( ).
<b>【2nd paragraph】</b>	
3. When an old lady calls Oso, what does he do?	- He ( ).
4. Does she like to stay with Oso?	- ( ), she ( ).
<b>【3rd paragraph】</b>	
5. Do the old people feel happy when other people don't understand them?	- ( ), they ( ).
6. Can Oso understand the feelings of the old people?	- ( ), he ( ).
7. Do the old people in the nursing home feel frustrated when they are with Oso?	- ( ), they ( ).

8. What is "this problem" in the sentence ⑮?  
 - It is ( ).
9. Has Oso been a therapy dog ever since he was born?  
 - ( ), he ( ).

### ウ 音読指導

- (7) フレーズリーディングシート作成にあたっては、7 ± 2 音節の単位と関係詞、接続詞、間接疑問詞、準動詞、前置詞句、文末の副詞（句）の前、長い主部、文頭の副詞（句）の後を意識しながら、自然な意味のまとまりになるように区切る。
- (4) 重要部分や難解部分をあらかじめ太字で示しておく。

### ワークシート【D】部分

① This dog is Oso. //	① This (d ) is Oso. //
② Oso means "bear" in Spanish, / but he lives in the USA. //	② Oso means "bear" in (S ), / but he (l ) in the USA. //
③ He is a large, black, terrier mix. //	③ He is a large, black, terrier (m ). //
④ Oso loves to take a bath / because he knows something good happens / after it. //	④ Oso loves to take a (b ) / because he knows something (g ) happens / (a ) it. //
⑤ He puts on a visor or neckerchief, / and visits a nursing home. //	⑤ He puts (o ) a visor or neckerchief, / and visits a ( n ) home. //
⑥ When Oso goes into the room, / he sees a group of people. //	⑥ When Oso goes into the room, / he sees a (g ) of people. //
⑦ An old lady calls him. //	⑦ An old (l ) calls him. //
⑧ He goes to her. //	⑧ He (g ) to her. //
⑨ He puts his head on her lap. //	⑨ He puts his head on her (l ). //
⑩ She pets him and talks to him. //	⑩ She (p ) him and talks to him. //
⑪ She says, / "I enjoy meeting Oso so much. //	⑪ She says, / "I enjoy (m ) Oso so much. //
⑫ I want him to stay longer. //	⑫ I want him (t ) stay longer. //
⑬ I want him to come more often." //	⑬ I want him (t ) come more often." //
⑭ Some old people feel frustrated / when they are not understood / by other people. //	⑭ Some old people feel (f ) / when they are not (u ) / by other people. //
⑮ However, / they do not have this problem / with Oso. //	⑮ However, / they do not have this (p ) / (w ) Oso. //
⑯ Oso can understand their feelings / without words. //	⑯ Oso can understand their (f ) / (w ) words. //
⑰ Once he was a straydog, / but now he is helping people. //	⑰ Once he was a s( ), / but now he is (h ) people. //

### エ まとめに関する留意点

- (7) 内容上のキーワード、定着させたい文法事項などを含んだ部分を答えさせるように作成する。
- (4) 和文英訳により、定着させたい文法事項の理解を再確認する。

### ワークシート【E】部分

◇ Complete this summary by filling the blanks with appropriate words. Oso was once a ( 1 straydog ), but now he is helping ( 2 old ) people in the ( 3 USA ). Oso loves to take a bath because he knows he can go to a ( 4 nursing ) home after it. Some old people feel frustrated when they are not ( 5 understood ) by other people, but Oso can understand their ( 6 feelings ). An old lady ( 7 enjoys ) meeting Oso so much that she wants him ( 8 to ) visit her more often.
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### ワークシート【F】部分

◇ Put the Japanese sentences below into English. ① 僕たちは、彼女にパーティーに来てもらいたい。 I ( ) ( ) ( ) ( ) to our party. ② 医者、父にお酒をやめるように忠告した。 The doctor ( ) ( ) ( ) ( ) drinking.
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## 12 学習展開例（第4時案）

過程	教員の活動	生徒の活動	指導上の留意点	評価の観点・方法	時間
導入	<p>○センテンス・リプロダクションを行うことにより、レッスン全体の概要を振り返らせるとともに、文法項目の理解を確認する。</p> <p>（手順）</p> <p>1 ワークシートを配布する。</p> <p>2 ペアになり、交互にキーワードを与えさせ、英文を口頭で作成させる。</p>	<p>●センテンス・リプロダクションを行うことにより、レッスン全体の概要を振り返り、文法項目の確認をする。</p> <p>1 ペアになり、交互にキーワードを与えながら、英文を口頭で作成する。</p>	<p>□偶数番号のキーワードが与えられたシート、奇数番号のキーワードが与えられたシートを2種類作成し、各ペアで異なるシートを使用する。</p> <p>※ワークシート【A】部分使用</p>	<p>A・活動の観察</p> <p>B②・活動の観察、ワーク</p>	10分
展開	<p>○レッスン内容に関連したトピックを利用して「書く」活動を行わせる。</p> <p>（手順）</p> <p>1 トピックについて、自分の意見とその理由を英語で書かせる。</p>	<p>●レッスン内容に関連したトピックについて「書く」活動を行う。</p> <p>1 トピックについて、自分の意見とその理由を英語で書く。</p>	<p>※ワークシート【B】部分使用</p>	<p>B②・ワークシートの点検</p>	5分
	<p>○レッスン内容に関連したトピックを利用して「話す・聴く・書く」活動を行わせる。</p> <p>（手順）</p> <p>1 ペアになり、互いの意見を発表し、書き留めさせる。</p> <p>2 2ペアで1グループを作らせ、グループのメンバーの意見を発表し、書き留めさせる。</p> <p>3 各グループ内で、それぞれの意見を説得力の観点から順位付けさせる。</p>	<p>●レッスン内容に関連したトピックを利用して「話す・聴く・書く」活動を行う。</p> <p>1 ペアになり、互いの意見を発表し、書き留める。</p> <p>2 2ペアで1グループになり、それぞれの意見を発表し、書き留める。</p> <p>3 各グループ内で、それぞれの意見を説得力の観点から順位付けする。</p>	<p>※ワークシート【C】、【D】部分使用</p>	<p>A・活動の観察</p> <p>B①・活動の観察、ワークシートの点検</p>	25分
まとめ	<p>○レッスン内容に関連したトピックを利用して「話す・聴く・書く」活動を行わせ、学習内容の理解を深める。</p> <p>（手順）</p> <p>1 各グループの意見を1つ、クラス全体に発表させ、他のグループの生徒には書き留めさせる。</p>	<p>●レッスン内容に関連したトピックを利用して「話す・聴く・書く」活動を行い、学習内容を深める。</p> <p>1 各グループの意見を1つ、クラス全体に発表し、他のグループの生徒は聴き、書き留める。</p>	<p>□クラス全体に発表させる意見は、誰が発表者になるかという緊張感をもたせるため、各グループの中の最も説得力のある意見だけに偏らないように留意する。</p> <p>□クラス全体に発表させる人数は時間に応じて適宜調整する。</p> <p>※ワークシート【E】部分使用</p>	<p>A・活動の観察</p> <p>B①・活動の観察</p> <p>C①・活動の観察、ワークシートの点検</p> <p>D①、②・活動の観察</p>	10分



## ~Teaching Plan to Promote Student Activity through an Instructors' Active Use of English~

- 1 **Subject** : English I  
 2 **Textbook** : Big Dipper English I (SUKEN SHUPPAN)  
 3 **Target Unit** : Lesson 4 Animal Therapy  
 4 **Allotment** : 4 periods  
     1st period, part 1 (p.40~41)  
     2nd period, part 2 (p.42~43)  
     3rd period, part 3 (p.44~45)  
     4th period, Further Activity

### 5 **Unit Overview** :

This unit introduces the healing power many animals have on human beings. The main episode is about a therapy dog that helps old people in a nursing home physically and mentally. As guide dogs and nursing dogs have become known and recognized more widely in society, students may already know something about them. However, they will become more familiar with other examples of animal therapy and also consider the problems of aging society.

### 6 **Instruction Overview** :

The use of various kinds of activities will enable students to understand the content directly in English. Instructors will provide as many opportunities as possible for students to exercise their English without Japanese translation.

### 7 **Priorities** :

- (1) giving the students as many opportunities as possible for "listening to, speaking, reading, and writing" English and encouraging their active participation
- (2) making use of various types of reading methods and activities to support students' direct comprehension of the passages
- (3) making effective use of sample sentences and activities to present complicated sentence structures and grammar
- (4) having students try discussing or writing compositions in English on related topics at the end of the unit

### 8 **Objectives** :

- (1) to familiarize students with some examples and effects of animal therapy through reading the text and listening to English explanations
- (2) to have students express their own opinions in English utilizing new, important words and phrases
- (3) to have students foster positive attitudes toward interactive communication in English through pair and group work
- (4) to enable students to apply their knowledge of the target sentence structures and grammar to reading and writing in English

### 9 **Evaluation Criteria**

A Interest, willingness, and attitude	B Ability to express oneself	C Ability to understand	D Knowledge and comprehension
To cooperate with partners or other students in pairs or groups by asking questions in conversation or by supporting another's argument	① To be able to read the passage with appropriate stress, intonation, and syllables in a loud and clear voice ② To be able to respond and react naturally and express his/her own idea and opinions clearly in English	① To be able to understand the main idea of what the instructor and other students say in English and to respond and react appropriately ② To be able to understand the content of the text by knowing the vocabulary and expressions used	① To understand essential vocabulary and expressions and be able to put them into use ② To be familiar with some examples of animal therapy and to identify its effect and worth

### 10 **1st period Teaching Procedure**

Process	Instructor	Students	Focus/Preparation	Evaluation Perspectives and Methods	Time
Warm-Up and Introduction	○ Give the oral introduction of the passage (procedure in detail) 1 Tell students they may answer the questions on the worksheet while listening, and give a brief outline of the passage twice 2 Have students answer the questions, and check their answers	● Listen to the instructor's oral introduction and understand the lesson's goals 1 Listen to instructor's oral introduction and answer their questions 2 Answer the worksheet questions and check the answers	<input type="checkbox"/> Try to have as much interaction as possible with students <input type="checkbox"/> Write down key words and phrases on the blackboard to assist students' comprehension  ※ Use part 【A】 on the worksheet <input type="checkbox"/> Give the worksheet	B ②-Observation C ①-Observation	5 min.
	○ Introduce new words	● Learn the			

Presentation of new words and phrases	<p>and phrases (procedure in detail)</p> <p>1 Read the new words and phrases aloud</p> <p>2 Have students answer part 【A】 and check their answers</p> <p>3 Have students practice pronunciation of the words and phrases in pairs</p>	<p>pronunciation and meanings of new words and phrases</p> <p>1 Repeat the new words and phrases aloud after the instructor</p> <p>2 Answer part 【A】 to check meanings</p> <p>3 Practice the pronunciation of new words and phrases and familiarize themselves with their meanings in pairs</p>	<p>to students in advance, and have students try part 【B】 on the worksheet in advance</p> <p>※ Use part 【B】 on the worksheet</p>	<p>A-Observation B ①-Observation</p>	<p>5 min.</p>
Content comprehension	<p>○ Have students comprehend the content of the passage (procedure in detail)</p> <p>1 Have students scan each paragraph for 2 minutes then answer the questions on the worksheet <i>(the 2nd period: Have students scan each paragraph for 2 minutes then complete the sentences on the worksheet)</i></p> <p>2 Explain the points of the passage and have students check their answers</p>	<p>● Understand the content</p> <p>1 Scan each paragraph for 2 minutes then answer the questions on the worksheet <i>(the 2nd period: Scan each paragraph for 2 minutes then complete the sentences on the worksheet)</i></p> <p>2 Listen to the instructor's explanation, and check their answers</p>	<p>□ Prepare some questions and summaries to support the students' comprehension of the passage</p> <p>□ Make effective use of Japanese explanation of the complicated structures and grammatical points</p> <p>※ Use part 【C】 on the worksheet</p>	<p>C ②-Observation, Checking the worksheets</p>	<p>20 min.</p>
Reading activity	<p>○ Have students listen to the passage and read it aloud (procedure in detail)</p> <p>1 Read the entire passage phrase by phrase aloud</p> <p>2 Have students repeat all the sentences phrase by phrase aloud, left side first, then the right side</p> <p>3 Have students read the passage in pairs using the right side on the worksheet by turns</p>	<p>● Listen to the passage and read it aloud</p> <p>1 Listen to the instructor's reading of the passage</p> <p>2 Repeat all the sentences phrase by phrase aloud, left side first, then the right side</p> <p>3 Read the passage in pairs using the right side on the worksheet by turns</p>	<p>□ Prepare the phrase reading draft</p> <p>□ Have students try to comprehend the content while reading the passage phrase by phrase</p> <p>※ Use part 【D】 on the worksheet</p>	<p>B ①-Observation</p>	<p>10 min.</p>
Consolidation	<p>○ Make sure of, and consolidate students' understanding of the content (procedure in detail)</p> <p>1 Read the passage phrase by phrase aloud and have students repeat it without looking at the worksheet</p> <p>2 Have students complete the passage summary on the worksheet, part 【E】 <i>(※ the 2nd period: Have students complete the summary chart of the passage on the worksheet, part 【E】 )</i> <i>(※ the 3rd period: Have</i></p>	<p>● Understand the deeper meaning of the passage</p> <p>1 Repeat the passage, phrase by phrase, aloud after the instructor without looking at the worksheet</p> <p>2 Complete the summary of the passage on the worksheet, part 【E】 <i>(※ the 2nd period: Complete the summary chart of the passage on the worksheet, part 【E】 )</i> <i>(※ the 3rd period: Have</i></p>	<p>□ Have students read the passage, phrase by phrase, in read &amp; look-up style</p>		<p>10 min.</p>



<i>students answer the T/F questions of the passage on the worksheet, part 【E】 )</i>	<i>Answer the T/F questions of the passage on the worksheet, part 【E】 )</i>	※ Use part 【E】 on the worksheet	
3 Have students compose English sentences using the target grammatical points	3 compose English sentences using the target grammatical points		
4 Have students check their answers by working in pairs and give the right answers	4 Check their answers by working in pairs and listening to the instructor's explanation		B ①-Observation D ①、② -Checking the worksheets

※ Activities for the 2nd and 3rd periods are printed in italics.

## 11 Instruction Notes

### (1) Introduction

- Give the introduction of each part, including the key words and phrases, by using simple words and phrases to help students understand their meaning. As for the first part of each lesson, the contents of the whole lesson can be included.
- Give opportunities for oral interaction between the instructor and each student.
- Distribute the worksheet in advance, before the oral introduction, so students will know the points to listen for.

(Part 1 example oral introduction.)

Have you ever heard the word, "Therapy"? Maybe you have heard of "Aroma Therapy." "Aroma" means "smell" and "therapy" means "a way of making sick people well". "Aroma Therapy" is a way of making sick people feel better by using good smells.

In "Animal Therapy", the title of this lesson, some animals, such as dogs, cats, rabbits and dolphins, help people feel better. This lesson shows how animals can help people.

In part 1, you will learn about a therapy dog whose name is Oso.

### Worksheet part 【A】

◇ Listen to the instructor's Oral Introduction and fill in the blanks.

1. What is "therapy"?  
— Therapy is a ( way ) of making ( sick ) people well.
2. What is "therapy" in Japanese ?  
— "Therapy" is ( *chiryohou* ) in Japanese.
3. Can animals help people feel better?  
— ( Yes ), they ( can ).
4. Who is Oso?  
— Oso is a ( therapy ) ( dog ).

(Example questions on the oral interaction for students)

1. Have you ever heard of "therapy, ( Student's name ) ?
2. Have you ever heard of "Aroma, ( Student's name ) ?
3. Do you have any pets, ( Student's name ) ?
4. Do you feel relaxed when you are with your pet, ( Student's name ) ?

### (2) Main Activity Notes

#### ○ Introduction of new words and phrases

- Distribute the worksheet in advance, and tell the students to complete it before class. Tell them to write meanings in Japanese if necessary.
- Explain complicated words, such as the words with abstract meanings, in Japanese, too.

### Worksheet part 【B】

◇ Choose the appropriate definition of each word and phrase, from a) to i), and write their meanings in Japanese if necessary.

	Words & Phrases		Definition	Meaning
1	Spanish	n		
2	mix	v		
3	put on ~	ph		
4	visor	n		
5	nursing home	n		
6	lap	n		
7	pet	v		
8	feel frustrated	ph		
9	straydog	n		

- a) the language spoken in Spain
- b) a small, private hospital where old people live and are cared for
- c) the top part of your legs that forms a flat surface when you are sitting down
- d) a combination of different things or people
- e) to touch or move your hand gently over an animal or child in a kind and loving way
- f) to wear clothes, a hat or glasses
- g) to feel annoyed, uneasy, and impatient
- h) a curved piece of plastic, etc. worn on the head to protect eyes from the sun
- i) a dog that has no home, is away from home, or lost

## ○ Content Comprehension

- Prepare a simple question form to promote active interaction.
- Avoid questions with answers that could be obtained by copying a part of passage.

### Worksheet part 【C】

◇ Answer the following questions.

#### 【1st paragraph】

1. Why does Oso love to take a bath?  
— Because he ( ).
2. What is "something good" to Oso?  
— It is ( ).

#### 【2nd paragraph】

3. When an old lady calls Oso, what does he do?  
— He ( ).
4. Does she like to stay with Oso?  
— ( ), she ( ).

#### 【3rd paragraph】

5. Do the old people feel happy when other people don't understand them?  
— ( ), they ( ).
6. Can Oso understand the feelings of the old people?  
— ( ), he ( ).
7. Do the old people in the nursing home feel frustrated when they are with Oso?  
— ( ), they ( ).
8. What is "this problem" in the sentence ⑮?  
— It is ( ).
9. Has Oso been a therapy dog ever since he was born?  
— ( ), he ( ).

## ○ Reading Instruction

- Prepare for phrase reading, pay attention to relative pronouns, conjunctives, interrogatives, infinitives, prepositions, adverbs and long subjects, and take care that each phrase has  $7 \pm 2$  syllables.
- Show important points in bold letters.

### Worksheet part 【D】

① This dog is Oso. //	① This (d ) is Oso. //
② Oso means "bear" in Spanish, / but he lives in the USA. //	② Oso means "bear" in (S ), / but he (l ) in the USA. //
③ He is a large, black, terrier mix. //	③ He is a large, black, terrier (m ) . //
④ Oso loves to take a bath / because he knows something good happens / after it. //	④ Oso loves to take a (b ) / because he knows something (g ) happens / (a ) it. //
⑤ He puts on a visor or neckerchief, / and visits a nursing home. //	⑤ He puts (o ) a visor or neckerchief, / and visits a ( n ) home. //
⑥ When Oso goes into the room, / he sees a group of people. //	⑥ When Oso goes into the room, / he sees a (g ) of people. //
⑦ An old lady calls him. //	⑦ An old (l ) calls him. //
⑧ He goes to her. //	⑧ He (g ) to her. //
⑨ He puts his head on her lap. //	⑨ He puts his head on her (l ) . //
⑩ She pets him and talks to him. //	⑩ She (p ) him and talks to him. //
⑪ She says, / "I enjoy meeting Oso so much. //	⑪ She says, / "I enjoy (m ) Oso so much. //
⑫ <b>I want him to stay longer.</b> //	⑫ <b>I want him (t ) stay longer.</b> //
⑬ <b>I want him to come more often."</b> //	⑬ <b>I want him (t ) come more often."</b> //
⑭ Some old people feel frustrated / when they are not understood / by other people. //	⑭ Some old people feel (f ) / when they are not (u ) / by other people. //
⑮ However, / they do not have this problem / with Oso. //	⑮ However, / they do not have this (p ) / (w ) Oso. //
⑯ Oso can understand their feelings / without words. //	⑯ Oso can understand their (f ) / (w ) words. //
⑰ Once he was a straydog, / but now he is helping people. //	⑰ Once he was a s( ), / but now he is (h ) people. //

## ○ Consolidation Notes

- Have students answer as many key words and grammatical points as possible.

### Worksheet part 【E】

◇ Complete the summary by filling the blanks with appropriate words.

Oso was once a ( 1 straydog ), but now he is helping ( 2 old ) people in the ( 3 USA ). Oso loves to take a bath because he knows he can go to a ( 4 nursing ) home after it. Some old people feel frustrated when they are not ( 5 understood ) by other people, but Oso can understand their ( 6 feelings ). An old lady ( 7 enjoys ) meeting Oso so much that she wants him ( 8 to ) visit her more often.

## 12 4th period Teaching Procedure

Process	Instructor	Students	Focus/Preparation		Time
Warm-Up and Introduction	<ul style="list-style-type: none"> <li>○ Have students reproduce some sentences to review the entire lesson (procedure in detail)</li> <li>1 Distribute the worksheet</li> <li>2 Have students make pairs and have them give some keywords, and reproduce a sentence using all of the keywords</li> </ul>	<ul style="list-style-type: none"> <li>● Reproduce some sentences and review the whole lesson</li> <li>1 In pairs, one student gives keywords and the other student reproduces a sentence using all of the keywords</li> </ul>	<ul style="list-style-type: none"> <li>□ Prepare two different worksheets and give the different sheets to each pair. On onesheet, key words are given for even numbered questions. On the other sheet, key words are given to odd numbered questions.</li> <li>※ Use part 【A】 on the worksheet</li> </ul>	A-Observation B ②-Observation, Checking the worksheets	10 min.
Pair and group activities	<ul style="list-style-type: none"> <li>○ Have students write about a topic related to the content of the lesson (procedure in detail)</li> <li>1 Have students write their opinions and reasons on a topic in English</li> </ul>	<ul style="list-style-type: none"> <li>● Write about a topic related to the content of the lesson</li> <li>1 write their own opinion and reasons on a topic in English</li> </ul>	<ul style="list-style-type: none"> <li>※ Use part 【B】 on the worksheet</li> </ul>	B ②-Checking the worksheets	5 min.
	<ul style="list-style-type: none"> <li>○ Have students speak, listen to, and write about a topic related to the content of the lesson (procedure in detail)</li> <li>1 Have each student share their own opinion and write down their partner's opinion in pairs</li> <li>2 Have two pairs of students make a group of four students</li> <li>3 Have the students share their opinions and write down the other members' opinions in groups</li> <li>4 Have each group decide whose opinion is the most persuasive</li> </ul>	<ul style="list-style-type: none"> <li>● Speak, listen to, and write about a topic related to the content of the lesson</li> <li>1 Share their own opinion and write down their partner's opinion in pairs</li> <li>2 Two pairs of students make a group of four students</li> <li>3 Share their own opinions and write down the other members' opinions in groups</li> <li>4 Each group decides whose opinion is the most persuasive</li> </ul>	<ul style="list-style-type: none"> <li>※ Use part 【C】 and 【D】 on the worksheet</li> </ul>	A-Observation B ①-Observation, Checking the worksheets	25 min.
Consolidation	<ul style="list-style-type: none"> <li>○ Have the students speak, listen to, and write about a related topic to increase their comprehension of the lesson (procedure in detail)</li> <li>1 Have a member of each group share his/her opinion with the whole class</li> <li>2 Have the other students write down his/her opinion</li> </ul>	<ul style="list-style-type: none"> <li>● Speak, listen to, and write about a related topic to have deeper understanding of the lesson</li> <li>1 A member of each group shares his/her opinion with the entire class</li> <li>2 The other students write down his/her opinion</li> </ul>	<ul style="list-style-type: none"> <li>□ Tell students any member of each group could be chosen to share their opinions and keep students motivated</li> <li>※ Use part 【E】 on the worksheet</li> </ul>	A-Observation B ①-Observation C ①-Observation, Checking the worksheets D ①、②-Observation	10 min.

## Lesson 4 Animal Therapy Part 1

### 【A】 Questions about the Oral Introduction

◇ Listen to the instructor's Oral Introduction and fill in the blanks.

1. What is "therapy"?  
 - Therapy is a (        ) of making (        ) people well.
2. What is "therapy" in Japanese ?  
 - "Therapy" is (        ) in Japanese.
3. Can animals help people feel better?  
 - (        ), they (        ).

### 【B】 Choose the appropriate definition of each word and phrase, from a) to i), and write their meanings in Japanese if necessary.

Words & Phrases			Definition	Meaning
1	Spanish	n		
2	mix	n		
3	put on ~	ph		
4	visor	n		
5	nursing home	n		
6	lap	n		
7	pet	v		
8	feel frustrated	ph		
9	straydog	n		

- a) the language spoken in Spain
- b) a small, private hospital where old people live and are cared for
- c) the top part of your legs that forms a flat surface when you are sitting down
- d) a combination of different things or people
- e) to touch or move your hand gently over an animal or a child in a kind and loving way
- f) to wear clothes, a hat, or glasses
- g) to feel annoyed, uneasy, and impatient
- h) a curved piece of plastic, etc. worn on the head to protect eyes from the sun
- i) a dog that has no home, is away from home, or lost

### 【C】 Questions about the content

◇ Answer the following questions.

**【1st paragraph】**

1. Why does Oso love to take a bath?  
 - Because he (        ).
2. What is "something good" to Oso?  
 - It is (        ).

**【2nd paragraph】**

3. When an old lady calls Oso, what does he do?  
 - He (        ).
4. Does she like to stay with Oso?  
 - (        ), she (        ).

**【3rd paragraph】**

5. Do the old people feel happy when other people don't understand them?  
 - (        ), they (        ).
6. Can Oso understand the feelings of the old people?  
 - (        ), he (        ).
7. Do the old people in the nursing home feel frustrated when they are with Oso?  
 - (        ), they (        ).
8. What is "this problem" in the sentence ⑮?  
 - It is (        ).
9. Has Oso been a therapy dog ever since he was born?  
 - (        ), he (        ).

【D】 Fold the sheet along the ----- line. Repeat all the sentences after the instructor phrase by phrase on the left side first, then the right side.

<p>① This dog is Oso. //</p> <p>② Oso means "bear" in Spanish, / but he lives in the USA. //</p> <p>③ He is a large, black, terrier mix. //</p> <p>④ Oso loves to take a bath / because he knows something good happens / after it. //</p> <p>⑤ He puts on a visor or neckerchief, / and visits a nursing home. //</p>	<p>① This (d ) is Oso. //</p> <p>② Oso means "bear" in (S ), / but he (l ) in the USA. //</p> <p>③ He is a large, black, terrier (m ). //</p> <p>④ Oso loves to take a (b ) / because he knows something (g ) happens / (a ) it. //</p> <p>⑤ He puts (o ) a visor or neckerchief, / and visits a (n ) home. //</p>
<p>⑥ When Oso goes into the room, / he sees a group of people. //</p> <p>⑦ An old lady calls him. //</p> <p>⑧ He goes to her. //</p> <p>⑨ He puts his head on her lap. //</p> <p>⑩ She pets him and talks to him. //</p> <p>⑪ She says, / "I enjoy meeting Oso so much. //</p> <p>⑫ I want him to stay longer. //</p> <p>⑬ I want him to come more often." //</p>	<p>⑥ When Oso goes into the room, / he sees a (g ) of people. //</p> <p>⑦ An old (l ) calls him. //</p> <p>⑧ He (g ) to her. //</p> <p>⑨ He puts his head on her (l ). //</p> <p>⑩ She (p ) him and talks to him. //</p> <p>⑪ She says, / "I enjoy (m ) Oso so much. //</p> <p>⑫ I want him (t ) stay longer. //</p> <p>⑬ I want him (t ) come more often." //</p>
<p>⑭ Some old people feel frustrated / when they are not understood / by other people. //</p> <p>⑮ However, / they do not have this problem / with Oso. //</p> <p>⑯ Oso can understand their feelings / without words. //</p> <p>⑰ Once he was a straydog, / but now he is helping people. //</p>	<p>⑭ Some old people feel (f ) / when they are not (u ) / by other people. //</p> <p>⑮ However, / they do not have this (p ) / (w ) Oso. //</p> <p>⑯ Oso can understand their (f ) / (w ) words. //</p> <p>⑰ Once he was a (s ), / but now he is (h ) people. //</p>

### 【E】 Summary

◇ Complete this summary by filling the blanks with appropriate words.

Oso was once a (1 ), but now he is helping (2 ) people in the (3 ). Oso loves to take a bath because he knows he can go to a (4 ) home after it. Some old people feel frustrated when they are not (5 ) by other people, but Oso can understand their (6 ). An old lady (7 ) meeting Oso so much that she wants him (8 ) visit her more often.

### 【F】 Grammar Points

◇ Put the Japanese sentences below into English.

① 僕たちは、彼女にパーティーに来てもらいたい。

I ( ) ( ) ( ) ( ) ( ) to our party.

② 医者は、父にお酒をやめるように忠告した。

The doctor ( ) ( ) ( ) ( ) ( ) ( )  
drinking.

## Lesson 4 Animal Therapy Part 2

### 【A】 Questions about the Oral Introduction

- ◇ Listen to the instructor's Oral Introduction and fill in the blanks.
1. Do animals make the lives of old people happy?  
— (            ), they (            ).
  2. Do old people feel more stress when they pet animals ?  
— (            ), they (            ).
  3. Do old people feel lonely when they are with animals?  
— (            ), they (            ).

### 【B】 Choose the appropriate definition of each word and phrase, from a) to r), and write their meanings in Japanese if necessary.

Words & Phrases			Definition	Meaning
1	not only (A) but also (B)	ph		
2	thanks to ~	ph		
3	cheerful	adj		
4	resident	n		
5	bored	adj		
6	stressed	adj		
7	pleasure	n		
8	reduce	v		
9	exercise	v		
10	share	v		
11	thought	n		
12	in (A)'s own way	ph		
13	enter	v		
14	physical	adj		
15	ability	n		
16	matter	v		
17	accept	v		
18	moreover	adv		

- a) to cause to take exercise
- b) to make less in size, amount, or price
- c) a feeling of happiness or satisfaction
- d) feeling pressure caused by problems
- e) tired and uninterested
- f) a person who lives in a place
- g) happy and lively
- h) because of
- i) both (A) and (B)
- j) besides, in addition
- k) to take or receive something willingly
- l) to be important
- m) having a skill or power
- n) of or for the body
- o) to come or go into
- p) how (A) likes
- q) something that is created in the mind
- r) to have or use something with others

### 【C】 Content Questions

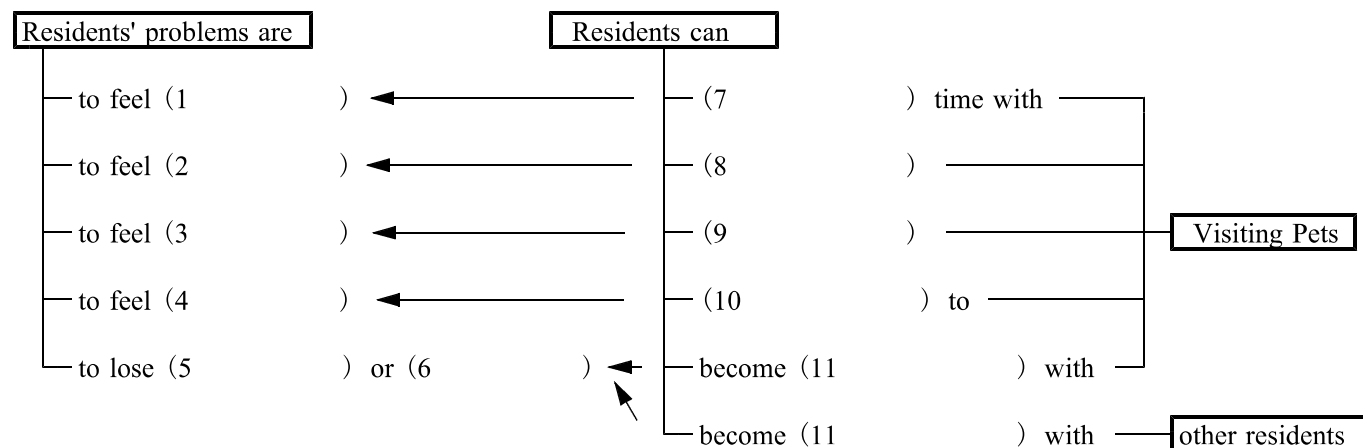
- ◇ Choose the appropriate phrase from a) to h) to fill in each blank.
- 【1st paragraph】**
1. The visiting pets make (            ).
- 【2nd paragraph】**
2. Residents can get (            ).
  3. Residents feel (            ).
  4. Petting animals is (            ).
- 【3rd paragraph】**
5. Residents can talk (            ).
- 【4th paragraph】**
6. People feel (            ).
  7. Age or physical ability is (            ).
  8. Even two strangers can become (            ).
- a) pleasure from spending time with animals.
  - b) the residents' lives more cheerful.
  - c) a good exercise for the hands and arms of the residents.
  - d) to animals and share their feelings.
  - e) friends by talking about a pet together.
  - f) less stress when they are petting animals.
  - g) lonely when they have to leave their family or close friends.
  - h) not important to animals.

【D】Fold the sheet along the ----- line. Repeat all the sentences after the instructor phrase by phrase on the left side first, then the right side.

① Not only dogs but also cats and rabbits / visit nursing homes. //	① Not only dogs (b ) also cats and rabbits / visit nursing homes. //
② Thanks to the visiting pets, / life becomes more cheerful. //	② (T ) to the visiting pets, / life becomes more cheerful. //
③ Residents often feel bored, stressed, and weak. //	③ Residents often feel (b ), stressed, and (w ). //
④ Spending time with the animals / gives them pleasure. //	④ Spending time with the animals / gives them (p ). //
⑤ Petting them reduces their stress. //	⑤ Petting them (r ) their stress. //
⑥ It also exercises hands and arms. //	⑥ It also (e ) hands and arms. //
⑦ Residents do not feel lonely / when they are with the animals. //	⑦ (R ) do not feel lonely / when they are with the animals. //
⑧ They often talk to them / to share their thoughts, feelings, and memories. //	⑧ They often talk to them / to share their (t ), feelings, and (m ). //
⑨ And the animals listen / in their own way. //	⑨ And the animals listen / (i ) their own way. //
⑩ When people enter a nursing home, / they often have to leave their family / or close friends. //	⑩ When people enter a nursing home, / they often have to (l ) their family / or close friends. //
⑪ However, / visiting pets become new friends. //	⑪ (H ), / visiting pets become new friends. //
⑫ Age or physical ability does not matter to them. //	⑫ Age or physical ability does not (m ) to them. //
⑬ They accept people as they are. //	⑬ They accept people (a ) they are. //
⑭ Moreover, / a lot of people can share one animal visit. //	⑭ Moreover, / a lot of people can (s ) one animal visit. //
⑮ Even two strangers can talk about a pet together / and become friends. //	⑮ Even two (s ) can talk about a pet together / and become (f ). //

【E】 Summary

◇ Complete the chart below by filling the blanks with appropriate words.



【F】 Grammar Points

◇ Put the Japanese sentences below into English.

①叔父は、私に釣り竿を買ってくれた。

My uncle ( ) ( ) a ( ) ( r ) .

②その女性は、赤ん坊に子守歌を歌ってやった。

The woman ( ) ( ) ( ) a ( l ) .

## Lesson 4 Animal Therapy Part 3

### 【A】 Questions about the Oral Introduction

◇ Listen to the instructor's Oral Introduction and fill in the blanks.

1. What kind of people do dolphins help?  
– They help people with ( ) problems.
2. What does riding a horse improve?  
– It improves your ( ).
3. Is it possible that our own pet can help other people?  
– ( ), it ( ).

【B】 Choose the appropriate definition of each word and phrase, from a) to j), and write their meanings in Japanese if necessary.

Words & Phrases			Definition	Meaning
1	expert	n		
2	mental	adj		
3	care	n		
4	confidence	n		
5	injured	adj		
6	disabled	adj		
7	rhythmically	adv		
8	sit up	ph		
9	improve	v		
10	make a difference	ph		

- a) unable to use one's body properly
- b) with rhythm
- c) to sit up properly upright
- d) to make better
- e) to have a noticeable effect
- f) a person who has a special skill or knowledge
- g) of the mind
- h) the process of looking after someone or something
- i) a calm feeling based on a strong belief in one's ability
- j) being hurt

### 【C】 Content Questions

◇ Answer the following questions.

**【1st paragraph】**

1. How do dolphins help people with mental problems?  
– They ( ) and ( )
2. Why is riding a horse good for bad legs?  
– Because horses ( ).
3. Why is riding a horse good for your balance?  
– Because we ( ) when we are riding a horse.
4. Do we clearly know the effects of animal therapy?  
– ( ), we ( ).



【D】 Fold the sheet along the ----- line. Repeat all the sentences after the instructor phrase by phrase on the left side first, then the right side.

① Other animals can help people, too. //	① Other ( a ) can help people, too. //
② For example, / experts say / that dolphins help people with mental problems. //	② For example, / ( e ) say / that dolphins help people with ( m ) problems. //
③ They call it "dolphin therapy." //	③ They call it "( d ) therapy." //
④ Dolphins show care toward sick people / and give them confidence. //	④ Dolphins show ( c ) toward sick people / and give them ( c ). //
⑤ We also know / that riding a horse is good / for injured or disabled people. //	⑤ We also know / that ( r ) a horse is good / for ( i ) or ( d ) people. //
⑥ Horses walk rhythmically. //	⑥ Horses walk ( r ). //
⑦ This is good for bad legs. //	⑦ This is good for bad ( l ). //
⑧ And, when you are riding a horse, / you must sit up straight. //	⑧ And, when you are riding a horse, / you must ( s ) up straight. //
⑨ This improves your balance. //	⑨ This ( i ) your balance. //
⑩ We do not yet know / how much we can do / with animal therapy. //	⑩ We do not yet know / how ( m ) we can do / with animal therapy. //
⑪ However, / animals make a big difference. //	⑪ However, / animals make a big ( d ). //
⑫ Maybe / your own pet can help other people, too. //	⑫ Maybe / your own ( p ) can help other people, too. //

### 【E】 Summary

◇ Judge if the following sentence is true or false. If it is false, choose the wrong part and rewrite it.

1. (a) Dolphins can (b) help people who have (c) physical problems.  
【 T / F ( a / b / c ) 】 → ( )
2. Horseback riding is (a) good for bad (b) legs because horses run (c) fast.  
【 T / F ( a / b / c ) 】 → ( )
3. Your (a) balance can (b) improve through horseback riding because you have to sit up (c) straight.  
【 T / F ( a / b / c ) 】 → ( )
4. It (a) is clearly known (b) how effective (c) animal therapy is.  
【 T / F ( a / b / c ) 】 → ( )

### 【F】 Grammar Points

◇ Put the Japanese sentences below into English.

- ① チームメイトは、彼をダル(Daru)と呼んだ。  
His teammates ( ) ( ) ( ).
- ② 一粒のチョコレートは、私を幸せにしてくれる。  
A piece of chocolate ( ) ( ) ( ).

## Lesson 4 Animal Therapy Further Activity

**【A】** Make a sentence that fits the content of Lesson 4, using all the given key words.

Given Key Words		Your Sentence
1	Oso / mix / Spanish	(Expected Sentence) Oso is a black terrier mix, and his name means "bear" in Spanish.
2		
3	Residents / bored / pleasure	Residents often feel bored, but spending time with animals gives them pleasure.
4		
5	dolphins / mental / confidence	Dolphins help people with mental problems and give them confidence.
6		

Given Key Words		Your Sentence
1		
2	lady / nursing home / enjoy	An old lady at the nursing home enjoys meeting Oso very much.
3		
4	people / share / visit	A lot of people can share one animal visit.
5		
6	riding / horse / legs / rhythmically	Riding a horse is good for bad legs because horses walk rhythmically.

**【B】** Pair or group discussion about a related topic

(Your opinion)

Topic	<b>What do you think is the best animal for animal therapy?</b>
I think the best animal for animal therapy is ( ).	
The 1st reason is ( ).	
The 2nd reason is ( ).	
The 3rd reason is ( ).	

**【C】** Pair or group discussion about a related topic

(Your partner's opinion)

Topic	<b>What do you think is the best animal for animal therapy?</b>
( ) thinks the best animal for animal therapy is ( ).	
The 1st reason is ( ).	
The 2nd reason is ( ).	
The 3rd reason is ( ).	

(Other member's opinion)

Topic	<b>What do you think is the best animal for animal therapy?</b>
( )	thinks the best animal for animal therapy is ( ).
The 1st reason is	( ).
The 2nd reason is	( ).
The 3rd reason is	( ).

(Other member's opinion)

Topic	<b>What do you think is the best animal for animal therapy?</b>
( )	thinks the best animal for animal therapy is ( ).
The 1st reason is	( ).
The 2nd reason is	( ).
The 3rd reason is	( ).

【D】 Judge whose opinion is the most persuasive.

most persuasive	2nd most persuasive	3rd most persuasive	least persuasive

【E】 Presenters' opinions

(1st presenter)

Topic	<b>What do you think is the best animal for animal therapy?</b>
( )	thinks the best animal for animal therapy is ( ).
The 1st reason is	( ).
The 2nd reason is	( ).
The 3rd reason is	( ).

(2nd presenter)

Topic	<b>What do you think is the best animal for animal therapy?</b>
( )	thinks the best animal for animal therapy is ( ).
The 1st reason is	( ).
The 2nd reason is	( ).
The 3rd reason is	( ).

(3rd presenter)

Topic	<b>What do you think is the best animal for animal therapy?</b>
( )	thinks the best animal for animal therapy is ( ).
The 1st reason is	( ).
The 2nd reason is	( ).
The 3rd reason is	( ).

(4th presenter)

Topic	<b>What do you think is the best animal for animal therapy?</b>
( )	thinks the best animal for animal therapy is ( ).
The 1st reason is	( ).
The 2nd reason is	( ).
The 3rd reason is	( ).

