

Lesson 1 Title Part1

Grade 3 Class No. Name

資料

1 min. Marathon (Listening & Speaking)

- Have a chat about the topic below with your partner for 1 minute.
- Continue speaking in English for the entire minute, or else the challenge begins again.
- Feel free to change the topic if it is difficult to continue speaking.

Finger-snapping Game (Writing, Listening & Speaking)

- Make a quiz with an original sentence using a target word on the list.
- In this game, snap your fingers whenever you say the target word.
- In pairs, quiz your partner for the correct target word answer.

“What should we do to save the earth? Why do you think so?”

Quiz:

Vocabulary List

1	vocabulary	語彙
2	list	リスト、一覧表
3		
4		
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Dictogloss (Listening & Writing)

- Listen to one short sentence the teacher speaks and write down what you have heard in the note area.
- Share your sentence with partners in your group.
- Listen to the CD again and share your sentence with the class.

~Notes~



TEXT

Information Gap (Reading, Listening & Speaking)

- Answer the questions in your textbook without looking at this sheet.
- Check the answers with your partner.
- Share the answers below, and ask your partner about the other answers.

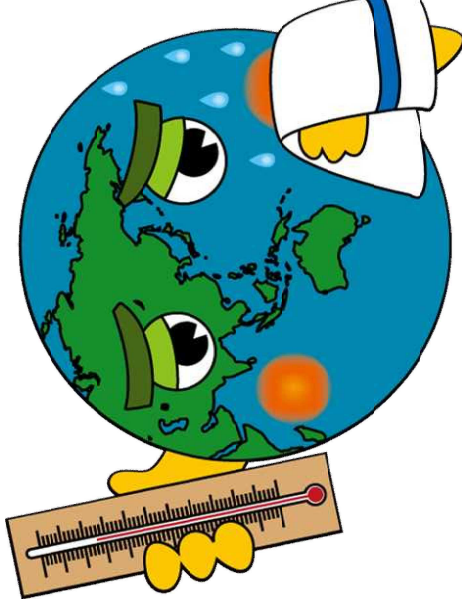
a: (1) c: (5) e: (2) g: (3)

Reading Aloud (Listening, Reading & Speaking)

1. **Overlapping:** read aloud with the CD
2. **Shadowing:** repeat the sentences immediately after hearing the CD
3. **Speed Reading Game:** read faster than your partner

Retelling (Writing, Listening & Speaking)

- In your own words, explain the picture below in English to your partner.
- Speak for 1 whole minute, or else the challenge begins again.
- Take notes around the picture if it is difficult for you to speak.



Discussion (Writing, Listening & Speaking)

- Write your ideas about the topic below.
- Discuss the topic in a group of 3 or 4 members. **Make eye contact.**
- After the discussion, say “I like ○○’s idea, because...” by rotation.

“How can we reduce the amount of carbon dioxide?”

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TEXT

Reading Aloud (Listening, Reading & Speaking)

1. Shadowing: repeat the sentences immediately after hearing the CD
2. Overlapping: read aloud with the CD
3. Speed Reading Game: read faster than your partner

Retelling (Writing, Listening & Speaking)

- In your own words, explain the picture below in English to your partner.
- Speak for 1 whole minute, or else the challenge begins again.
- Take notes around the picture if it is difficult for you to speak.



Discussion (Writing, Listening & Speaking)

- Write your ideas about the topic below.
- Discuss the topic in a group of 3 or 4 members. **Make eye contact.**
- After the discussion, say "I like ○○'s idea, because..." by rotation.

"How can we reduce the amount of carbon dioxide?"

b: (4) d: (6) f: (1)

Information Gap (Reading, Listening & Speaking)

- Answer the questions in your textbook without looking at this sheet.
- Check the answers with your partner.
- Share the answers below, and ask your partner about the other answers.

Teaching Plan

I Aims of This Unit

To have the students understand the content of this unit and to be able to express their ideas using the new words and phrases

II Evaluation Criteria of This Unit

A. Interest, willingness and a positive attitude toward communication	B. Ability to express oneself	C. Ability to understand a foreign language	D. Knowledge and understanding of language and culture
① Taking part in pair work or group work and sharing ideas in English	① Giving opinions about what they heard or read	① Comprehending the meaning of written passages	① Using correct stress and intonation ② Knowing how to express ideas

III Allotment

First lesson	Introduction of the Unit Learning key words and listening to the CD Comprehending the content
Second lesson	Reviewing the key words Expressing ideas

First lesson

IV Teaching Plan of This Lesson

(1) Aims of This Period

- To have the students get familiar with new words and phrases and contents of this unit

(2) Evaluation Criteria of This Lesson

- Taking part in pair work or group work and sharing ideas in English
- Giving opinions about what they heard or read
- Comprehending the meanings of written passages
- Using correct stress and intonation
- Knowing how to express ideas

Time (min.)	Teaching Procedure	Teacher's Activities	Students' Activities	Evaluation Criteria and Methods
8	1. Greeting and warm-up	<ul style="list-style-type: none"> • Greet • Have the students do the <i>1 min. Marathon</i> activity with a partner 	<ul style="list-style-type: none"> • Greet • Do the <i>1 min. Marathon</i> activity with a partner 	A ①

10	2. Checking new words	<ul style="list-style-type: none"> • Have the students repeat the new words from the textbook after the teacher • Have the students play the <i>Finger-snapping Game</i> with a partner 	<ul style="list-style-type: none"> • Repeat the new words from the textbook after the teacher • Create a sentence using one of the new words and share it with a partner 	A ①, D ②
30	3. Comprehending the content of the textbook	<ul style="list-style-type: none"> • Play the CD twice and have the students write what they heard on the worksheet (<i>Dictgloss</i>) • Have the students make a group of 3 or 4 students and share what they heard • Have groups report what they heard to the class 	<ul style="list-style-type: none"> • Listen to the CD and write what they heard on the worksheet • Share what they heard in a group • Report what they heard to the class 	
		<ul style="list-style-type: none"> • Have the students read and answer questions from the textbook (<i>Information Gap</i>) • Explain about the answers to the students 	<ul style="list-style-type: none"> • Read and answer questions from the textbook • Listen to the teacher's explanation of the answers 	C ①
		<ul style="list-style-type: none"> • Play the CD and have the students practice <i>Overlapping</i> • Play the CD and have the students practice <i>Shadowing</i> • Have the students play the <i>Speed Reading Game</i> a few times 	<ul style="list-style-type: none"> • Listen to the CD and practice <i>Overlapping</i> • Listen to the CD and practice <i>Shadowing</i> • Play the <i>Speed Reading Game</i> a few times 	D ①
		<ul style="list-style-type: none"> • Have the students prepare for the <i>Retelling</i> activity • Have the students do the <i>Retelling</i> with a partner 	<ul style="list-style-type: none"> • Prepare for the <i>Retelling</i> activity • Do the <i>Retelling</i> with a partner 	A ①
2	4. Consolidation	<ul style="list-style-type: none"> • Review today's lesson • Assignment 		

Second Lesson

V Teaching Plan of This Lesson

(1) Aims of This Period

- To have the students express their ideas about what they read using the new words and phrases

(2) Evaluation Criteria of This Lesson

- Taking part in pair work or group work and sharing ideas in English
- Giving opinions about what they heard or read
- Comprehending the meaning of written passages
- Using correct stress and intonation
- Knowing how to express ideas

Time (min.)	Teaching Procedure	Teacher's Activities	Students' Activities	Evaluation Criteria and Methods
3	1. Greeting and review	<ul style="list-style-type: none"> • Greet • Review the content of the textbook 	<ul style="list-style-type: none"> • Greet 	
10	2. Reviewing new words	<ul style="list-style-type: none"> • Have the students repeat the new words from the textbook after the teacher • Have the students play the <i>Finger-snapping Game</i> with a partner 	<ul style="list-style-type: none"> • Repeat the new words of the textbook after the teacher • Create a sentence using one of the new words and share it with a partner 	A ①, D ②
35	3. Output activities	<ul style="list-style-type: none"> • Play the CD and have the students practice <i>Overlapping</i> • Play the CD and have the students practice <i>Shadowing</i> • Have the students play the <i>Speed Reading Game</i> a few times 	<ul style="list-style-type: none"> • Listen to the CD and practice <i>Overlapping</i> • Listen to the CD and practice <i>Shadowing</i> • Play the <i>Speed Reading Game</i> a few times 	D ②
		<ul style="list-style-type: none"> • Have the students do the <i>Retelling</i> with a partner 	<ul style="list-style-type: none"> • Do the <i>Retelling</i> with a partner 	D ①
		<ul style="list-style-type: none"> • Have the students prepare for <i>discussion</i> 	<ul style="list-style-type: none"> • Write ideas about the topic on the worksheet 	

		<ul style="list-style-type: none"> • Have the students make a group of 3 or 4 students • Have the students practice <i>discussion</i> a few times • Listen to the students' opinions 	<ul style="list-style-type: none"> • Practice discussion • Share their opinions about the topic 	A ①, D ②
2	4. Consolidation	<ul style="list-style-type: none"> • Review today's lesson • Assignment 		