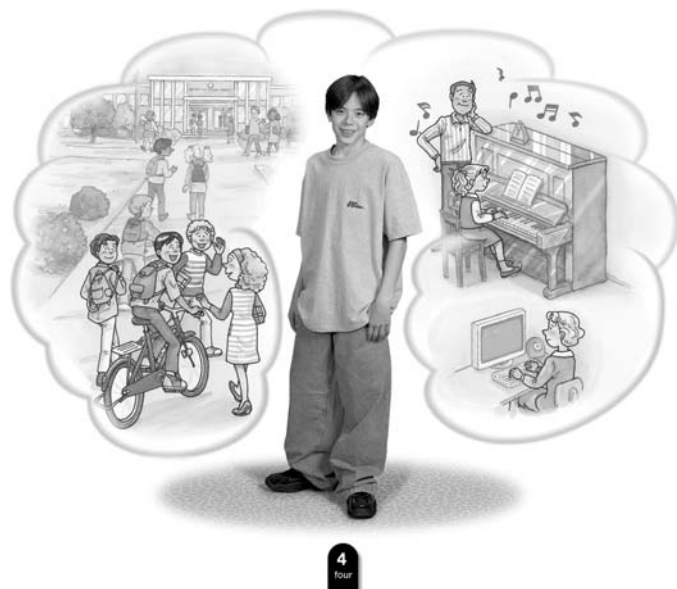


Hello. My name is Rick. I am twelve years old.
 I go to Lake View School on Monday, Tuesday, Wednesday,
 Thursday and Friday. I don't go to school on Saturday and Sunday.
 I go to school by bicycle.
 I go to school with my friends, Jimmy, Cindy and Ron every day.
 I have a bicycle, but it is old. I want a new bicycle.
 I like math and science. I don't like music. My little sister Mary
 can play the piano, but I can't. My father is a music teacher.
 Of course, he can play the piano, too.
 My mother is an office worker. She is good at singing.



Ask Rick questions.

- 1 What is your name?
 a Her name is Rick.
 b My name is Rick.
 c You are twelve years old.
- 2 How old are you?
 a I am eight years old.
 b You are twelve years old.
 c I am twelve years old.
- 3 How do you go to school?
 a I go to school by bicycle.
 b I go to school by bus.
 c I go to school on foot.
- 4 Do you have a bicycle?
 a No, I don't.
 b Yes, I do.
 c I am a bicycle.
- 5 Is your bicycle new?
 a Yes, I do.
 b No, I don't.
 c No, it isn't.
- 6 Can you play the piano?
 a Yes, I do.
 b No, I can't.
 c Yes, I can.
- 7 Can your sister play the piano?
 a Yes, she can.
 b No, she can't.
 c Yes, she can't.
- 8 What does your father do?
 a She is a music teacher.
 b He is a music teacher.
 c He is an office worker.

用意する物
本、雑誌など

ACTIVITY

- 1 生徒がよく知っているキャラクターを発表させて黒板に名前を英語で書く。
 Have Ss say the names of well-known characters and write them on the blackboard.
 Ex. Snow White, Peter Pan, Cinderella, Momotaro, and so on.
- 2 生徒が全部のキャラクターを読めるように練習する。
 Practice the characters' names until Ss can read them all.
- 3 同じキャラクターの名前を別々の紙に書いて箱の中に入れる。生徒(またはグループ)が1枚ずつ選び、そのキャラクターになったつもりで、次のような英語を使ってできるだけ詳しく書いていく。
 Write the characters' names on separate pieces of paper and put them in a box. Have each S or each group of Ss choose one character and have them write the following sentences pretending they have become that character. Have them write in as much detail as possible.
 ex. I am ... years old. I have a friend. His/Her name is I have
 I like .../I don't like I want .../I don't want
 My father is .../My mother is I can .../I can't
- 4 1人またはグループごとに前に出て発表する。他の生徒はそれを聞いて、どのキャラクターかを当てる。
 Then have one S or group come to the front of the class and read the passage. Other Ss should listen and try to guess which character is being described.

TEXT p.4

LEFT PAGE

CD 2 → 3

- 1 p.4を開ける前にCDを2度聞かせる。次の質問を口語でおこなう。
 Before opening the textbook, play the CD twice and ask Ss the following questions:
 ex. What is his name? How old is he?
 What is the name of his elementary school?
 Does he go to school on Saturday?
 How does he go to school?
 What does he have? What does he want?
 What school subject does he like?
 What school subject doesn't he like?
 Can he play the piano? Who can play the piano?
 What does his mother do? What does his father do?
 What is his mother good at?
- 2 テキストを開ける。Open the textbooks.
- 3 CDの後についてリピートさせる。Ss repeat after the CD.

p.4の内容を暗誦させる。
Have Ss memorize the text for homework.

TEXT p.5

RIGHT PAGE

- Ask Rick questions.
- 1 口語で十分練習した後に、各自で答えを選ばせる。
 After sufficient oral practice, have Ss choose the answers for each question.
 - 2 答え合わせをする。Check answers.
 - 3 時間があれば生徒をペアにし、①～⑧までの質問をお互いに質疑応答させる。
 If time permits, have Ss ask each other questions 1 to 8 in pairs.
 - 4 他にどんな質問があるか話し合う。Discuss other possible questions.

AIM FOR THIS LESSON

- 自分のこと、または人のことを客観的に英語でできるだけ詳しく言うことができる。
- 自分のこと、または人のことを述べた文章を聞いて理解することができる。
- To be able to describe oneself or another person objectively and in as much detail as possible.
- To be able to understand something said about yourself or another person.

KEY SENTENCES

Review: I go to.... I don't go to.... I have.... I don't have.... I want.... I don't want.... I can.... I can't....


INTRODUCTION

- 1 先生がp.4の英語を参考に自分のことを英語で言う。
 T(Teacher) introduces him or herself using the English on page 4.
- 2 先生に関する質問を生徒にさせる。
 Have S(Student)s ask questions about T.
- 3 Keyになる答えを黒板に書く(先生が勝手に書くのではなく、生徒に質問しながら書いていく)。
 Write the key answers on the blackboard. (Write the answers as Ss ask the questions. Let Ss have the initiative.)

用意する物
黒板 or
ホワイトボード

ex. How do you spell...? How do you pronounce this word?
 What is ... in English? etc.

Unit 3 1-A



Do you know that man?
Yes, I do. I know him well. He is our English teacher.

Do you know me?
Yes, I do. I know you well.

Does he know you?
Yes, he does. He knows me well.

Does she know him?
Yes, she does. She knows him well.


Do they know us?
Yes, they do. They know us well.

Do we know them?
Yes, we do. We are all friends.

Unit 3 1-B

Do you know this man?

He is a baseball player.
His name is Daisuke Matsuzaka.
He lives in America.
He is a member of Red Sox.
He is a pitcher. 解答例
I like him because he is brave,
strong and friendly.



Choose one person and describe.

Draw a picture or paste a photo here.

AIM FOR THIS LESSON

- 人との出会いとコミュニケーションを図る。 Meeting and Communication with people
- 代名詞目的格の用法 Use of Objective Pronouns

KEY SENTENCES

Do you know me? (Anata wa watashi o sitte imasuka?)
me, you, him, her, us, them (Boku o, Kimi o, Kare o, Kanojo o, Wareware o, Karera o)

INTRODUCTION

- Flash Cards Maker
- 用意する物 新聞・雑誌
- 手作りカード
- 職業の単語を復習する。 Review occupation vocabulary.
 - 有名な人物の写真を雑誌などから切り抜いて、カードを10枚作る(いろいろな分野から選ぶことが望ましい。ロックグループなどグループの写真も用意する)。 Make 10 flashcards of famous people by cutting out photos from magazines etc. (It is best to choose people from different fields. Also prepare pictures of groups, such as rock groups.)
 - 生徒に写真を見せて次のように質問する。 Show Ss the photos and ask the following questions:
 ex. T: Do you know him(her, them)? What does he(she) do? or What do they do?
 S: Yes, I do. He is a famous politician in America.
 T: What's his name? Where does he live? Tell me more about him.

- 用意する物 黒板 or ホワイトボード
- その人物に対する情報をできるだけ多く生徒に言わせ、黒板に書いていく。 Try to have Ss give as much information as they can about the various people and write the information on the blackboard.
 - すべてのカードが終わるまでおこなう。 Continue until all the cards are finished.
 - 黒板に書いた情報をみんなで読む。生徒全員が理解できるまで繰り返し読み、読み終わると黒板の情報を消していく。 Have the class read the information on the board. Practice until all Ss are able to understand the information, and then erase the information.

ACTIVITY

- 用意する物 手作りカード
- 先のINTRODUCTIONで使ったカードを黒板に貼る。 Place the cards used in the introduction on the blackboard.
 - まず最初に先生が1人の人を心の中でひそかに選び、その人物のインフォメーション(名前と職業以外)を言う。 First T chooses one of the people and tells Ss information about the person without mentioning the person's name or occupation.
 - 答えがわかった生徒は次のように答える。 When a S knows the answer, he(she) answers using the following pattern:
 (I know him(her). His(Her) name is He is a)

TEXT p.16 LEFT PAGE

- CD 14→15
- テキストp.16を開き、リズムをとりながら読む練習をする。 Open to p.16 and practice the chant along with the rhythm.
 - 次週までに生徒用CDを聞いて自宅で暗誦できるようにうながす。 Have Ss memorize the text for homework by the next lesson for recitation.

TEXT p.17 RIGHT PAGE

- Do you know this man?
- 参考資料 付録p.80
- 生徒に次のように質問する。生徒はp.17の写真を見ながら答える。 Ask Ss the questions below as they look at the photo on p.17.
 ex. What is his name? Do you know his first name? Who knows his first name?
 How old is he? What does he do? Where does he live? Where is he from?
 Is he married? Does he have any children? What team is he a member of?
 Do you like him? Why(not)?
 Key His name is Matsuzaka. His first name is Daisuke. He was born in Tokyo, 1980.
 He is a member of (the) Red Sox. He lives in Boston. He is married.
 He was the member of Athens Olympic baseball team.
 - 生徒に答えを書かせる。 Have Ss write the answers.
- Choose one person.
- 次に、自分で1人自由に人物を決めて、その人物に関して知っていることを英文で書く。 Next, Ss choose one person and write about him or her.
 - 次週までに、写真の切り抜きを右側の空欄に貼り、クラスの前で発表させる。 Have Ss find a picture of the person they chose by the next lesson. Ss paste the photo in the space provided and introduce the person they chose in front of the class.
- 用意する物 雑誌・写真の切り抜き