

Unit 3 1A

CD 18→19

What's the matter?

Well... There is a problem. I don't know what to do with them.

CD 20→21

What are we going to do with them?

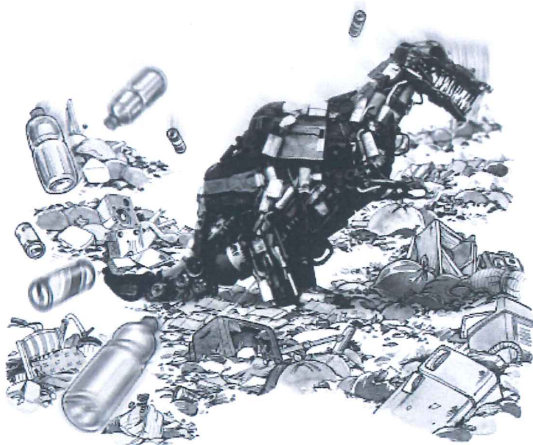
Cans and bottles, cans and bottles.

What are we going to do with them?

Plastic bags and styrofoam trays.

Throw them away? Use them again?

What are we going to do with them?



16 sixteen

1B

Unit 3

The 3Rs: Reduce, Reuse, Recycle

Separate the waste into the correct bins.

1 Garbage: ● Kitchen scraps, paper and yard trimmings

Ex. flyers, junk mail, egg shells, writing paper, potato skins, fish bones, fallen leaves, envelopes

2 Recycling: ● Empty and flatten cardboard boxes  
● Clean and rinse glass bottles and jars  
● Clean and flatten plastic bottles

Cardboard bin: cardboard boxes, pizza boxes

Newspaper bin: newspapers

Glass & metal bin: jam jars, beer cans

Plastic bin: shampoo bottles, styrofoam trays, plastic bags, dish soap bottles, plastic lids, food containers

cardboard boxes	flyers,	pizza boxes	shampoo bottles	junk mail
styrofoam trays	plastic bags	egg shells	dish soap bottles	
writing paper	potato skins	fish bones	plastic lids	newspapers
food containers	jam jars	fallen leaves	envelopes	beer cans

Check things you and your family do to reduce waste.

- Use cloth bags or reusable shopping bags instead of plastic bags at the store
- Buy food that has less packaging
- Don't buy bottled drinks, but use your own bottles
- Donate items when possible
- Follow your city's recycling policies

Ex. Compost food waste / Use refill packs instead of buying new bottles of shampoo and laundry detergent / Sell or give clothing to resale shops

17 seventeen

AIMS FOR THIS LESSON

- 地球規模の問題を意識して考える。
- 家の中で目にする物の英語名を学ぶ(身近であっても学校で習わない単語が多いので下記の語彙を知っておく)。  
名詞：ダンボール箱、ジャガイモの皮、チラシ、発泡スチロールトレイ、プラスチックのふたと容器、ボトルに入った飲み物など/ 動詞：空にする、すすぐ、平らにする、水をやる、油を塗る、乾かすなど
- Be aware of global issues.
- Learn English words for household items and tasks.  
(There are some words from daily life that are not learned at school, for example, the following nouns: cardboard, potato skins, flyers, styrofoam trays, plastic lids, and bins; verbs: empty, rinse, flatten, water, oil, and dry.)

Target sentences

be going to と will の違い: be going to は話す時点で自分の予定が決まっている時の未来を表す。will は話している時点で何かをすることを決めた場合に使われる。  
"Be going to" is used for a future action that was previously decided, whereas "will" is used for a future action decided on at that moment.0

WARM UP & REVIEW

- ① 生徒と会話をやり取りする。Chat with Ss.
- ② p.15で作ったストーリーを発表する。Have Ss present their story from SB p. 15.
- ③ 音声と一緒にテキストp.14を読む。Have Ss read the passage on p.14 along with audio.
- ④ パッセージを個人で読む・暗唱する。Have Ss read/recite the passage individually.
- ⑤ ワークブック p.13の Write your own answers. の8問を口語で質問する。  
Ask Ss the following questions from WB p. 13.
 

1 Was it sunny yesterday?	5 When and where were you born?
2 Was it cold this morning?	6 Will it be hot tomorrow?
3 Were you busy last Saturday?	7 Is it hot today?
4 Who was absent from English class last week?	8 Are you busy today?

**TEXT** p.17

用意する物  
自分の町の  
リサイクルや  
ごみの捨て方を  
調べておく

**ACTIVITY 1** The 3Rs

- ① 生徒達が3Rを理解しているかどうか確認をする。  
Make sure that Ss understand what "the 3Rs" means: reduce, reuse, recycle.
- ② 生徒達がすべての廃棄物の名前を理解しているか確認する。  
(実物または写真を用意することで単語と物を結びつけるのに効率の良い活動になります)  
Make sure that Ss understand the meaning and pronunciation of all of the words related to household waste. (Match the words with real objects or photos for easy comprehension. Get useful images from your garbage separation poster or search online for "garbage separation Japan".)
- ③ どこにゴミを置けばいいのかを生徒達に話し合わせる。リサイクルの仕方は町によってそれぞれ違うので、自分の町のリサイクルの仕方について調べて話し合う。Have Ss discuss and sort the waste, writing the words on SB p.17 in the correct category. Since recycling policies differ from city to city, have Ss discuss their community's policies. Note: Ask your city for an English garbage separation poster/calendar (if they have one).

**ACTIVITY 2** Good ways to reduce waste at home

- ① クラスを3~6人のグループに分け、家や学校のゴミを減らすのにいい方法を話し合わせる。  
Divide the class into groups of 3-6. Have them discuss good ways to reduce waste at home and at school.
- ② 生徒個人でゴミを減らすための方法をテキストp.17の□をチェックさせ、自分自身の考えを書かせる。  
Have Ss individually check and write things they do to reduce waste.

**TEXT** p.16

CD 18→19  
CD 20→21

**LEFT PAGE** Chant

- ① テキストを開ける前にCDを2度聞かせる。  
Before opening the textbook, play the audio and have Ss listen to the Chant twice.
- ② テキストp.16を開く。Have the Ss open their textbooks to p.16.
- ③ もう1度音声を流し、聞いている間、生徒達に黙読させる。  
Play the audio again and have Ss read silently as they listen.
- ④ 音声の後に続いてリピートさせる。Have Ss repeat after the audio.
- ⑤ リズムだけでチャンツを言う。Have the Ss read the chant with rhythm only.

CD 21

**WORKBOOK** pp.14-15

\*一部のワークブック  
に誤植がありました  
ことをお詫び致します。

reduce  
↓  
reduced

We would like to  
apologize for  
this mistake  
(now corrected)  
in some of the  
printed workbooks.

1. **Words/Phrases:** problem, can (noun), bottle, plastic, styrofoam, tray, throw away, again, possible, \*reduce, reuse, recycle, garbage, empty, metal, egg shell, instead of, fish bones  
**意味:** 問題、缶、ボトル、プラスチックの、発砲スチロール、トレイ、廃棄する、再び、可能な、減らす、再利用する、再生利用する、ごみ、空にする、金属、卵の殻、~の代わりに、魚の骨
2. Rewrite the sentences using "be going to".
 

1. She is going to play catch with him	4. Is he going to wash his car?
2. They are going to meet you at the station	5. Are you going to call her?
3. Nancy is going to send you a postcard.	6. Where are we going to meet her?
3. 1-3: Rewrite the sentences into questions. 4-6: Answer the questions.
 

1. Is she going to play catch with him?	4. (Yes,) he is. / (No,) he isn't.
2. Are they going to meet you at the station?	5. (Yes,) I am. / (No,) I'm not.
3. Is Nancy going to send you a postcard?	6. We are going to meet her (at a cafe near my house.)
4. Make sentences that match the Japanese.
 

1. What are you going to have for lunch?	4. Are you going to play tennis with Tom this afternoon?
2. What are you going to do with this garbage?	5. What are you going to buy her?
3. What are you going to do with these cans?	
5. Ex. (解答例)
  1. I don't know what I'm going to eat. / I'm going to eat ...
  2. I'm going to ...
  3. I'm going home by ... after this lesson.
  4. No, I'm not. I'm going to do it in the morning.

**HOMEWORK**

- ① テキストp.16の音声を聞かせる。  
ノートブックにテキストp.16の英語を全て書き写させる。
- ② Listening homework: p.16 Have Ss listen to the passage.  
Writing homework: p.16 Have Ss write all the sentences.