

Unit 3 2A CD 22→23

What do you want to do when you grow up?
I want to travel around the world.
Let me tell you my plan!

I will go to Australia and climb Uluru with koalas and kangaroos.

Then I will go to India and swim in the Ganges River with an elephant.

Then I will go to Turkey and live in a cave with an ibex.

Then I will go to Algeria and ride on a camel in the Sahara Desert.

Then I will go to Italy and play soccer at the Colosseum.

Then I will go to Venezuela and see the Angel Falls.

Then I will come back home and have a good rest.

2B Unit 3

Let's go around the world! – The funniest itinerary

Ex. Write nine different kinds of transportation

boat	rocket	tricycle
camel	flying carpet	solar car
linear motorcar	airplane	yacht

Ex. 旅程の解答例

1	I will leave Japan on	July 19th	in	2017
2	I will go to	Beijing	by	boat
	It will take me	seven	days to get to	Beijing
			by	boat
3	Then I will go to	Bangkok	by	tricycle
	It will take me	15	days to get to	Bangkok
			by	tricycle
4	Then I will go to	Paris	by	rocket
	It will take me	one hour	days to get to	Paris
			by	rocket

Based on your itinerary, draw lines from place to place to show your travel route.

AIMS FOR THIS LESSON

- 世界の観光地を知り、意志を表すwill を使って自分だけの旅行の予定を立てる。
- Learn about famous sites around the world, plan one's own trip, and use "will" to tell about it.

Target sentences

will (意志を表す) 復習レッスン Review Lesson

WARM UP/Review

- 1 生徒と会話をやり取りする。 Chat with Ss.
- 2 前時のp.16のチャンツを音声と共に復習する。
Have Ss recite the chant on p. 16 along with the audio.
- 3 リズムだけで、チャンツを個人で読む・暗誦させる。
Have Ss recite the chant individually with the rhythm only.
- 4 生徒達に家庭で出るたくさんの種類のゴミを英語で言わせる。
Have Ss list as many kinds of household waste as they can.

TEXT p.18 ACTIVITY The funniest itinerary

- 1 生徒達に世界旅行で思いつく交通手段を9つテキストp.19に書かせる。
Have Ss think of and write nine kinds of transportation.
- 2 生徒達を書いたものを発表させ、ボードに書いていく。
Have Ss tell the kinds of transportation they have written. Write them on the board.
note: 通常の交通手段の種類だけを挙げるのではなく、交通手段を考える生徒の創造性を尊重し、ロバ、いかだ、などのようなユニークなアイデアも受け入れてボードにどんどん書いていくことが大切です。
(It is important not to just list traditional transportation. Respect and accept Ss' creative ideas – for example, donkey or raft – and write them on the board.)
- 3 ボードに書かれた交通手段の単語の意味や発音を練習し、生徒全員に理解させる。 Practice the words on the board so that all Ss understand the pronunciation and meaning of them.

- 4 生徒1人1人に3つの交通手段を選択させ、テキスト p.19 の空欄に旅程を書き込んでいく。
(もし生徒が三輪車を選んだら、三輪車である場所から別の場所までにどれくらい時間がかかるか予想させる。)
Have each S choose three kinds of transportation to use when completing the itinerary on p.19 of the textbook. (If a S chooses a tricycle, have them guess how long it will take to get from one place to the next by tricycle.)

ex. I will leave Japan on August 10th in 2017. I will go to China by hot-air balloon.
It will take me 2 days to get to China by hot-air balloon.

- 5 日本から目的地まで、日本に戻るまでを自分の地図上に線で書かせ、旅行ルートを表す。
Have Ss draw a line on their map from place to place – starting and finishing in Japan – to show their travel route.

- 6 クラスの前に生徒1人ずつが出て、テキストp.19の地図を使って自分の旅程を発表させる。
Have each S use their map to present their itinerary to the class.

S: Let me introduce the funniest trip I planned.
I will leave Japan on Then I will go to ...

TEXT p.18

用意する物
写真
世界地図

LEFT PAGE Passage

- 1 指導書p.68の写真を用意しウルル、コアラ、ガンジス川、洞窟、アイベックス(野生のヤギ)、ラクダ、サハラ砂漠、コロッセオ、エンジェルフォールの写真を用意し生徒達に見せる。
Prepare the pictures of Uluru(Ayers Rock), koalas, Ganges River, cave, ibex, camel, Sahara Desert, Colosseum, and Angle Falls.
- 2 オーストラリア、インド、トルコ、アルジェリア、イタリア、ベネズエラを教室にある世界地図上で示す。
Use a world map and find the countries with the students: Australia, India, Turkey, Algeria, Italy, and Venezuela.
- 3 テキストを開ける前にCDを2度聞かせ、生徒達に次の質問をする。
Before opening the textbook, play the CD twice. Then ask Ss questions like the following:
Q1: Where did she go first? What did she do there?
Q2: Where did she go next? And what did she do there?
Q3: After India, where did she go? And what did she do there?

- 4 生徒達にテキストp.18を開けさせる。 Have Ss open their textbooks to p.18.

- 5 もう1度音声を流し、聞いている間、黙読させる。
Play the audio again and have them read silently as they listen.

- 6 音声の後に続いてリピートさせる。 Have Ss repeat after the audio.

WORKBOOK pp.16-17

1. Words/Phrases: grow up, travel, India, Turkey, cave, Algeria, desert, Italy, Venezuela, come back, have a rest, around, itinerary, based on, let me tell you, the funniest
意味: 大人になる(成長する)、旅行、インド、トルコ、洞窟、アルジェリア、イタリア、ベネズエラ、戻る、休む、~の周りを回って、旅程、~に基づいて、話してあげる(私に話させて)
2. Rewrite the sentences using appropriate form of verbs.

1. He will come to see me (tomorrow).	5. They will cook dinner for you (tonight).
2. The bus will come here (in ten minutes.)	6. It will be fine (this afternoon.)
3. She will be a doctor (in the future.)	7. It is raining (now.)
4. She will go to a college in Tokyo (next year).	
3. 1-3: Rewrite the previous sentences using "not". 4-7: into "questions"

1. He won't come to see me tomorrow.	5. Will they cook dinner for you tonight?
2. The bus will not come here in ten minutes.	6. Will it be fine this afternoon?
3. She will not be a doctor in the future.	7. Is it raining now?
4. Will she go to a college in Tokyo next year?	
4. Put the words in order to make sentences that match the Japanese.

1. Will you open the window?	3. Will you come to help me tonight?
2. Will you wait for a moment?	4. Will you tell me the way to the station?
5. Where will you live when you are 20 years old? (答え省略)

HOMEWORK

- テキストp.18の音声を聞かせる。
ノートブックにテキストp.18の英語を全て書き写させる。
- Listening homework: p.18 Have Ss listen to the passage on p.18.
- Writing homework: p.18 Have Ss write all the sentences on p.18 in their notebooks.