

統合的な活動の例

1 Textbook:

2 Objectives: The students will:

- (1) skim the text
- (2) understand the text without translating it into Japanese
- (3) get the gist of what they've listened to
- (4) express their opinion about the boy's behavior in English

3 Teaching Procedure:

PROCEDURE	TIME (m.)	ACTIVITIES		NOTES
		TEACHER	STUDENTS	
Warm-up [Pre-listening]	5	Have Ss work in pairs and ask his/her partner what kind of food he/she likes/doesn't like. Tell Ss what they are going to listen to.	Form pairs. Ask his/her partner what kind of food he/she likes/doesn't like. Listen to the teacher.	事前に背景となる知識を活性化させる  (関心・意欲・態度)
Presentation of the new material [In-listening]	10	Ask Ss to listen to the tape twice and answer the questions in the worksheet. Ask Ss for the answers. Give answers.	Listen to the tape and answer the questions in the worksheet. Check their understanding.	聞いて概要・要点を把握する  (理解の能力)
First-reading [In-reading]	7	Have Ss skim the text and arrange the pictures according to the order of the events in the text. Help Ss. Place the pictures on the blackboard and arrange them in the correct order.	Skim the text. Arrange the pictures according to the order of the events in the text. Check their understanding.	文章の概要・要点を比較的短時間で把握する  (理解の能力)
Second-reading [In-reading]	14	Have Ss read the text and answer the questions. Monitor and help Ss. Ask some Ss to write the answers on the blackboard. Check the answers and summarize the text orally.	Read the text again and answer the questions.  Write the answers on the blackboard. Check their understanding.	文章の細部まで理解する (理解の能力) アメリカの少年の行動を理解する (知識・理解)
Expressing one's opinion [Post-reading]	14	Have Ss form pairs and discuss what they think about the American boy's behavior. Ask some Ss to tell what they think about what the boy did.	Form pairs.  Tell his/her partner what he/she thinks about the American boy. Express his/her opinion.	読んで得た情報を基に、自分の考えを述べる。 (関心・意欲・態度) (表現の能力)