

Before you start...

1.

〈英語での指導案〉

Direct the students to look at the four pictures before starting the listening task. Then have them listen to the recording and answer Question 1.

Now, let's start with the listening task. First, listen to the statements and match the countries marked a to d with the photos.

〈音声スクリプト〉 **CD①-63~66**

- ① This is a photo of a tea market in an African country. This country is the third largest producer of tea in the world. Tea produced in this country is exported mainly to Europe.
- ② This is a photo of some beautiful lamps made from glass. These lamps are made in a country located both in Western Asia and Southeastern Europe.
- ③ This is a photo of a flower market in a South American country. This country is famous for exporting flowers. About 70% of Japan's carnations are imported from this country.
- ④ This is a photo of some batik shirts in a Southeast Asian country. Batik is a method of using wax to make designs on fabric. Batik products are popular souvenirs among tourists.

〈解答〉 **CD①-67**

- ① b ② d ③ c ④ a

2.

〈英語での指導案〉

Have the students read Question 2 and give them some time to think about it before telling them to work in pairs. You could ask a couple of students for their answers before starting the pair work to make sure they all understand what they're supposed to do.

Let's move on to Question 2. Which of the products would you like to buy most? First, think about your answer for a minute, and then ask your partner.

〈解答例〉

- I'd like to buy some tea because I drink black tea every day.
- I want to buy a lamp because I love the color and design.
- I make a point of having flowers in my room, so I'd like to buy some of the flowers.
- I like the bright color and design of the batik shirts, so I'd like to buy one.

Part 1 Lesson 3

International events and cultural exchange

CAN-DO

A. Speak (Interaction)

Tell your partner about your school's Culture Day. You can use some of the expressions in the **Basic Expressions** section to help you.

B. Speak (Presentation)

Give a 40-second presentation to the class about your school's Culture Day.

C. Write

Write a personal statement of about 80 words as part of a volunteer activity application. You can use some of the expressions in the **Basic Expressions** section to help you.



Before you start...



CD ①-63~67

1. Listen to the statements. Match the countries below with the photos.

a. Indonesia b. Kenya c. Colombia d. Turkey

Q1 _____ Q2 _____ Q3 _____ Q4 _____

2. Which of the products would you like to buy most?
No. _____



CD ①-68

Nana, Ken, and Mr. Jones are talking about the Minami High School Culture Day.

Minami High School Culture Day

An opportunity
for students to
get together for
cultural exchange



June 8th
11:00 a.m. – 3:30 p.m.
Meeting room 2



- ☐ ask the exchange students to give presentations about their countries
- ☐ teach everyone how to make *origami*
- ☐ show the exchange students how to use traditional Japanese toys
- ☐ make some Japanese food
- ☐ have an anime-viewing session
- ☐ wear *yukata*

CD ①-69/
70 (Faster)

Nana: Hi, Ken. We're thinking about **what to do for our school's Culture Day**. Do you have any good ideas?

Ken: Well, we could ask Emily to **give a presentation about her hometown**. That would be interesting.

Mr. Jones: Yes, but don't you think **that it might be too much work for her**? I'm not sure **whether she would have time to prepare**.

Ken: How about doing something together, like cooking, then?

Mr. Jones: That's a great idea! All of you can try making something Japanese like *okonomiyaki*.

Ken: Yes, I love *okonomiyaki*! Let's do that.

Nana: I agree, but we'll need to go shopping in advance!

CD ①-72

CD ①-71

Listening Quiz Q1. ____ Q2. ____



Basic Expressions

私たちは学校の文化の日に何をすべきか考えています。

- We're thinking about **what to do for our school's Culture Day**. (I.3)

⇒ 「何をすべきか」は **what to do** で表すことができる。think about の目的語 (O) になっている。

- We could ask Emily to **give a presentation about her hometown**. (I.5)

私たちはエミリーに故郷について発表してもらうよう依頼できるかもしれません。

⇒ to do は「～すること」。「O に～するように頼む」は〈ask + O + to do〉で表す。

- Don't you think **that it might be too much work for Emily?** (I.7)

それはエミリーにとって大変な作業かもしれないと思いませんか。

⇒ 「S が～すること」を表すのに that を用い、そのあとに SV を続ける。

- I'm not sure **whether she would have time to prepare**. (I.8)

彼女に準備する時間がある

かどうか分かりません。

⇒ 「S が～するかどうか」を表すのに whether を用い、そのあとに SV を続ける。

➡ See page 112 ➡ Expressions Plus

Let's speak about...

〈英語での導入例〉

Have you ever been to any international exchange events? These events give you an opportunity to learn about different cultures, and you can also teach people from other countries about your own culture. What elements of Japanese culture would you like to introduce people to? Japanese cuisine, maybe? Or kimono? Or maybe even anime? We're going to read a discussion between Nana, Ken, and Mr. Jones. They're discussing what to do for their school's Culture Day.

〈p.22 ポスターとメモに関する質問例〉

- When and where is Minami High School's Culture Day going to be held? — It's going to be held on June 8th from 11 a.m. to 3:30 p.m. in Meeting Room 2 at Minami High School.
- Which of the activities listed in the notes next to the poster do you think would be the most interesting for exchange students? — I think exchange students would probably appreciate an anime-viewing session most.
- What is the main purpose of Minami High School Culture Day? — (It is) to get students together for cultural exchange.

〈テーマ(国際交流・イベント)に関する質問例〉

- Have you ever been to a cultural festival? — No, but I'd love to go to one if I had the chance.
- If you had to plan an activity for your school's Culture Day, what element of Japanese culture would you focus on? — I'd probably plan an activity to introduce Japanese food, such as sushi.
- Which foreign culture would you like to learn more about? — I'd like to know more about Indian culture, because I don't know much about it.

Model dialog

Play the recording and have the students listen to it carefully. Then play it again, pausing for them to repeat each sentence. Direct their attention to the pronunciation. Explain any words or phrases you think they may not understand.

Listening Quiz

〈英語での指導案〉

Play the recording and have the students mark each sentence true or false. Check their answers.

OK, class. Let's work on the Listening Quiz. Listen to the sentences and mark each one true or false. You can just write a T or an F.

〈音声スクリプト〉 **CD①-71**

True or false?

1. Emily is planning to give a presentation about her hometown.
2. Mr. Jones suggests cooking something Japanese like *okonomiyaki* on their school's Culture Day.

〈解答〉

1. False
2. True

Task 1

〈英語での指導案〉

Give the students time to read and think about the three questions in Task 1. Have them discuss their answers in pairs, and call on a few of them to share their answers with the class.

OK, class. Let's move on to Task 1. Answer the three questions about the model dialog on page 22. Take a couple of minutes to read the questions and think about your answers. (Now discuss your answers with your partner.)

Task 2

〈英語での指導案〉

First, give the students time to think about the three questions in Task 2. Direct their attention to the model dialog and Basic Expressions on page 22. Then have them work in pairs to ask each other the questions.

Now let's move on to Task 2. First, I'm going to give you three minutes to read the questions and think about your answers. You can use the model dialog and Basic Expressions on page 22 to help you if you like. Then you're going to work with your partner to practice asking and answering the questions.

Goal

〈英語での指導案〉

Have some of the students tell the class about the school's Culture Day. Encourage questions and comments from other students.

Let's move on to the Goal activity. Tell the class about the school's Culture Day. Use the Example on page 23 and your answers in Task 2. After you have told the class about the school's Culture Day, the other students are going to ask you some questions to get some more information, so everyone, think of some questions to ask!

〈解答例〉

I'd like to put on a *bonodori* dance performance with my classmates for our Culture Day. We could bring *yukata* from home and dance to traditional Japanese music. *Bonodori* is not difficult to learn, so I could teach it to others. I think it might be fun to dance together wearing *yukata*.

TRY

〈英語での指導案〉

Give the students time to think about the question, and then have them practice asking and answering it in pairs.

OK, let's change partners. Think about the question in the Try section — What school event do you look forward to most? Why? — and then practice asking and answering it with your partner.

〈別解答例〉

I look forward to the sports festival most because we get to know each other better by practicing together. I like competing with other teams, too.

Task 1 Read the dialog on p. 22, and fill in the chart.

CD 1-73

① What is Ken's first suggestion?	He suggests asking Emily to give a presentation about her hometown
② What does Mr. Jones think of Ken's first suggestion?	He thinks that it might be too much work for Emily
③ What does Nana say they'll need to do?	She says they will need to go shopping in advance

Task 2 Answer the questions below. Then practice asking and answering them with your partner.

CD 1-74

Q1 What would you like to do for your school's Culture Day?



[解答例]

I'd like to have an origami workshop

Q2 What would you do in the activity you suggested?



I'd show everyone how to make origami

Q3 Why did you suggest this activity?



I'm good at making things with paper

Goal Interaction/Presentation (⇒ pp.102-103)



Tell the class about what you wrote in **Task 2**. Other students should ask questions.

Example

CD 1-75/76 (英Ver.)

For our Culture Day, I'd like to have an origami workshop. I think that origami is a great activity that everyone can enjoy. I'd bring some beautiful paper from home and show everyone how to make origami. I'm pretty good at making things with paper, and I'd love to teach our exchange students how to do it. It would be fun to display their origami afterwards.

Check list

☐ Accuracy ☐ Structure ☐ Content (⇒ p.127)

CD 1-77

TRY What school event do you look forward to most? Why?

— [解答例] I look forward to our school trip most because I can spend three days with my friends and teachers and visit many interesting places

CD ①-78



Listen to the dialog between Ken and Meg, and answer the questions. Then read Ken's application to take part in a volunteer activity.

CD ①-79/80 (Faster)

Listening **Q**uiz

Q1. ____ Q2. ____

We're looking for volunteers to assist international visitors at the international cultural festival.

Name **Tanaka Ken**

I am a student at Minami High School, and I would like to volunteer to assist visitors at the city's international cultural festival. I have been studying English for six years now. I'm not fluent, but I make a point of **listening to English podcasts every day** to improve my English. **What I want to do most** is communicate with a lot of people from abroad.

Please let me know if you need any more information about me. Thank you for considering my application.

CD ①-81/
82 (Faster)

CD ①-83

Task 1 Analyze the passage.

Overview

- What is the main topic of this passage?

Ken's application to take part in a volunteer activity

Contents

- What kind of volunteer activity does Ken want to do?

He wants to assist visitors at the city's international cultural festival.

- What does Ken do to improve his English?

He listens to English podcasts every day.

- What does Ken want to do most?

He wants to communicate with a lot of people from abroad.

CD ①-84

Basic Expressions

- I make a point of **listening to English podcasts every day**. (I.9)

⇒ 「決まって～する, ～することになっている」は make a point of *doing* を使い, 意識的にやっていることを表す。of のあとは動名詞が来る。

- What I want to do most** is communicate with a lot of people from abroad. (I.10)

⇒ 「S が～すること [もの]」は **what** を用いて 〈what + S + V〉で表すことができる。What ~ most までは文の主語にあたり, (to) communicate ~ abroad は文の補語 (C) になっている。to は省略されることが多い。私が一番したいことは, 海外から来たたくさんの人々とコミュニケーションをとることです。

▶ All you have to do is answer a few questions. 「君はただ2,3の質問に答えるだけでよい」

➡ See page 112 **Expressions Plus**

Let's write about...

〈英語での導入例〉

Working as a volunteer is a great experience, but it can also be a challenge. Have you ever worked as a volunteer? If not, have you ever considered it? And what kind of activity would you like to volunteer for? Do you have any particular strengths that would be useful in helping to organize volunteer activities? Today, we're going to read a message from a student who is applying for a volunteer position to help international visitors at the city's international cultural festival. But before that, we're going to listen to a dialog between Ken and Meg.

Listening Quiz

〈英語での指導案〉

Play the recording and have the students listen to the dialog between Ken and Meg. Then play the two sentences that follow and tell them to mark them true or false. Check their answers.

OK, class. Let's work on the Listening Quiz. I want you to listen to the dialog and then mark the two sentences that follow true or false. You can just write a T or an F.

〈音声スクリプト〉 **CD①-79/80(Faster)**

Meg: Are you planning to go to the international cultural festival in Minami Park next month?

Ken: Yeah, of course. I've been going there every summer since I was a child!

Meg: Really? I went there for the first time last year. It was a lot of fun.

Ken: Yes, it's a really good festival. It's a great opportunity to try various foods from different countries. And they usually have some pretty good concerts, too.

Meg: Yes, I loved the music last year. Actually, they're looking for volunteers to work at the festival, and I'm planning to apply this year.

Ken: Oh, that sounds like a good idea. Maybe I'll apply, too.

Meg: You should! They're recruiting volunteers online, so let's take a look.

True or false?

1. Ken invites Meg to join him at the international cultural festival next month.
2. Meg works as a volunteer at the festival every summer.

〈解答〉

1. False
2. False

Model Passage

Play the recording and have the students listen to it carefully. Then play it again, pausing for them to repeat each sentence. Explain any words or phrases you think they may not understand.

Task 1

〈英語での指導案〉

Give the students time to read and think about the questions. Have them discuss their answers in pairs if necessary. Then call on a few of them to share their answers with the class.

OK, class. Let's move on to Task 1. I'm going to give you a few minutes to answer the four questions about the model passage on page 24. (Now discuss your answers with your partner.)

Task 2

〈英語での指導案〉

First, give the students time to think about the four questions in Task 2 and complete the chart individually. Direct their attention to the model passage and Basic Expressions on page 24. Then have them work in pairs to ask each other these questions.

First, I'm going to give you five minutes to read the questions in Task 2 and think about your answers. You can use the model passage and Basic Expressions on page 24 to help you if you like. Then I'd like you to work in pairs to practice asking and answering the questions.

Goal

〈英語での指導案〉

Have the students write a personal statement for the volunteer application in about 80 words using the notes they wrote in Task 2. If time allows, tell them to work with a partner to read each other's writing and give each other comments.

OK, let's move on to the Goal activity. You're going to practice writing a personal statement for the volunteer application. Use the model passage on page 24 and the answers you wrote in Task 2 to help you.

〈別解例〉

I am a student at Nishi High School, and I would like to volunteer on weekends for Nishi City's food bank. What I want to do most is to help those in financial need, especially women and children. I make a point of reading every local newsletter carefully so that I am aware of the social issues in our city. Thank you very much for considering my application. I look forward to hearing from you.

TRY

〈英語での指導案〉

Have the students read their personal statements aloud in pairs. Then tell them to ask each other questions to get more information.

Now I want you to work in pairs and take turns reading your personal statements aloud. After each student has read his/her personal statement, ask him/her some questions to get more information.

〈質問の例〉

- Have you ever done any volunteer work before?
- Have you worked with children before?
- Can you tell me more about the food bank?
- What made you interested in social issues?

Task 2 Imagine you are going to apply to take part in a volunteer activity. Fill in the chart with your answers to the questions. **CD 1-85**

① What kind of volunteer work would you like to do?	[解答例] I would like to volunteer as a coach for the children's sports festival.
② Why would you like to do that kind of volunteer work?	I love sports.
③ What are the advantages of the volunteer work you selected?	One of the advantages is being able to show children what fun sports are.
④ Why do you think you are suitable for the volunteer work you selected?	I belong to the track and field club. I am also good at ball games.

Hints ① coach / city guide / sports festival for children / charity concert
③ meet many people around the world / broaden your horizons
④ language skills / volunteer experience / interest in music / know the city well

Goal Writing

CD 1-86

Use the above notes to write a personal statement for the volunteer application in about 80 words.

[解答例]
I am a student at Asahi High School, and I would like to apply for a volunteer position in the sports festival for children that will be held in Asahi Park on October 10. I like sports very much, and I belong to the track and field club, so I would be able to give the children advice on how to throw and catch a ball. What I want to do most is play various sports with children. Thank you for considering my application.

Check list

☐ Accuracy ☐ Structure ☐ Content (⇒ p.127)

TRY Take turns reading your passages aloud. Other students should ask questions.



What do you think?



① Do you agree with the following opinion?

Schools should promote volunteer work among students.

☐ Yes

☐ No

② Why or why not?

③ Share your opinions with your partner.



CD ①-88

I agree. Even though many students are interested in working as volunteers, they often do not know where to start...

I disagree. The main responsibility of schools is not to get their students to do volunteer work but to...

the advantages of volunteering



- contribute to society
- see the world differently
- help you find what you want to do
- strong sense of responsibility
- opportunities to meet new people

- 社会に貢献する
- 違った見方で世界を見る
- 何がしたいのかを見つけるのに役立つ
- 強い責任感
- 新しい人々に会う機会

Agree — do not know where to start / promote good and safe volunteer work / choose the best program for you / ask your teacher for advice / useful for getting into university / etc.

Disagree — not the school's responsibility / find information on the Internet / do not need to rely on schools for information / students should focus on studying / teachers are too busy / etc.

CAN-DO Self-review

	Excellent (^o^)/v	Good (^_^)	Need to improve (>_<)
A. Speak (Interaction)	自分の考えや情報を Basic Expressions を参考に表現し、パートナーと伝え合うことができた。	パートナーと自分の考えや情報を伝え合うことはできたが、 Basic Expressions を参考に表現することができなかった。	パートナーと自分の考えや情報を伝え合うことができず、 Basic Expressions を参考に表現をすることもできなかった。
B. Speak (Presentation)	約 40 秒で適切にプレゼンテーションをすることができた。	プレゼンテーションはできたが、時間が長すぎた、または短すぎた。	約 40 秒で適切にプレゼンテーションをすることができなかった。
C. Write	Basic Expressions を参考に表現し、約 80 語でボランティアの申し込みフォームに自分のことを書くことができた。	約 80 語で自分のことを書くことはできたが、 Basic Expressions を参考に表現することができなかった。 / Basic Expressions を参考に表現できたが、語数が多すぎた、または少なすぎた。	約 80 語で自分のことを書くことができず、 Basic Expressions を参考に表現することもできなかった。

What do you think?

〈英語での導入例〉

Working as a volunteer doesn't allow you to earn any money, but the experience can be very fulfilling and beneficial. There are various volunteer programs for high school students, but many students don't do any volunteer work. Why do you think that is? Do you think schools should help students find volunteer positions? We're going to watch a slide show about this question, and after that, we're going to discuss the role schools should play.

〈スライドショーのスクリプト〉 **CD ①-87**

Schools should promote volunteer work among students.

Are you interested in doing volunteer work like participating in disaster relief or helping keep your local area clean? Many students are, but they often do not know how to get started. For this reason, some people say schools should promote volunteer activities among students.

If schools provided information about what kinds of volunteer activities are available and how students can apply to take part in them, it would be very helpful for those students who are interested in volunteering.

However, since volunteer activities are done outside of school, some people say there is no need for schools to give their students information to help them take part. Such people insist that if students want to do volunteer activities, they can find information for themselves on the Internet or elsewhere.

What do you think about this topic? Discuss it with your classmates.

〈英語での指導案〉

Allow the students a few minutes to write down their ideas before sharing them with their partner. Then have them work in groups. Direct them to use the phrases on page 26.

Now let's work on the "What do you think?" section. Do you agree or disagree with the statement "Schools should promote volunteer work among students"? You can use one of the examples listed on p.26, or you can use your own idea. Then try to think of some reasons and examples to support your choice. Once you finish, get together with a partner or in groups and share your ideas.

If necessary, give students some hints or elicit opinions from the whole class.

All right, everyone. If you don't have any ideas, you can help each other by getting into groups. You can also search online for hints.

Give feedback and ask a few students some questions to get them to share their ideas with the class.

〈解答例〉

- I agree. Even though many students are interested in working as volunteers, they often do not know where to start. If schools advertised opportunities for students to work as volunteers, it would help them find work that they liked, and it would also be useful for their future careers. If volunteering opportunities were promoted and monitored by schools, students would feel confident about signing up. By contrast, relying on sources like social networking services for information about volunteering can be dangerous.
- I disagree. The main responsibility of schools is not to get their students to do volunteer work but to teach them academic subjects. Teachers are already too busy to take on extra work like helping students find volunteer work. It is up to students to do that themselves. There is plenty of information available on the Internet, so students do not need to rely on schools for information.