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 choose the one that best describes the picture.

〈音声スクリプト〉 CD①-31~34

- 1 A. The students are all drawing pictures of the Atomic Dome Building.
 - B. Some students are reading an information board about the Atomic Dome Building.
 - C. None of the students in this picture are wearing caps.
- A. A crowd of people are looking at some snow statues.
 - B. A crowd of people are making some objects out of snow.
 - C. A crowd of people are riding some snow animals.
- 3 A. A lot of whale sharks are eating small fish in an aquarium.
 - B. A lot of people are watching a big whale shark in an aquarium.
 - C. A lot of people are standing in line at the entrance to an aquarium.
- 4 A. All the roofs of the houses are covered with snow.
 - B. All the roofs of the houses are round.
 - C. All the roofs of the houses are painted in white.

〈解答〉 CD①-35

1 B 2 A 3 B 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 places in the pictures would you like to visit most? First, think about your answer for a minute, and then ask your partner. Also, ask him/her why.

〈解答例〉

- · I'd like to visit the Atomic Dome Building in Hiroshima. It's an important historical building.
- I'd love to go to the Sapporo Snow Festival. I've seen lots of photos, but I want to see it with my own eyes.
- I'd like to visit the aquarium. I'd particularly like to see some whale sharks.
- · I want to visit Shirakawa in Gifu Prefecture. It's a World Heritage site.

Lesson 2

Wonderful places to visit in Japan

CAN-DO

A. Speak (Interaction)

適切な助動詞を用いて、日本を訪問予定の外国人観光客にお勧めする場所についてパートナーと伝え合う。

B. Speak(Presentation)

日本を訪問予定の外国人観光客 にお勧めする場所についての発 表をクラスで30秒程度で行う。

7 7 7 7 7 7 7 7 7 7 T

C. Write

適切な助動詞を用いて,50語程度で自分がこれまでに行った旅行先についてのレビューを書く。

 \mathcal{A}



1 =



Let's speak about...





Meg and Ken are talking about Meg's plans for the summer vacation with her family.

(メグと健は、家族と過ごすメグの夏休みの計画について話をしています)



CD11-37/ 38 (Faster)



My family is coming to Japan this summer.

Oh, that's wonderful! Where are you going to take them?



I haven't decided yet. Can you recommend some good places to visit?

Well, I think you should take them to Hakone. It's not far from Tokyo, and you can enjoy hot spring baths there.



That's great! My parents like hot springs very much. Would you show me where it is on this map?

Sure. Here's Lake Ashinoko. You can enjoy great views of Mt. Fuji from there!



10

CD1-40

CD1-39

Listening **Q**uiz Q1. ____

Q2.

Basic Expressions

●You **should** take your parents to Hakone. (1.7) あなたは箱根に両親を連れていくべきです。 ⇒「~すべきだ」、「~するほうがよい」と〈義務・忠告〉を表す場合には should を用いる。

 You can enjoy hot spring baths in Hakone. (1.8) 箱根では温泉を楽しむことができます。 →「~できる」と〈能力・可能〉を表す場合には can を用いる。

● Would you show me where Hakone is on this map? (1.9) か教えてくれますか。

⇒ 「~してくれませんか」と相手に依頼する場合に、Would [Could] you ~? を用いる。 また, 「~したい」と〈願望〉を表す場合には、would like to ~を用いる。

▶ I would like to buy this T-shirt. 私はこのTシャツ を買いたいです。

See page 116 Expressions Plus

14 **| | | | | Part 1**

Let's speak about...

〈英語での導入例〉

Many foreigners come to Japan for vacations these days, as you know, and there are lots of great places where they can go sightseeing. If you had some foreign visitors, where would you take them sightseeing? Are there any good places in your hometown, for example? And what kinds of activities would you recommend? In today's lesson, we're going to start by reading a conversation between Meg and Ken. Meg's family is coming to Japan from Canada. for the summer. Where is Meg planning to take them?

〈写真に関する質問例〉

- · What can you see in the pictures?
 - Mt. Fuji, Lake Ashinoko, Hakone Shrine, a tour boat, a hot spring bath ...
- · Have you ever been to Hakone?
 - Yes, I have./No, I haven't.
- Do you know how high Mt. Fuji is? 3,776 m.
- · Do you know how big Lake Ashinoko is?
 - -7.1 km^2 .
- · Do you know how Lake Ashinoko was formed?
 - It was created about 3,000 years ago by a volcanic eruption.

〈テーマ(訪日外国人に勧めたい日本の観光地)に関する質問例〉

- How many World Heritage sites are there in Japan? 25.
- · If you had some foreign guests, where would you take them? Why?
 - I would take them to our school. It would be an interesting experience for them to visit a school in a different country.
 - I would take them to the local supermarket. They could buy lots of things there that they wouldn't be able to find in sightseeing spots.

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 statements and mark them true or false.

〈音声スクリプト〉 CD①-39

True or false?

- 1. Meg hasn't decided where she's going to take her family yet.
- 2. Meg's parents love hot springs.

〈解答〉

1. True 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. Then 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. I'm going to give you a few minutes to fill in your answers to the questions about the dialog. After that, you're going to check your answers in pairs.

Task 2

〈英語での指導案〉

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

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. Then you're going to work with your partner to practice asking and answering the questions. You can use the model dialog and Basic Expressions to help you if you like.

Goal

〈英語での指導案〉

Have some of the students tell the class about where they'd like to recommend that foreign tourists visit. Encourage questions and comments from other students.

Let's move on to the Goal activity. Tell the class about where you'd like to recommend that foreign tourists visit. Use the Example on page 15 and your answers from Task 2. After you have told the class about your recommendation, the other students are going to ask you some questions to get more information, so everyone, think of some questions to ask!

〈解答例〉

I would like to recommend that foreign tourists <u>climb Mt. Fuji</u>, because <u>it is the highest mountain in Japan</u>. You can <u>enjoy wonderful views from the top</u>. <u>It would be a brilliant experience for them.</u>

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 scenic spots in Japan would you like to visit? — and then practice asking and answering it with your partner.

〈別解例〉

I would like to visit Fushimi Inari Taisha's Senbon Torii. The shrine isn't far from central Kyoto.

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Task 1 Complete the chart. (1	4 ページの会話文を記	読んで表を	埋めてみよう)	CD①-4
1) Where does Ken think Meg should take her family?	He thinks she s (Hakone	hould ta).	ke them to	
② Is it far from Tokyo?	(No), it (isn't).
3 Why does Ken think Meg should take her family there?	Because you ((hot (baths (Mt. (Lake) () tal spring enjoy great Fuji Ashinoko)
Task 2 Answer the following どこを訪れるようにお勧めした	•			
Q1 Where would you like to re [解答例] I would like to recommend that the Tokyo Q2 Why would you recomment Because it is famous as the busies Q3 What can you see or do the You can see many people cross lights change to green	ey visit Shibuya Scrand it? It crossing in the worldere?	mble Cross	sing in .	?
Goal Interaction/Prese	ntation (⇒pp.	.108-109)		30 seconds
(Task 2) の内容を使って発表し、それに対す	るほかの生徒からの	質問に答え	よう)	CD①-43/44(英Ver
I would like to recommend that foreign t famous as the busiest crossing in the witime the lights change to green.				
Check	Content (⇒p.127	7)		CD ①-4

TRY What *scenic spots in Japan would you like to visit? *scenic spots: 景色のよい観光地、景勝地

— I would like to visit [解答例] Amanohashidate. It's a sandbar that looks like a pathway between heaven and earth



Let's write about...

Rachael's rev	iew				(
Place: Nikko		Turnelautuur	Time of w			
☐ Poor (****	Traveler type ☐ Families ☐ Solo ☑ Friends	Time of your Spring Summer Fall Winter			
I went to Nik	ko with som	ne friends last O	ctober. After v	visiting To	shogu	Shrine
we ate yuba	for lunch.	The restaurant	was crowded	, so we h	ad to	wait i
<u> </u>	ALIE TO KECION	Falls. The Kego	n Falls area is t	arnous to	its tall	colors
	_	early to enjoy th			gone t	here i
but October	_	_			gone t	here i
but October November.	was a little	_	nem. We sho u		gone t	here i
but October November.	was a little	early to enjoy th	nem. We sho u		gone t	here i
but October November. ask 1 Analy Overview (要旨)	was a little	early to enjoy th age. (上の文章をか	nem. We sho u		gone t	here i
but October November.	ze the passa	early to enjoy th age. (上の文章をか	nem. We sho u		gone t	here i
but October November. ask 1 Analy Overview (要旨) · What is Rach Her trip to Nikko.	ze the passa	early to enjoy th age. (上の文章をか	nem. We sho u		gone t	here i
but October November. ask 1 Analy Overview (要旨) · What is Rache Her trip to Nikko. Contents (內容)	ze the passa	early to enjoy th age. (上の文章をか	nem. We shou 分析してみよう)	ıld have	gone t	here i
but October November. Analy Overview (要旨) · What is Rache Her trip to Nikko. Contents (內容) True or false? (was a little decorate was a little decorate with a little decorate	early to enjoy that age. (上の文章を分g?	nem. We shou 分析してみよう)	ıld have	gone t	here i
but October November. ask 1 Analy Overview (要旨) · What is Rache Her trip to Nikko. Contents (內容)	was a little o	early to enjoy that age. (上の文章を発 g? には T, 合わないも ith her friends.	nem. We shou 分析してみよう)	ıld have	gone t	
but October November. Analy Overview (要旨) What is Racheller trip to Nikko. Contents (內容) True or false? ((1) Rachael visit	was a little oze the passa ael reviewing 内容に合うもの ted Nikko wid <i>yuba</i> for lu	early to enjoy that age. (上の文章を分けないものではて、合わないものではない。)にはて、合わないものでは、	nem. We shou 分析してみよう)	ıld have	gone t	T
but October November. Analy Overview (要旨) · What is Rache Her trip to Nikko. Contents (內容) True or false? ((1) Rachael visit (2) She enjoyed	was a little oze the passa ael reviewing 内容に合うもの ted Nikko wid <i>yuba</i> for lu	early to enjoy that age. (上の文章を分けないものではて、合わないものではない。)にはて、合わないものでは、	nem. We shou 分析してみよう)	ıld have	gone t	T

● We **should have gone** to Nikko in November. (1.17) 私たちは 11 月に日光に行くべきでした。

□ 「~すべきだったのに(しなかった), ~すればよかった」という後悔の気持ちは〈should

See page 116 😛 Expressions Plus

35

have + 過去分詞〉の形で表せる。

Let's write about...

〈英語での導入例〉

I guess you've visited quite a few places in Japan, maybe with your family or on school trips. Visiting scenic places and historical sites is great fun, and it's also educational. Nikko is one of the most famous tourist spots in Japan, of course, and it's also a World Heritage site. Today, we're going to read a travel review that Rachael wrote about Nikko, but first, let's listen to a dialog between Meg and Ryota. Meg is thinking of visiting Nikko.

Listening Quiz

〈英語での指導案〉

Play the recording and have the students listen to the dialog between Meg and Ryota. 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 you're going to hear two sentences about it. Mark the sentences true or false.

〈音声スクリプト〉 (CD①-47/48(Faster))

Meg: I hear Nikko is a great place to visit. Do you think I should go?

Ryota: Yeah, of course. There's plenty to see, and it's easy to get to from Tokyo.

Meg: When is the best time to go?

Ryota: Well, I guess you might like to catch the autumn leaves. The area near Kegon Falls is

really great in the autumn.

Meg: You mean October?

Ryota: October may be a little early. Early November is probably better.

Meg: Great, thanks!

True or false?

- 1. Ryota thinks Nikko is a great place for Meg to visit.
- 2. Ryota thinks October may be a little early to see the autumn leaves.

〈解答〉

1. True 2. True

Model Passage

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.

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 16. (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 and complete the chart individually. Then have them work in pairs to ask each other the questions. Direct their attention to the model passage and Basic Expressions.

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

Goal

〈英語での指導案〉

Have the students write a travel review in about 50 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 write a travel review. Use the model passage on page 16 and the answers you wrote in Task 2 to help you.

〈別解例〉

Place: Miyazaki

Our trip to Miyazaki was amazing. $_{\bigcirc -a}$ We ate *chicken nanban*, deep-fried chicken with tartar sauce; it was juicy and delicious. You $_{\bigcirc}$ must try *chicken nanban*, too. $_{\bigcirc -b}$ After lunch, we went to Takachiho Shrine and enjoyed its spiritual atmosphere. I should have $_{\bigcirc}$ taken more photos, because my friends want to know more about the trip.

TRY

〈英語での指導案〉

Have the students read their travel reviews aloud in pairs or small groups. Then tell them to ask each other questions to get more information.

Now I want you to work in pairs or small groups and take turns reading your travel reviews aloud. After each student has read his/her travel review, ask him/her some questions to get more information.

〈質問の例〉

- · Who did you go with?
- How many days did you spend there?
- How did you get there?
- · How long did it take to get there?
- · What else did you do [eat, see]?
- · Do you want to go there again?
- · What will you do if you go there again?

1	ask		notes. (あなたは, こ その準備のため, 下の.		ついてのレビューを書こうとして CD①-53
			Place:	[解答例] Hokkaido	
				1	
	1	What did Write two	you do there? things.	<u> </u>	d it was really fresh and delicious. taru Canal and enjoyed cycling.
	2	What would you say visitors must do there?		They must eat fresh sushi in	Hokkaido
	3		uld you have done our trip better?	I should have worn sneake	rs

Goal	Writing
	•••••

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CD(1)-54

Write a travel review. (のメモをもとに、旅行先についてのレビューを完成させよう) [50 語程度]

[解答例] Haruka 's review			(1)	
[肝合例] Haluka STEVIEW				
Place: Hokkaido				
Traveler rating	Traveler type	Time of year		
✓ Excellent (★★★★★)	Families	Spring		
Very Good (★★★★☆)	Solo	Summer		
□ Average (★★★☆☆)	Friends	Fall		
□ Poor (★★☆☆☆)		Winter		
☐ Terrible (★☆☆☆)				
		We ate sushi for lunch		
fresh and delicious. You $_{ ilde{2}}$ mus	st eat fresh sushi in H	okkaido	_{①-b} After lunch	
we went to Otaru Canal and enjoyed cycling there . I should have 3 worn sneakers				
, because we walked and cycled a lot around Otaru				

├ints 1 自分の名前、旅行先を記入し、該当するチェックボックスにチェックを入れよう。② ③で記入したことについての理由を書こう。

Check Structure □ Content (⇒ p.127)

TRY グループになり、全員のレビューをグループで共有し、どの旅行先に行ってみたいかを話し合おう。

What do you think?



1 Do you agree with the following opinion?

It is better to travel by yourself than to go on guided tours.

Yes

No

2 Why or why not?



CD1-56

I agree. If you travel by yourself, you can decide where you go...

I disagree because it's much safer to go on a guided tour than to travel by yourself...

going on a trip



- · make a hotel reservation
- · prepare for a trip
- \cdot go sightseeing in \sim
- · pick up *one*'s baggage

- ・ホテルの予約をする
- ・旅行の準備をする
- ・~に観光に行く
- ・荷物を受け取る

Agree decide where you go あなたがどこに行くかを決める / have a good experience よい経験をする / have more flexibility より自由度がある / talk with local people 地 元の人と話す / do research on your destinations 旅行先を調べる / etc.

Disagree — safer than traveling by yourself ひとりで旅行をするより安全だ / get valuable advice on your trip 旅行について有益な助言を得る / get group discounts 団体割引を得る / make friends with people in your group 参加者と友だちになる / help you save time 時間の節約に役立つ / etc.

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(CAN-DO Self-review

	Excellent (^o^)v	Good (^_^)	Need to improve (>_<)
A. Speak (Interaction)	適切な助動詞を使って、 自分の考えや情報を 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、適切な助動詞を使うことができなかった。/適切な助動詞を使うことはできたが、パートナーと自分の考えや情報を伝え合う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,適切 な助動詞を使うこともできな かった。
B. Speak (Presentation)	約 30 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30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	適切な助動詞を使って 50 語程度でレビューを 書くことができた。	50 語程度でレビューを書くことはできたが、適切な助動詞を使えなかった。/適切な助動詞は使えたが、語数が多すぎた、または少なすぎた。	50 語程度でレビューを書くことができず、適切な助動詞を使うこともできなかった。

18 - Part 1

What do you think?

〈英語での導入例〉

Do you like traveling? Many people do, but there are many different ways to travel. Some people like traveling by themselves and making their own arrangements. They read travel books and search the web for plane tickets, hotels, and places to visit. For these people, planning everything is one of the most enjoyable parts of traveling. But others prefer going on guided tours. They think that planning everything themselves and making all the reservations is a waste of time. For them, guided tours seem easier and safer. What do you think? Let's watch a slideshow on this topic.

〈スライドショーのスクリプト〉 CD①-55

It is better to travel by yourself than to go on guided tours.

Some people like to make their own plans and travel independently, while others prefer to go on guided tours. Both ways of traveling have their advantages and disadvantages, so it is difficult to say which is better.

Those who like to make their own travel plans say that you have more flexibility when you travel by yourself. You can decide for yourself where to go, what to eat, and what to do.

On the other hand, those who prefer to go on guided tours believe that it is safer. If you travel by yourself, they say, you have no one to help you when things go wrong. If your flight is delayed or cancelled, for example, you have to deal with the problem yourself. If you are on a guided tour, by contrast, the tour agency will handle such situations for you.

What do you think about this topic? Discuss your opinions 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 18 if necessary.

Now let's work on the "What do you think?" section. Do you agree or disagree with the statement "It is better to travel by yourself than to go on guided tours"? First, let's look at the model answers. You can use some of the example phrases listed on p.18, or you can use your own ideas. Try to think of some reasons and examples to support your opinion. 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. If you travel by yourself, you can decide where you go, what you eat, and what you do on your trip. You have much more flexibility.
- I disagree because it's much safer to go on a guided tour than to travel by yourself. If you book a guided tour and something unexpected happens, such as flight cancellations or delays, the tour company will deal with it.