

Lesson Modification (4-5 people)
SDC Workshop, Inquiry-Based Learning

Choose one of the lessons below and modify it to be an inquiry-style lesson. You can use the 5-E model provided, or modify it differently to fit your needs. Be creative!

N.B.1. You can change the goal of the lesson, but the original goal must still be met within the modified lesson.

N.B.2. You can use supplementary materials, or subtract materials from the original content, but the subject matter must remain the same.

N.B.3. You can modify the entire lesson to be inquiry-style, or you can introduce inquiry with smaller modifications. Small changes are a necessary first step!

Examples of small modifications include adding:

- Scaffolding
 - Questioning
 - Group work/Pair work
 - Language Assistance Tools
 - Developing/Providing Resources
- Activities
 - Movement/Game
 - Discussions
 - Reflections
- Motivation
 - Real-world connection
 - Problem-solving

Lesson 1 (Grammar)
“Modifying Nouns”
Unit 11, Dualscope English Expression II

Goal: Students are able to create sentences which properly use modified nouns.

Materials: textbook, chromebooks, dictionary

Time: 50 minutes

Before Class: Students read about the grammar point at home, including examples and explanations.

Instructional Process:

1. Students listen to a short reading and answer questions individually (5 minutes)
 2. Teacher reviews the answers to the questions (5 minutes).
 3. Teacher explains the grammar point using the target sentences (15 minutes)
 4. Students complete workbook problems individually (10 minutes)
 5. Teacher checks the answers to the workbook problems by calling on students to answer and correcting their answers (15 minutes)
-

Lesson 2 (Language Comprehension)
“Promoting Sustainability”
Unit 3, Enrich Learning English Communication I

Goal: Students are able to identify actions that individuals can do to promote sustainability.

Materials: textbook, chromebooks, dictionary

Time: 50 minutes

Before Class: Students read a short reading at home.

Instructional Process:

1. Students review the reading individually (5 minutes)
2. Students listen to a recording of the reading 3 times (10 minutes)
3. Students answer workbook questions about the reading (20 minutes)
4. Teacher checks the answers to the workbook questions by calling on students to answer and correcting their answers (15 minutes)

UNIT 11

Modifying Nouns (1)

● 分詞 / 不定詞 / 同格

English in Action

STEP 1 Find out about Guinness World Records.

SEPTEMBER 21, 2017

Today's Trivia Book

Guinness World Records is a book **proposed** originally by the president of a beer company. He had the idea **that** people liked talking about world records while drinking. He thought they would drink more beer if they had a book of world records. He was right. The president may be the first person **to develop** such a unique sales strategy.



STEP 2 Listen and answer true or false.



- (1) T / F (2) T / F (3) T / F

TARGET SENTENCES

1 「～している, ～する」「～された, ～されている」

分詞

- A **barking** dog seldom bites.
ほえるイヌはめったにかままない。(ことわざ)
- Do you know any students **working** for a volunteer group?
ボランティアグループで働いている生徒をだれか知っていますか。
- The man **surrounded** by reporters is a famous composer.
記者に囲まれている男性は有名な作曲家だ。

2 「～する, ～するための」

不定詞

- Dr. Yukawa was the first Japanese **to get** the Nobel Prize.
湯川博士はノーベル賞を受賞した最初の日本人だ。
- I'm hungry. I need to get something **to eat**.
お腹がすいた。何か食べるものを手に入れなければならない。

3 「～するという」

同格

- Bill broke his promise **to get** home by seven.
ビルは7時までに家に帰るという約束を破った。
- The government made a law **to protect** stray cats and dogs.
政府は野良ネコや野良イヌを保護する法律を作った。
- * Laura accepted the idea **that** we would hire a new staff member.
ローラは私たちが新しい従業員を雇うという考えを受け入れた。

Scope for Expression

- 1, 2, 3. 分詞の位置
1. 単独で修飾(名詞の前)
2, 3. 他の語句を作って修飾(名詞の後)

- 4, 5. 名詞 + to do
4. (S+V)の関係
5. (V+O)の関係
5. 比べてみよう

- a. something to eat
b. something to eat with
8. 比べてみよう
a. The **rumor that** Jane told me a lie yesterday is not true.
b. The **rumor that** Jane told me yesterday is not true.

EXERCISES

A Fill in the blanks to complete the sentences.

- ソファで寝ている子イヌはモモだ。
The puppy () () () () is Momo.
- これはオリンピックのために建設された競技場だ。
This is () () () for the Olympics.
- 私は毎朝英語を勉強することを決意した。
I made () () () () English every morning.
- 私は今週末まったく何もすることがない。
I () absolutely () () () this weekend.

B Complete the sentences with the words in brackets.

- Did you hear (broke / Kakeru / the rumor / with / up / that) Nancy?
- I missed (Mr. Brown / to / a chance / of / because / see) the flu.
- We need (teach / someone / how / us / to / to) use this machine.
- (in / featured / the restaurant / this / is) the magazine.
- Could you (write / something / me / with / to / lend)?

C Express the following in English and complete the sentences.

- 私は夏に自転車で四国を回る計画がある。
I have _____ in summer.
- 兄はスイス製の腕時計を買った。
My brother _____ Switzerland.
- この部屋を最後に出る人は電気を消してください。
Please turn off the lights if you are _____.
- 私たちとは違う制服を着ている女の子はだれですか。
Who is _____ from us?

D Express the following in English.

- 恋人たちは沈みつつある太陽を眺めながらベンチに座っていた。〔couple〕
- 校門のところで私たちに手を振っている男の子は私のいとこだ。
- ジョージ(George)には獣医になるという夢がある。〔vet〕
- このクラスに転校生が来るといううわさがある。〔new student〕
- 私は旅行に持って行くガイドブックを買わなければならない。

Unit 3 How can we promote sustainability?

Reading 1 Part 1



教科書
p.42

A Starting Out 全体の要旨をつかみながら、本文を読みましょう。

Original email from Canada

① Questions about your zero-waste initiative //

Paragraph 1

② Dear Kamikatsu High School students, //

Paragraph 2

③ We are students at a high school / in a small city called Tofino / on the coast of British Columbia, in Canada. // ④ We are noticing more and more garbage in the ocean / as it washes up on our beaches. // ⑤ We thought a lot / about how to reduce the amount of garbage, / and we formed an environment club at school / to discuss our ideas. // ⑥ In our last meeting, / we watched a video about the zero-waste initiative in your town / and we were very impressed. // ⑦ We would like to do something similar here. // ⑧ If you don't mind, / could you answer our questions below? //

Paragraph 3

1. ⑨ How did you get rid of your garbage / before the zero-waste initiative? //
2. ⑩ What was the most challenging part of introducing the new recycling system? //
3. ⑪ Do you think / people's attitudes have changed? //
4. ⑫ Do you have any advice for us? //

Paragraph 4

⑬ We are really looking forward to hearing from you! //

Paragraph 5

- ⑭ Kind regards, //
- ⑮ Aisha, Sarah, and Ryan //
- ⑯ Tofino High School //

B Outline

本文の内容に合うように記入し、メールの概要をおさえましょう。

送信 → 受信	トフィーノ高校 → 上勝高校
本題	(1.) 政策についての質問
きっかけ	浜辺に打ち上げられる (2.) が増えている。
課題	(3.)?
取っ掛かり → 着想	校内に (4.) を作る。 → (5.) で (1.) 政策についての ビデオを見る。 ↑自分たちの街でもやりたい!
質問内容	1. 政策導入以前は (6.) ? 2. 新しい (7.) 導入について (8.) ? 3. 人々の意識に (9.) ? 4. (10.) はあるか?

C Q & A

本文の内容に合うように、次の問いに英語で答えましょう。

1. Why did Aisha and her friends start up a new club?

2. How did they feel when they watched a video about environmental efforts in Kamikatsu?

D Structure

解説を参考にしながら、本文を訳しましょう。

1. ③ We are students at a high school in a small city called Tofino...
called ... は分詞の後置修飾。a small city に説明を加えている。called は過去分詞なので受け身の意味。
訳 ▶ _____
2. ④ We are noticing more and more garbage in the ocean as it washes up on our beaches.
more and more で「ますます多くの」という意味。more は many / much の比較級。garbage は不可算名詞なので、ここでは much の比較級。it は more and more garbage を指す。
訳 ▶ _____
3. ⑧ If you don't mind, could you answer our questions below?
Could you ...? は「…していただけませんか」という丁寧な依頼表現。if you don't mind は「よろしければ」という意味で、依頼文の一部として用いられる。mind は「いやだと思う」という意味。
訳 ▶ _____