

Teaching Plan

Shoyo Senior High School
Instructor: Kumamoto Takayo

1. Date: December 17th 2008. Fifth period (13:45 ~ 14:35)
2. Class: 3rd Grade. Department: Art Class. Class 8 (40 students: 7boys, 33 girls)
3. Place: Language Laboratory Room (LL room on the second floor)
4. Text: EXCEED English Reading (SANSEIDO) Lesson 12 “Global Warming” (pp.146-156)
5. Class Survey:

This Class is the Art Class. Most of the students are obedient and have a positive attitude towards English. Also, students express their opinion clearly and try to speak English. Approximately 80% of the students are going to take government sponsored entrance examinations for public and private universities. Also, in the future, a number of students are keen on working in a foreign country or going abroad to study. In the second grade, most of the students in this class experienced a school trip abroad and this had a great influence on them. In addition, approximately 80% of them say that English lessons are useful for their future and they will make an effort to improve their English skills. As they are in the final grade of high school, they need to acquire the key skills of reading, writing, speaking and listening.

6. Allotment:

1st Period: Reading through the Whole Lesson (pp.146-153) 【Today's Lesson】

2nd Period: Part 1, 2, 3 & 4 (pp.146-153)

3rd Period: Consolidation (Grammar and Exercises, etc.) (pp.154-156)

7. Aims of the Whole Lesson:

The students will be able to:

1. Consider and share the knowledge they already have about global warming.
2. Apply their knowledge to concrete cases of critical global warming.
3. Become familiar with the grammar that they studied and acquire effective usage of it.
4. Exercise their abilities of the 4 skills efficiently.

8. Aims of Today's Lesson:

The students will be able to

1. Understand the causes and effects of global warming.
2. Become familiar with the usage of the grammar they have studied.
3. Express their opinion about global warming using the grammar they have studied using their textbooks and 600sen.
4. Make good use of the 4 key skills through each stage.

9. Assessment Criteria:

Viewpoints		Criteria
1	Interest, motivation and attitude	Show motivation and a positive attitude through each stage.
2	Ability to Express themselves (Speaking & Writing)	Answer the T/F and content questions using the information in the text. Express their opinions about the effects of global warming.
3	Ability to comprehend (Reading & Listening)	Understand more about global warming through watching the video and reading the passages. Answer the T/F and content questions using the information in the text.
4	Knowledge and Comprehension	Understand more about global warming and deepen their knowledge of it through the summary. Become familiar with the usage of the grammar they have studied.

10. Method of exercising viewpoints 1 - 4

In order to make the students exercise viewpoints 1 - 4, I brought the 600sen into play and made a lesson which assimilated Reading and Grammar through the Reading class. In addition, I tested the 4 skills by repeatedly introducing Listening, Writing, and Speaking exercises in the Reading class.

11. Teaching Procedure

Time	Procedure	Instructor's Activity	Students' Activity	Viewpoints
1 min.	Greetings	<ul style="list-style-type: none"> • Greet the students(Ss). 	<ul style="list-style-type: none"> • Greet the instructor. 	
6 mins.	Warm-Up Listening Test	<ul style="list-style-type: none"> • Have Ss watch a video about global warming. • Have Ss answer some questions about it. 	<ul style="list-style-type: none"> • Watch the video about global warming. • Answer the questions. 	1 & 3 Listen and answer the questions positively?
15 mins.	Comprehensions of the content (Q&A and T/F)	<ul style="list-style-type: none"> • Have Ss answer the questions (1 to 4)about the summary they have been given beforehand. • Have Ss check the answers 	<ul style="list-style-type: none"> • Answer the questions (1 to 4) about the summary they have been given beforehand. • Check the answers. 	2, 3 & 4 Answer the questions aloud and check the answers positively?
2 mins.	Summarizing	<ul style="list-style-type: none"> • Have Ss skim the contents using the summary sheet. 	<ul style="list-style-type: none"> • Skim the contents using the summary sheet. 	3 Look at the summary sheet and listen carefully.
5 mins.	Reading in Pairs	<ul style="list-style-type: none"> • Have Ss read after the instructor using the summary sheet. • Have Ss make pairs. • Have each student read the sentences with their partner helping them with pronunciation and comprehension. 	<ul style="list-style-type: none"> • Read after the instructor using the summary sheet. • Make a pair. • Read each sentence and help their partner. 	1 & 2 Read aloud and have a peer-check?
8 mins.	Explanation of the Grammar	<ul style="list-style-type: none"> • Have Ss listen to the explanation of today's grammar points. • Have Ss check the grammar using a PC and their 600 sen. 	<ul style="list-style-type: none"> • Listen to the explanation of today's grammar points. • Check the grammar using a PC and their 600 sen. 	3 & 4 Listen carefully. Check the answers positively?
10 mins.	Writing	<ul style="list-style-type: none"> • Have Ss think about the effects of global warming. • Have Ss write what they should do in their daily lives to prevent global warming using the idiom (used to do). • Have Ss make pairs and check their partner's work. • Have some pairs introduce their measures to prevent global warming. 	<ul style="list-style-type: none"> • Think of some measures to prevent global warming. • Write their measures for preventing global warming using the idiom(used to do). • Make a pair and check their partner's opinion. • Introduce their measures to prevent global warming. 	1 & 2 Participate in the task positively?
1 min.	Evaluation	<ul style="list-style-type: none"> • Have Ss write an evaluation 	<ul style="list-style-type: none"> • Write an evaluation 	
1 min.	Assignment	<ul style="list-style-type: none"> • Give Ss some comments and an assignment about Q5 to 12. 	<ul style="list-style-type: none"> • Listen to the instructor. 	
1 min.	Greetings	<ul style="list-style-type: none"> • Greet the Ss. 	<ul style="list-style-type: none"> • Greet the instructor 	

Lesson 1 2 Global Warming

Listening

Q1. What threatens to leave our children a world of drought, floods, disease and global strife?

1. Blue whales
2. Children
3. Global warming
4. Textbooks

Q2. What did textbooks report about Blue whales?

1. That they were already gone
2. That they are under serious threat
3. That they are coming back
4. That they are very unhappy

Q3. Who must be part of the solution?

1. The Sierra club
2. William Shatner
3. Scientists
4. All of us

(New words)

threaten ~をおびやかす drought 干ばつ strife 紛争 face 直面する

enormous 巨大な prevail 普及する, 流布する extinction 消滅 magnificent 崇高な

creature 生き物 ocean 海 stabilize 安定させる climate 気候 carbon 炭素 emission 放出

pitch in 張り切ってとりかかる solution 解決策 the Sierra club 環境保護団体

Listening Script

William Shatner - Blue Whale

Global warming threatens to leave our children a world of drought, floods, disease and global strife. But we have faced enormous environmental challenges before and prevailed. The blue whale was hunted to near extinction. Textbooks reported these magnificent creatures were already gone. Blue whales still face serious threats but today they are coming back to oceans around the globe. We are saving the blue whale and together we can meet the challenge of global warming. Scientists tell us we can stabilize our climate if we cut carbon emissions 80% by 2050. That's 2% a year. But it will take all of us pitching in. You, me, governments, businesses; we must all be part of the 2% solution. Find out how. Contact the Sierra club, right now. There is not a minute to waste.

Writing

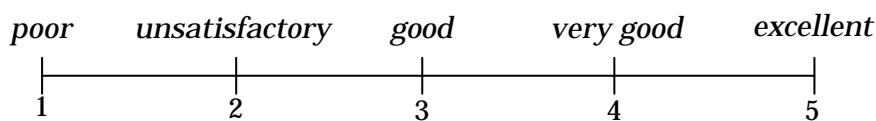
What do you want to do in your daily life to help stop global warming ?

I used to _____, but now _____

What do you think about this problem?

I think _____

Evaluation Sheet



1 . Using the scale above, please evaluate the class from the viewpoints below.

- (1) Preparation: Have you read the whole lesson and checked the new words. []
- (2) Comprehension: Could you consider and share knowledge about Global warming []
- (3) Listening to the Video: Could you follow the video and answer the questions? []
- (4) Reading and Speaking: Could you read and speak out in a loud voice? []
- (4) Writing and Speaking: Could you express your own ideas clearly to your partner? []
- (5) Listening to the content of lesson: Could you follow and understand the whole lesson? []

2. If you have any comments on today's lesson, please write them in the space below.

Class () No.() Name _____

Lesson 12 Global Warming

1 Global warming means the rise in the temperature of the earth. This has a physical impact on the very shape of the earth. For example, the glacier lakes of the Himalayas are filling as the glaciers melt under the impact of global warming. One lake in Bhutan was 1.6 kms long, 0.96 kms wide, and 80 meters deep in 1986. Nine years later, it was 1.94 kms long, 1.13 kms wide, and 27 meters deeper. Scientists say, “24 glacier lakes in Bhutan and 20 in Nepal have become very dangerous. They may flood and destroy villages downstream.”

The impact of global warming is also serious in Tuvalu, a small island country in the South Pacific. The country is made up of coral reefs and it is only a few meters above the sea level. Global warming makes the sea level rise and the rising sea may cover this island country.

2 Global warming also influences the ecology of the earth. For example, there are parts of the Arctic Ocean where the temperature has risen by six degrees during the last one hundred years. This leads to melting the snow that covers the nests of seals. Because of this, some seals cannot bring up their babies; they can't make safe nests for their babies away from animals such as polar bears.

In another case, in Alaska, trees are dying. 1 In most years, cold winters used to kill insects that ate the trees. Now, with warmer winters, the insects eat the trees every year. 2 A scientist says that if this continues, Alaska's forests will have changed to grasslands by the turn of the next century.

Global warming damages not only animals and plants but also human beings. Some health experts believe that a warming climate could increase the spread of malaria. In fact the mosquitoes that spread the disease have recently been found in regions that were once too cold for them.

3 Why has the temperature of the earth been rising? There are two possible answers. One focuses on root causes. One root cause is the rapid industrialization of the last century. Another root cause is the great increase in the earth's human population. Both of these put great strains on natural resources.

Another answer focuses on proximate causes. For example, too much CO₂ is produced by burning fossil fuels such as coal and oil. In addition, more methane gas is produced from ranches that raise cattle for meat. Further, chemicals used by industry and individuals can damage the atmosphere.

3 Taken together, these have caused the earth's average temperature to rise by one degree since 1880. You might think that the change of one degree Celsius does not matter, but it does when it comes to the whole earth. Just ask the people of Nepal and Tuvalu. Global warming is with us.

4 What can we do to stop global warming? First, we can tackle this problem on the governmental level. For example, within ten years the Icelandic government will replace fossil energy with renewable energy resources such as water, wind and the heat from the earth. Local governments in many countries, such as Norway and Germany, have long had regulations about recycling trash. To reduce pollution, some cities limit zones where cars and trucks may enter. Instead they provide a lot of lanes for bicycles.

Second, the solution also depends on individuals. We should not only follow governmental regulations, but also find out and practice what each of us can do about global warming. For example, we can turn off electric lights when they are not necessary. We can reduce garbage by not ordering too much food in restaurants. When we write, we can reduce the consumption of paper by using both sides. 4 Individual efforts like these may seem to be very small, but when united, they can help reduce global warming.

問1 次の英文は上記の英文をまとめたものである。 [1] ~ [4]に入れるのに最も適当なものを下の ~ のうちから1つ選べ。

Global warming is the rise of the earth's temperature. Rising temperatures [1]. This has a big impact such as floods and small islands sinking into the sea.

Global warming also has an impact on the ecology of the earth. The increase in the earth's temperature [2].

There are two reasons why the rise of the earth's temperature occurs. First: the rapid industrialization of the 19th century, using fossil fuels. Second: there are more and more people in the world and they use resources. The temperature rise of 1 [3].

How can we stop global warming? We must pressure our governments to care more about the environment and recycling. Also, we should reduce garbage, electricity and paper consumption. Even small, individual efforts [4].

[1]

- have nothing to do with the rising of sea levels
- makes it easier to live on the earth
- prevent some glacier lakes in the world from getting larger
- make some glacier lakes in the world become larger and make sea levels rise

[2]

- damages humans as well as plants and animals
- does harm only to human beings
- doesn't damage either creatures or plants
- doesn't disrupt the ecosystem

[3]

- doesn't matter to the whole earth
- has a great effect on the environment
- is dangerous only for the people who live on islands
- has little influence on our lives

[4]

- can't reduce global warming
- make no difference to global warming
- are necessary to reduce global warming
- wouldn't be much of a problem

[5]

[1 2]

に入れるのに最も適当なものを, それぞれ下の ~ のうちから1つずつ選べ。

問2 Because the glaciers in the Himalayas are melting, [5].

- neighboring villages in the Himalayas are not worried about melting some glaciers in the Himalayas
- there is a considerable danger that neighboring villages in the Himalayas will be flooded
- some villages in Bhutan and Nepal have sunk under glacier lakes
- 24 glacier lakes in Bhutan and 20 in Nepal have vanished

問3 What will become of Tuvalu? .

- It won't become below sea level
- It may completely disappear
- It won't be made of coral reefs
- It may be transferred from the South Pacific to a safe place

問4 One example of the influence global warming has on the ecology of the earth is that .

- the area seals can live in has become smaller than before
- trees are dying in Alaska because they can adjust to the warmer climate
- global warming improves the relation between plants, animals and the environment
- some seals and polar bears can't bring up their babies because they have no nests

問5 Why is what some health experts believe about malaria possibly true? .

- Because there is no chance to spread malaria into cold areas
- Because there are few people living in cold areas who suffer from malaria
- Because the effects of the spray wear off
- Because we have found mosquitoes even in cold areas

問6 The increase in population .

- is the root cause of the rapid industrialization
- can control too much CO₂ produced from burnt fossil fuels
- has risen by one degree in the last century
- is one root cause of the rising temperatures on earth by the gases that human activities create

問7 What can damage the atmosphere? .

- Chemicals used by industry and individuals
- Cutting down a forest
- Raising cattle for meat
- The discharge of methane gas from chemical industries

問8 What we must do to stop global warming is .

- make the government shift traffic from bicycles to cars and trucks
- not to change fossil energy into renewable energy resources
- just to depend on the government
- to work together with the government and as individuals

問9 Which statement is true? .

- The actions of individuals are not responsible for global warming
- We have to decrease the amount of CO₂ and we need to recycle energy
- We may as well waste food and electricity
- We have to save money to reduce paper, electricity, and food