

Pre Unit  
Hi, I'm Hana. H-a-n-a.

p.8-11

1. Unit Objectives

- Say your name, how you spell it, what you like and what you don't like.

2. Language materials

phrase	Food	green pepper, strawberry, cherry, apple, banana , etc.
	animal	rabbit, tiger, cat, etc.
	color	red, black, etc.
	sports	soccer, swimming, etc.
expression		Hi, I'm (Sakura).
		I like (apples).
		I don't like (bananas).
		How do you spell your name? — (S-a-k-u-r-a. Sakura).

3. Unit Planning (K/S: Knowledge and Skills, T/J/E: Thought, Judgement & Expression, Attitude: Attitude to proactive learning)

time	Step Step (page)	Goals & Activities	Verdict			
			K/S	T/J/E	Attitude	Evaluation Perspective (Evaluation Method)
1	(8-9)	<p><b>Goal:</b> To be able to make name cards and introduce yourself. [Preparation]</p> <p>Let's talk about what we like and what we don't like.</p> <p>Song: ABC Song Small Talk 【Watch the Scene】 - Have them aware of what they can do with this unit. 【Listen and Do①】 - Review what they learned in the 3rd and 4th grades. 【Chant】 - Practice saying names, likes, and dislikes. 【Listen and Do②】 - Listen to what people like and what people don't like. 【Chant】 - Say their names, what they like, and what they don't like.</p>				<p>*1 In this lesson, we will not conduct evaluation to keep a record, but we will provide guidance toward the goal. Even in activities and times where the children's learning status is not recorded, the instructor will check their learning status.</p>
2	(10-11)	<p><b>Goal:</b> To be able to make name cards and introduce yourself.</p> <p>Song: ABC Song Small Talk 【Read and Write】 - Write names in Roman letters. - Read the spelling of the names. 【Activity】 - Make name cards. 【Chant】 - Practice spelling. 【Activity】 - Introduce yourself and exchange name cards.</p>				<p>*1</p>

**Area-specific goals in the course of study**

Listening	(a) To be able to hear/understand simple words and phrases and basic expressions about yourself and simple things that are familiar to you, if others speak slowly and clearly.
Speaking (Interaction)	(b) To be able to communicate one's thoughts and feelings about familiar and simple matters related to daily life using simple words and phrases and basic expressions.
Speaking (Presentation)	(a) To be able to talk about familiar and simple matters related to daily life using simple words and phrases and basic expressions.
Reading	(a) To be able to identify characters written in a typeface and pronounce the pronunciation.
Writing	(a) To be able to write uppercase and lowercase letters in typeface.

**1. Unit Objectives**

- In order to get to know yourself and the other person well, you can listen and talk about your favorite subjects and dream timetable.
- Able to identify and write the uppercase and lowercase letters of the alphabet.

**Relationship with other subjects:** Math (questionnaire aggregation)

**2. Target Language**

Vocabs	subject	music, science, arts and crafts, Japanese, English, math, P.E, calligraphy, home economics, social studies, moral education
	mood	exciting, fun, interesting
	Day	Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday
expression		What subject do you like? – I like (math). It's (fun).
		What do you have on (Monday)? – I have (science) on (Monday).

**3. Example of Evaluation Criteria for Units**

- Criteria with © and ○ are in the Unit Plan. © is for the summative evaluation to be kept on record. ○ is for the formative evaluation that will not be kept on record, except in cases where outstanding performances are observed.
- As for the purpose of language activities (underlined part), please change according to the actual situation of each school.
- "Reading" and "writing" should not be limited to the unit but be continuously examined.

	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
Listening	○ < Knowledge > Understand the phrases and the expressions that describe favorite subjects, the reasons for them, the days of the week, and timetables. ○ < Skills > Acquire the skills to listen to specific information in the stories that use the target language.	<u>In order to learn about their favorite subjects and the reasons for them, they listen to a series of stories that include them and listen to the necessary information.</u>	<u>In order to learn about their favorite subjects and the reasons for them, they listen to a series of stories that include them and try to get the information they need.</u>
Evaluation Criterion A	Able to understand more than 80% of the words and expressions that describe the favorite subject, the reason	While organizing the content according to the purpose, they are able to listen to the necessary information.	Trying to get the necessary information while organizing the content according to the purpose.

	for it, the day of the week, and the timetable.		
Evaluation Criterion B	Able to understand more than 60% of the words and expressions that describe the favorite subject, the reason for it, the day of the week, and the timetable.	In line with the purpose, they are able to listen to the necessary information using illustrations and other clues.	In line with the purpose, they are trying to listen to the necessary information using illustrations and other clues.

	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
Speaking [Interaction]	○ < knowledge > Understand the expressions for asking and answering the favorite subjects, the reasons for them, and the timetables. ○ < skills > Acquire the skills to ask and answer the questions using the above expressions.	○ <u>In order to get to know their friends,</u> they can ask and answer questions about their favorite subjects and the reasons for them, using simple phrases and basic expressions.	○ <u>In order to get to know their friends,</u> they are trying to ask and answer questions about their favorite subjects and the reasons for them using simple phrases and basic expressions.
Evaluation Criterion A	They are able to communicate with each other using accurate sentences and words.	In line with the purpose, they are able to ask and answer questions in a way that is understood by the other person.	In line with the purpose, I try to ask and answer questions in a way that is understandable to the other person.
Evaluation Criterion B	There are a few errors, but they are able to communicate with each other.	Asking and answering questions in line with the purpose.	Trying to ask or answer questions in line with the purpose.

	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
Speaking [Presentation]	○ < knowledge > Understand the expressions that convey a timetable for a certain day of the week. ○ < skills > Acquired the skills to convey the timetable of your dreams using the above expressions.	○ <u>In order to let the other person know about you,</u> they can convey their thoughts to the other person about their dream timetable using simple words and basic expressions.	○ <u>In order to let the other person know about you,</u> they are trying to convey their thoughts to the other person about their dream timetable using simple phrases and basic expressions.
Evaluation Criterion A	Able to communicate using accurate sentences and words.	In line with the purpose, they are able to speak in a way that is conveyed to the other person.	I try to speak in a way that is in line with the purpose and can be understood by the other person.
Evaluation Criterion B	There are a few errors, but they are able to tell the story.	Talking about the content that is in line with the purpose.	Trying to talk in line with the purpose.

	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
Reading	< knowledge > Understand the letters C, c, O, o, S, s, V, v, W, w, X, x, Z, and z. < Skill > Skills to identify C, c, O, o, S, s, V, v, W, w, X, x, Z, and z and pronounce them.		
Evaluation Criteria A	It can identify all 100% of the alphabet and read the name correctly.		
Evaluation Criteria	Able to identify more than 80% of the alphabet and read out loud correctly.		

B			
---	--	--	--

	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
Writing	<p>&lt; knowledge &gt; Understand the letters C, c, O, o, S, s, V, v, W, w, X, x, Z, and z.</p> <p>&lt; Skill &gt; While looking at the samples, they have acquired the skill of writing C, c, O, o, S, s, V, v, W, w, X, x, Z, and z on four lines.</p>		
Evaluation Criterion A	Able to write the alphabet meticulously along the four lines.		
Evaluation Criterion B	The shape is slightly distorted, able to write down the same letters.		

4. Unit Planning

time	Step (page)	Goals & Activities	Verdict			
			K/S	T/J/E	Attitude	Evaluation Perspective (Evaluation Method)
1	~1 (12-15)	<p><b>Goal:</b> Ask each other about their favorite subjects. [Preparation]</p> <p>Let's learn the name of the subject.</p> <p><b>【Introduction】</b></p> <ul style="list-style-type: none"> <li>Exposure to the words and expressions to learn in this unit.</li> </ul> <p><b>【Watch the Scene】</b></p> <ul style="list-style-type: none"> <li>Make them aware of what they will be able to do with this unit.</li> </ul> <p><b>【Words and Phrases】 【Jingle①】</b></p> <ul style="list-style-type: none"> <li>Familiarize yourself with the way of saying subjects.</li> </ul> <p><b>【Chant】</b></p> <ul style="list-style-type: none"> <li>Practice expressions such as asking and answering your favorite subject.</li> </ul>				<p>*1 In this lesson, we will not conduct evaluation to keep a record, but we will provide guidance toward the goal. Even in activities and times where the children's learning status is not recorded, the instructor will check their learning status.</p>
2	1 (14-15)	<p><b>Goal:</b> Ask each other about their favorite subjects.</p> <p>Small Talk</p> <p><b>【Jingle①】</b></p> <p>Review the names of the subjects.</p> <p><b>【Listen and Do】</b></p> <ul style="list-style-type: none"> <li>Listen to your favorite subjects.</li> </ul> <p><b>【Jingle②】</b></p> <ul style="list-style-type: none"> <li>Familiarize yourself with expressions that express characteristics (convey reasons).</li> </ul> <p><b>【Chant】</b></p> <ul style="list-style-type: none"> <li>Review expressions such as asking and answering favorite subjects.</li> </ul> <p><b>【Activity】</b></p> <ul style="list-style-type: none"> <li>Ask each other about their favorite subjects and make a ranking of their favorite subjects.</li> </ul>				<p>*1</p>
3	2 (16-17)	<p><b>Goal:</b> Tell them your timetable. Preparation:</p> <p>Familiarize yourself with the names of subjects and the expressions of the days of the week.</p> <p>Small Talk</p> <ul style="list-style-type: none"> <li>Review the names of subjects and days of the week.</li> </ul> <p><b>【Listen and Do①】</b></p> <ul style="list-style-type: none"> <li>Ask for the name of the subject and the day of the week.</li> </ul> <p><b>【Jingle】</b></p> <p>Review how to say the days of the week.</p> <p><b>【Chant】</b></p> <ul style="list-style-type: none"> <li>Practice expressions such as asking and answering the timetable.</li> </ul> <p><b>【Activity】</b></p> <ul style="list-style-type: none"> <li>Make a timetable freely.</li> </ul>				<p>*1</p>
4	2 (16-17)	<p><b>Goal:</b> Tell them your timetable.</p> <p>Small Talk</p> <p><b>【Listen and Do②】</b></p> <ul style="list-style-type: none"> <li>Listen to the timetable.</li> </ul>				

		<p><b>【Jingle①】</b></p> <p>Review the names of the subjects.</p> <p><b>【Chant】</b></p> <ul style="list-style-type: none"> <li>Review the expressions used to ask and answer the timetable.</li> </ul> <p><b>【Activity】</b></p> <ul style="list-style-type: none"> <li>Tell each other about the timetable you made.</li> </ul>				<p>*1</p>
--	--	--	--	--	--	-----------

time	Step (page)	Goals & Activities	Verdict			
			K/S	T/J/E	Attitude	Evaluation Perspective (Evaluation Method)
5	3 (18-19)	<p><b>Goal:</b> Create a timetable for your dream day and present it. Preparation:</p> <p>Share your dream timetable with your pairs.</p> <p>Small Talk</p> <p><b>【Jingle】 【Chant】 p.14-17</b></p> <ul style="list-style-type: none"> <li>Review expressions that convey the timetable.</li> </ul> <p><b>【Watch and Do】</b></p> <ul style="list-style-type: none"> <li>Think about how to convey it.</li> </ul> <ul style="list-style-type: none"> <li>Say the lines according to the video.</li> </ul> <p><b>【Activity】</b></p> <ul style="list-style-type: none"> <li>Make a dream timetable and communicate it in pairs.</li> </ul>				<p>*1</p>
6	3 (18-19)	<p><b>Goal:</b> Create a timetable for your dream day and present it.</p> <p>Small Talk</p> <p><b>【Friends around the World】</b></p> <ul style="list-style-type: none"> <li>Watch videos of foreign children talking about the subjects they are studying.</li> </ul> <p><b>【Jingle】 【Chant】 p.14-17</b></p> <ul style="list-style-type: none"> <li>Review expressions that convey the timetable.</li> </ul> <p><b>【Activity】</b></p> <ul style="list-style-type: none"> <li>Present your dream timetable.</li> </ul>				<p>*1</p>
7	*Let's Read and Write 1 (21)	<p><b>Goal:</b> Read the names of the alphabet and write them.</p> <ul style="list-style-type: none"> <li>Check how to read the alphabet.</li> </ul> <p>Write the alphabet on 4 lines.</p>				<p>*1</p>

\* By distributing Let's Read and Write as the routine activity in the 1st ~ 6th hour, you can use the 7th hour to work on the activity with more time and conduct an evaluation test. When conducting an evaluation test, the evaluation of "listening", "reading", and "writing" can be done in that test.

Evaluation to keep in record of listening

[K/S] Understand the words and expressions you have learned, and acquire listening skills. <Evaluation test>  
[T/J/E] Listen to the necessary information according to the purpose. <Evaluation test>

Evaluation to keep a record of reading

[K/S] Understand the letters of the alphabet C, c, O, o, S, s, V, v, W, w, X, x, Z, z, and acquire the skill to identify. <Evaluation test>

Evaluation to keep in the record of writing

[T/J/E] Understand the letters of the alphabet C, c, O, o, S, s, V, v, W, w, X, x, Z, z, and acquire the skill of writing on four lines. <Evaluation test>

**Domain-specific goals in the course of study**

Listening	(b) If others speak slowly and clearly, you will be able to hear specific information about familiar and simple matters related to daily life.
Speaking (Interaction)	(b) To be able to communicate one's thoughts and feelings about familiar and simple matters related to daily life using simple words and phrases and basic expressions.
Speaking (Presentation)	(a) To be able to talk about familiar and simple matters related to daily life using simple words and phrases and basic expressions.
Reading	(a) To be able to identify letters written in a typeface and pronounce them.
Writing	(a) To be able to write the uppercase and lowercase letters in a typeface.

1. Unit Objectives

- In order to make a birthday card that makes your friends happy, you can listen and talk about their birthday and what they want, etc.
- Able to identify and write the uppercase and lowercase letters of alphabetic typefaces.

**Relationship with other subjects:** Social studies (foreign events)

2. Target Language

Vocabs	Month	January, February, March, April, May, June, July, August, September, October, November, December
	date	1st ~ 31st
	What I want	gloves, soccer ball, bag, etc.
expression		When's your birthday? – My birthday is (January 1st). What do you want for your birthday? – I want (gloves).

3. Example of Evaluation Criteria for Units

- Criteria with ◎ and ○ are in the Unit Plan. ◎ is for the summative evaluation to be kept on record. ○ is for the formative evaluation that will not be kept on record, except in cases where outstanding performances are observed.
- As for the purpose of language activities (underlined part), please change according to the actual situation of each school.
- "Reading" and "writing" should not be limited to the unit, but be continuously examined.

	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
Listening	○ < knowledge > Understand words and expressions that describe birthdays and what we want. ○ < skills > Acquire the skills to listen to specific information in the stories with the target language.	<u>In order to know about birthdays and things we want</u> , they are able to listen to the stories that include them and pick up the necessary information.	<u>In order to find out about the other person's birthday and what they want</u> , they try to get the necessary information from the stories.
Evaluation Criterion A	Understand more than 80% of the words and expressions that describe birthdays and things I want.	While organizing the content according to the purpose, they are able to listen to the necessary information.	Trying to get the necessary information while organizing the content with the purpose in mind.
Evaluation Criterion B	I can understand more than 60% of the words and expressions that describe birthdays and things we want.	In line with the purpose, they are able to pick up the necessary information using clues such as illustrations.	In line with the purpose, they try to listen to the necessary information using illustrations and other clues.

	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
Speaking [Interaction]	◎<Knowledge> Understand expressions such as asking and answering when your birthday is, and asking and answering what you want. ◎<Skills > Using the above expressions, you have acquired the skills to ask questions to others and answer about yourself.	◎ <u>In order to make birthday cards that make friends happy</u> , they are able to ask and answer questions about the spelling of your name, your birthday, what you want, etc., using simple phrases and basic expressions.	◎ <u>In order to make birthday cards that make friends happy</u> , they try to ask and answer questions about the spelling of names, birthdays, what you want, etc., using simple phrases and basic expressions.
Evaluation Criterion A	They are able to communicate with each other using accurate sentences and words.	In line with the purpose, they are able to ask and answer questions in an easy-to-understand way.	In line with the purpose, they try to ask and answer questions in an easy-to-understand way
Evaluation Criterion B	There are a few errors, but they are able to communicate with each other.	Asking and answering questions in line with the purpose.	They try to ask or answer questions in line with the purpose.

	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
Reading	< knowledge > Understand the letters A, a, E, e, M, m, N, n, R, r, U, u. < Skill > Acquire the skills to identify A, a, E, e, M, m, N, n, R, r, U, and u and pronounce them.		
Evaluation Criteria A	Able to identify 100% of the alphabet and read the name correctly.		
Evaluation Criteria B	More than 80% of the alphabet can be identified and the name can be read correctly.		

	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
Writing	< knowledge > Understand the letters A, a, E, e, M, m, N, n, R, r, U, u. < Skill > Acquired the skill of writing A, a, E, e, M, m, N, n, R, r, U, and u on four lines while looking at the samples.		
Evaluation Criterion A	Able to write them meticulously along the four lines.		
Evaluation Criterion B	The shape is slightly distorted, but able to write down the same letters..		

4. Unit Planning

time	Step (page)	Goals & Activities	Verdict			
			K/S	T/J/E	Attitude	Evaluation Perspective (Evaluation Method)
1	~1 (22-25)	<p><b>Goal:</b> Say your birthday. Preparation: Let's learn how to say the month and day.</p> <p><b>【Introduction】</b>  <ul style="list-style-type: none"> <li>Exposure to the words and expressions learned in this unit.</li> </ul> <b>【Watch the Scene】</b>  <ul style="list-style-type: none"> <li>Make them aware of what they will be able to do with this unit.</li> </ul> <b>【Jingle】</b>  <ul style="list-style-type: none"> <li>Familiarize yourself with the word for the month.</li> </ul> <b>【Words and Phrases】 【Jingle】</b>  <ul style="list-style-type: none"> <li>Familiarize yourself with the way of saying the date.</li> </ul> <b>【Chant】</b>  <ul style="list-style-type: none"> <li>Practice expressions such as asking and answering birthdays.</li> </ul> </p>				
			<p>*1 In this lesson, we will not conduct evaluation to keep a record, but we will provide guidance toward the goal. Even in activities and times where the children's learning status is not recorded, the instructor will check their learning status.</p>			
2	1 (24-25)	<p><b>Goal:</b> Say your birthday.</p> <p>Small Talk <b>【Jingle】</b> p.22,24 Review how to say the month and day. <b>【Listen and Do】</b>  <ul style="list-style-type: none"> <li>Ask for birthdays.</li> </ul> <b>【Chant】</b> Review expressions that ask and answer birthdays. <b>【Activity】</b> Ask each other about their birthdays.</p>				
			<p>*1</p>			
3	2 (26-27)	<p><b>Goal:</b> Say what you want for your birthday. Preparation Familiarize yourself with expressions that describe what you want.</p> <p>Small Talk <b>【Listen and Do①】</b> Ask them what they want for their birthday. <b>【Chant】</b>  <ul style="list-style-type: none"> <li>Get used to the expression of asking and answering what you want for your birthday.</li> </ul> <b>【Activity】</b>  <ul style="list-style-type: none"> <li>Think about what you want for your birthday and tell each other.</li> </ul> </p>				
			<p>*1</p>			
4	2 (26-27)	<p><b>Goal:</b> Say what you want for your birthday.</p> <p>Small Talk <b>【Listen and Do②】</b>  <ul style="list-style-type: none"> <li>Listen to the necessary information and think about a birthday gift.</li> </ul> <b>【Chant】</b>  <ul style="list-style-type: none"> <li>Review the expressions of asking and answering what you want for your birthday.</li> </ul> </p>				
			<p>*1</p>			

		<b>【Activity】</b> Ask each other what they want for their birthdays.				
--	--	---	--	--	--	--

time	Step (page)	Goals & Activities	Verdict			
			K/S	T/J/E	attitude	Evaluation Perspective (Evaluation Method)
5	3 (28-29)	<p><b>Goal:</b> Make a birthday card that makes your friend happy. Preparation Get information on how to make cards.</p> <p>Small Talk <b>【Watch and Do】</b>  <ul style="list-style-type: none"> <li>Think about ways to ask and answer.</li> <li>Say the lines according to the video.</li> </ul> <b>【Jingle】 【Chant】</b> p.22-27 Review expressions such as asking and answering birthdays and what you want. <b>【Activity】</b>  <ul style="list-style-type: none"> <li>In pairs, ask each other for information on how to make a card.</li> </ul> </p>				
			<p>Evaluation to keep in the record of Speaking [interaction]  <b>【K/S】</b> Understand the words and expressions you have learned and have the skills to use them to ask and answer questions. &lt;Observation&gt;  <b>【T/J/E】</b> They ask and answer questions in a purposeful manner &lt;Observation&gt;  <b>【A】</b> Trying to ask and answer questions in line with your objectives. &lt;Observation&gt;</p>			
6	3 (28-29)	<p><b>Goal:</b> Make a birthday card that makes your friends happy.</p> <p><b>【Friends around the World】</b> Watch a video of a foreign child talking about his or her birthday. Small Talk <b>【Activity】</b>  <ul style="list-style-type: none"> <li>Communicate in pairs and make a birthday card.</li> </ul> </p>				
			<p>*1</p>			
7	*Let's Read and Write 2 (31)	<p><b>Goal:</b> Read or transcribe the names of the alphabet.</p> <ul style="list-style-type: none"> <li>Check how to read the alphabet.</li> </ul> <p>Write the alphabet on 4 lines.</p>				
			<p>*1</p>			

\* By distributing Let's Read and Write as an obi activity in the 1st ~ 6th hour, you can use the 7th hour to work on the activity with more time and conduct an evaluation test. When conducting an evaluation test, the evaluation of "listening", "reading", and "writing" can be done in that test.

Evaluation to keep in record of Listening  
**【K/S】** Understand the words and expressions you have learned and acquire listening skills. <Evaluation test>  
**【T/J/E】** Listen to the necessary information in line with the purpose. <Evaluation test>

Evaluation to keep in record of Reading  
**【K/S】** Understand and identify the letters A, a, E, e, M, m, N, n, R, r, U, and u, and acquire the skills to identify them. <Evaluation test>

Evaluation to keep in Record of Writing  
**【K/S】** Understand and identify the letters A, a, E, e, M, m, N, n, R, r, U, and u, and acquire the skills to identify and to write them on the four lines. <Evaluation test>

**Domain-specific goals in the course of study**

Listening	(b) If others speak slowly and clearly, you will be able to hear specific information about familiar and simple matters related to daily life.
Speaking (Interaction)	(b) To be able to communicate one's thoughts and feelings about familiar and simple matters related to daily life using simple words and phrases and basic expressions.
Speaking (Presentation)	(a) To be able to talk about familiar and simple matters related to daily life using simple words and phrases and basic expressions.
Reading	(a) To be able to identify characters written in a typeface and pronounce them.
Writing	(a) To be able to write uppercase and lowercase letters in typeface.

**1. Unit Objectives**

- In order to get to know yourself better and get to know the other person well, you can listen to and talk about the necessary information about your daily life and chores at home.
- Able to identify and write uppercase and lowercase letters of alphabetic typefaces.

**Relationship with other subjects:** Home economics (one's own lifestyle and chores at home), Math (time), Social studies (world breakfast)

**2. Target Language**

Vocabs	daily work	get up, eat breakfast, go to school, get home, do my homework, go to bed
	frequency	always, usually, sometimes, never
	Chore	set the table, water the flowers, wash the dishes, take out the garbage, clean my room
expression	<ul style="list-style-type: none"> <li>• What time do you (get up)? — I (get up) at (7:00).</li> <li>• Do you help at home? — Yes, I do.[ No, I don't.]</li> <li>• I (always) walk the dog.</li> <li>• After school (I usually do my homework). Then (I play basketball).</li> </ul>	

**3. Example of Evaluation Criteria for Units**

- Criteria with ⊙ and ○ are in the Unit Plan. ⊙ is for the summative evaluation to be kept on record. ○ is for the formative evaluation that will not be kept on record, except in cases where outstanding performances are observed.
- As for the purpose of language activities (underlined part), please change according to the actual situation of each school.
- "Reading" and "writing" evaluation should not be limited to the unit, but be continuously examined.

	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
Listening	○ < knowledge> Understand the words and expressions that describe a day in the life, chores at home, frequency, and time. ○ < skills> Acquire the skills to listen to the introduction of a day in the life that uses the target language and acquire the specific information.	<u>In order to know about a day in the life,</u> they are able to listen to a story about it and listen to the necessary information.	<u>In order to know about a day in the life,</u> they try to listen to a story about it and get the information they need.
Evaluation Criterion A	Able to understand more than 80% of the words and expressions that describe a day in the life and chores	While organizing the content according to the purpose, they listen to the necessary information.	While organizing the content according to the purpose, they try to listen to the necessary information.

	at home.		
Evaluation Criterion B	Able to understand more than 60% of the words and expressions that describe a day in the life and chores at home.	In line with the purpose, they are able to pick up the necessary information using clues such as illustrations.	In line with the purpose, they try to listen to the necessary information using illustrations and other clues.

	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
Speaking [Interaction]	○ < knowledge> Understand the expressions that ask and answer the time of the action. ○ < skills> Using the above expressions, they acquire the skills to ask questions to others and answer about themselves.	○ In order to understand each other's lives, they can ask and answer the questions about their daily lives using the simple phrases and basic expressions.	○ <u>In order to understand each other's lives,</u> they try to ask and answer questions about a day in the life using the simple phrases and basic expressions.
Evaluation Criterion A	They are able to communicate with each other using accurate sentences and words.	In line with the purpose, they are able to ask and answer questions in an easy-to-understand way.	In line with the purpose, they try to ask and answer the questions in an easy-to-understand way.
Evaluation Criterion B	There are a few errors, but they are able to communicate with each other.	Asking and answering questions in line with the purpose.	They're trying to ask or answer questions in line with the purpose.

	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
Speaking [Presentation]	⊙ < Knowledge > Understand the expressions that convey a day in the life and chores at home. ⊙ < Skills > Acquire the skills to talk about themselves using the target language.	⊙ <u>In order for the others to know about themselves,</u> they are able to use the simple phrases and basic expressions to tell others about a day in their lives.	⊙ <u>In order for the others to know about themselves,</u> they are trying to tell the other person about a day in their lives using the simple words and basic expressions.
Evaluation Criterion A	Able to communicate using the accurate sentences and words.	In line with the purpose, they are able to talk in an easy-to-understand way.	They try to speak in a way that is in line with my purpose and can be understood by the other person.
Evaluation Criterion B	There are a few errors, but they can communicate in English.	Talking about the content that is in line with the purpose.	Trying to talk about the content that is in line with the purpose.

	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
Reading	< Knowledge > Understand the letters B, b, D, d, F, f, H, h, K, k, L, and l. < Skill > Acquire the skills to identify B, b, D, d, F, f, H, h, K, k, L, and l, and pronounce them.		
Evaluation Criterion A	It can identify all the alphabet and pronounce them correctly.		
Evaluation Criterion B	Able to identify more than 80% of the alphabet and pronounce them correctly.		



	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
Writing	< Knowledge > Understand the letters B, b, D, d, F, f, H, h, K, k, L, and l. < Skill > They have acquired the skill of writing B, b, D, d, F, f, H, h, K, k, L, and l on four lines referring to the samples.		
Evaluation Criterion A	Able to write them on the four lines.		
Evaluation Criterion B	The shape is slightly distorted, but able to write them.		

#### 4. Unit Planning

time	Step (page)	Goals & Activities	Verdict			
			K/S	T/J/E	Attitude	Evaluation Perspective (Evaluation Method)
1	~1 (32-35)	<b>Goal:</b> Say what you do in a day and at what time. Preparation Learn how to describe your day's activities. <b>【Introduction】</b> ・ Exposure to the words and expressions learned in this unit. <b>【Watch the Scene】</b> ・ Make them aware of what they can do with this unit. <b>【Words and Phrases】 【Jingle】</b> ・ Familiarize yourself with the expression of daily routine. <b>【Chant】</b> - Practice asking and answering what you will do at what time.				
			<div style="border: 1px solid black; padding: 5px;">           *1 In this lesson, we will not conduct evaluation to keep a record, but we will provide guidance toward the goal. Even in activities and times where the children's learning status is not recorded, the instructor will check their learning status.         </div>			
2	1 (34-35)	<b>Goal:</b> Say what you do in a day and at what time. Small Talk <b>【Jingle】</b> - Review the expressions of the daily routine. Keyword Game Review how to say numbers. <b>【Listen and Do】</b> Ask them what they are going to do at what time. <b>【Chant】</b> - Review expressions that ask and answer what to do at what time. <b>【Activity】</b> Ask each other what you will do at what time.				
			<div style="border: 1px solid black; padding: 5px;">           *1         </div>			
3	2 (36-37)	<b>Goal:</b> Tell them what kind of chores you do at home and how much. Preparation Familiarize yourself with the expression of how much chores you do. Small Talk				

		<b>【Listen and Do①】 【Jingle】</b> Familiarize yourself with the expression of chores and frequency at home. <b>【Chant】</b> - Practice expressions such as asking and answering questions about chores at home and how much you do. <b>【Activity】</b> Fill in the blanks about your chores at home and prepare for the next activity.				
			<div style="border: 1px solid black; padding: 5px;">           *1         </div>			
4	2 (36-37)	<b>Goal:</b> Tell them what kind of chores you do at home and how much. Small Talk <b>【Listen and Do②】</b> Ask them about their chores at home and how often they do. <b>【Jingle】 【Chant】</b> Review the expressions of chores and frequency at home. <b>【Activity】</b> ・ Ask each other about chores at home.				
			<div style="border: 1px solid black; padding: 5px;">           *1         </div>			

time	Step (page)	Goals & Activities	Verdict			
			K/S	T/J/E	Attitude	Evaluation Perspective (Evaluation Method)
5	3 (38-39)	<b>Goal:</b> Tell them how you spend your day. Preparation Share your after-school time in pairs. Small Talk <b>【Jingle】 【Chant】</b> p.34-37 Review your daily routine, chores at home, and frequency expressions. <b>【Watch and Do】</b> ・ Think about how to convey it. - Say the lines to the video. <b>【Activity】</b> ・ Tell each other how you spend your time after school in pairs.				
6	3 (38-39)	<b>Goal:</b> Tell them how you spend your day. Small Talk <b>【Friends around the World】</b> ・ Watch a video of a foreign child introducing how he or she spends his or her day. <b>【Jingle】 【Chant】</b> p.34-37 Review your daily routine, chore at home, and frequency expressions. <b>【Activity】</b> ・ Present how you spend your time after school in pairs or groups.				
			<div style="border: 1px solid black; padding: 5px;">           Evaluation to keep in the record of speaking [presentation]  <b>【K/S】</b> Understand the words and expressions you have learned, and acquire the skills to communicate using them. (Observation)  <b>【T/J/E】</b> Communicate in line with the purpose. (Observation)  <b>【Attitude】</b> Trying to convey it in line with the purpose. (Observation)         </div>			

7	*Let's Read and Write 3 (41)	Goal: Read or write the names of the alphabet.			
		- Check how to read the alphabet. Write the alphabet on 4 lines.	*1		

\* By distributing Let's Read and Write as an obi activity in the 1st ~ 6th hour, you can use the 7th hour to work on the activity with more time and conduct an evaluation test. When conducting an evaluation test, the evaluation of "listening", "reading", and "writing" can be done in that test.

Evaluation to keep in record of Listening  
 [K/S] Understand the words and expressions you have learned and acquire listening skills. <Evaluation test>  
 [T/J/E] Able to understand the necessary information according to the purpose.

Evaluation to keep in record of Reading  
 [K/S] Understand the letters of the alphabet B, b, D, d, F, f, H, h, K, k, L, l and acquire the skills to identify them.  
 <Evaluation test>

Evaluation to keep in the record of writing  
 [T/J/E] Understand the letters of the alphabet B, b, D, d, F, f, H, h, K, k, L, l, and acquire the skill of writing them on four lines. <Evaluation test>

**Domain-specific goals in the relevant course of study**

Listening	(c) If spoken slowly and clearly, students will be able to grasp the outline of a short talk about familiar and simple matters related to daily life.
Speaking (Presentation)	(a) To be able to talk about familiar and simple matters related to daily life using simple words and phrases and basic expressions.

**1. Unit Objectives**

Students will be able to listen and use the phrases and expressions learned in Unit 1~3 according to their objectives.

**2. Target Language**

**Unit 1**

vocabs	subject	music, science, arts and crafts, Japanese, English, math, P.E, calligraphy, home economics, social studies, moral education
	mood	exciting, fun, interesting
	Day	Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday
expression		What subject do you like? – I like (math). It's (fun). What do you have on (Monday)? – I have (science) on (Monday).

**Unit 2**

vocabs	Month	January, February, March, April, May, June, July, August, September, October, November, December
	date	1st ~ 31st
	What I want	gloves, soccer ball, bag, etc.
expression		When's your birthday? – My birthday is (January 1st). What do you want for your birthday? – I want (gloves).

**Unit 3**

vocabs	daily work	get up, eat breakfast, go to school, get home, do my homework, go to bed
	frequency	always, usually, sometimes, never
	chores	set the table, water the flowers, wash the dishes, take out the garbage, clean my room
expression		<ul style="list-style-type: none"> <li>What time do you (get up)? – I (get up) at (7:00).</li> <li>Do you help at home? – Yes, I do.[ No, I don't.]</li> <li>I (always) walk the dog.</li> <li>After school (I usually do my homework). Then (I play basketball).</li> </ul>

**3. Example of Evaluation Criteria for Units**

- ◎ is for the summative evaluation to be kept on record
- As for the purpose of language activities (underlined part), please change according to the actual situation of each school.

	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
Listening	◎<Knowledge> Understand the words and expressions you've learned. ◎<Skills> Acquire the skills to understand specific information by listening to phrases and expressions that you have learned so far.	◎ Understand the necessary information <u>in order to talk based on what Jake talked.</u>	◎ Trying to understand the necessary information <u>in order to talk based on what Jake talked.</u>
Evaluation Criterion A	You can understand the words and expressions you have learned so far correctly.	While organizing the content according to the purpose, they are able to understand the necessary information.	Trying to get the necessary information while organizing the content according to the purpose.
Evaluation Criterion B	Understand the words and expressions that you have learned so far generally correctly.	Understand the necessary information according to the purpose.	Trying to get the information they need according to the purpose.

	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
Speaking [Presentation]	◎<Knowledge> You understand the expressions you've learned. ◎<Skills> They have acquired the skills to communicate themselves using the expressions they have learned so far.	◎ They are able to talk <u>in an easy-to-understand manner</u> using simple and basic expressions <u>based on what Jake (a foreigner) talked.</u>	◎ They try to talk <u>in an easy-to-understand manner</u> using simple and basic expressions <u>based on what Jake (a foreigner) talked.</u>
Evaluation Criterion A	You are able to communicate using accurate sentences and words.	In line with the purpose, they can talk in an easy-to-understand way.	Try to talk in a way that is in line with my purpose and can be understood by the other person.
Evaluation Criterion B	There are a few errors, but they can convey their messages.	Able to talk about the content that is in line with the purpose.	Try to talk about the content that is in line with the purpose.

**4. Unit Planning**

time	Step (page)	Goals & Activities	Verdict			
			K/S	T/J/E	Attitude	Evaluation Perspective (Evaluation Method)
1	(42)	<b>Goal:</b> Talk to foreigners about your school and life. Preparation Small Talk • Use the expressions you learned in Unit 1~3. 【Jingle】 【Chant】 (Unit 1-3) - Review the words and expressions learned in Unit 1~3. 【Try】 1 Listen to Jake and take notes of what you learn. 【Try】 2 - Think about what you should introduce after Jake's story.				Evaluation to keep in record of Listening. [K/S] Understand the words and expressions you have learned and acquire the listening skills. (Note Analysis) [T/J/E] Listen to the necessary information according to the purpose. (Note Analysis) [Attitude] Trying to get the information they need according to their objectives. (Note Analysis)

2	(42-43)	<p><b>Goal:</b> Talk to foreigners about your school and life.</p> <p>Small Talk</p> <ul style="list-style-type: none"> <li>• Introduction to the Challenge.</li> </ul> <p><b>【Try】</b> 2</p> <p>Think of a better way to communicate and speak again.</p> <p><b>【Challenge】</b></p> <p>Answer questions.</p>	<p>Evaluation to keep in record of Speaking [presentation]</p> <p>[K/S] Acquire the skills to communicate using the words and expressions you have learned.&lt;Observation&gt;</p> <p>[T/J/E] Communicate in line with the purpose.&lt;Observation&gt; &lt;Note Analysis&gt;</p> <p>[Attitude] Trying to convey it in line with the purpose.&lt;Observation&gt; &lt;Note Analysis&gt;</p>
---	---------	---	---

**Domain-specific goals in the course of study**

Listening	(b) If Spoken slowly and clearly, you will be able to hear specific information about familiar and simple matters related to daily life.
Speaking (Interaction)	(b) To be able to communicate one's thoughts and feelings about familiar and simple matters related to daily life using simple words and phrases and basic expressions.
Speaking (Presentation)	(a) To be able to talk about familiar and simple matters related to daily life using simple words and phrases and basic expressions.
Reading	(a) To be able to identify characters written in a typeface and pronounce them.
Writing	(a) To be able to write the uppercase and lowercase letters in typeface.

1. Unit Objectives

- You can listen and talk about what you can and can't do in order to get to know yourself better and get to know the other person better.
- Able to identify and write uppercase and lowercase letters of the alphabet.

**Relationship with other subjects:** Science (characteristics of animals), morality (development of individuality, mutual understanding), music (various musical instruments)

2. Target Language

vocab	behavior	swim, run fast, skate, ski, ride a unicycle, play volleyball [ <i>shogi</i> , the piano], cook, dance, sing well, speak English, fly, jump, sleep
	musical instrument	piano, recorder, melodica, guitar
expression	Can you (run fast)? – Yes, I can. I can (run fast). / No, I can't. I can't (run fast). This is (Aya). (She) can't (play the guitar). (She) can (sing well).	

3. Example of Evaluation Criteria for Units

- Criteria with ⊙ and ○ are in the Unit Plan. ⊙ is for the summative evaluation to be kept on record. ○ is for the formative evaluation that will not be kept on record, except in cases where outstanding performances are observed.
- As for the purpose of language activities (underlined part), please change according to the actual situation of each school.
- "Reading" and "writing" should not be limited to the unit, but be continuously examined.

	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
Listening	○ < knowledge > Understand the phrases and expressions that describe what you can and cannot do. ○ < skills > Acquire the skills to listen to the stories that uses the target language and to understand the specific information.	<u>In order to understand others, they</u> listen to a story about what they can and cannot do, and they understand the necessary information.	<u>In order to understand others, they</u> try to listen to a story about what they can and cannot do, and they try to understand the necessary information.
Evaluation Criterion A	Able to understand more than 80% of the words and expressions that describe cans and cannots.	While organizing the content according to the purpose, they understand the necessary information.	Trying to get the necessary information while organizing the content according to the purpose.
Evaluation Criterion B	Able to understand more than 60% of the words and expressions.	In line with the purpose, they understand the necessary information using clues such as illustrations.	In line with the purpose, they try to listen to the necessary information using illustrations and other clues.

	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
Speaking [Interaction]	⊙ < Knowledge > Understand the expressions that ask and answer about what you can do. ⊙ < Skills > Acquire the skills to ask questions to others and answer about yourself using the target language.	⊙ Able to ask and answer questions about what you can and cannot do using simple phrases and basic expressions <u>in order to understand each other.</u>	⊙ Try to ask and answer questions about what you can and cannot do using simple phrases and basic expressions <u>in order to understand each other.</u>
Evaluation Criterion A	They are able to communicate with each other using accurate sentences and words.	In line with the purpose, they can ask and answer questions in an easy-to-understand way.	In line with the purpose, they try to ask and answer questions in an easy-to-understand way.
Evaluation Criterion B	There are a few errors, but they are able to communicate with each other.	Able to ask and answer questions in line with the purpose.	Try to ask or answer questions in line with the purpose.

	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
Speaking [Presentation]	○ < knowledge > Understand how to talk about what you can do. ○ < skills > Acquire the skills to use the above expressions to talk about themselves and others.	○ <u>In order to let other friends know the information that they have obtained about their friends,</u> they use simple phrases and basic expressions to tell others about what they can do.	○ In order to let other friends know the information about their friends that they have obtained, they are trying to tell others about what they can do using simple phrases and basic expressions.
Evaluation Criterion A	They are able to communicate using accurate sentences and words.	In line with the purpose, they are able to talk in an easy-to-understand manner.	In line with the purpose, they try to talk in an easy-to-understand manner.
Evaluation Criterion B	There are a few errors, but they can tell the story.	Able to talk in line with the purpose.	Try to talk in line with the purpose.

	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
Reading	< knowledge > Understand the letters I, i, T, t, G, g, J, j, P, p, Q, q, Y, y. < Skill > Acquire the skills to identify and pronounce I, i, T, t, g, J, j, P, p, Q, q, Y, y.		
Evaluation Criteria A	They can identify all the alphabet and read the names correctly.		
Evaluation Criteria B	Understand more than 80% of the alphabet and read them correctly.		

	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
Writing	< knowledge > Understand the letters I, i, T, t, G, g, J, j, P, p, Q, q, Y, y. < Skill > Acquire the skill of writing I, i, T, t, G, g, J, j, P, p, Q, q, Y, y on four lines referring to the samples.		
Evaluation Criterion A	Able to write them carefully on the four lines.		
Evaluation Criterion B	The shape is slightly distorted, but able to write them.		

#### 4. Unit Planning

time	Step (page)	Goals & Activities	Verdict			
			K/S	T/J/E	Attitude	Evaluation Perspective (Evaluation Method)
1	~1 (46-49)	<b>Goal:</b> Ask each other what you can do. Preparation: Let's learn the expressions of asking each other what we can do. <b>【Introduction】</b> · Exposure to the new words and expressions in this unit. <b>【Watch the Scene】</b> · Make them aware of what they will be able to do with this unit. <b>【Words and Phrases】 【Jingle】</b> · Familiarize yourself with words and phrases that describe actions. <b>【Chant】</b> · Practice expressions such as asking and answering whether you can do it. <b>【Activity】</b> Think about what you want to ask your friends if they can do it.				*1 In this lesson, we will not conduct evaluation to keep a record, but we will provide guidance toward the goal. Even in activities and times where the children's learning status is not recorded, the instructor will check their learning status.
2	1 (48-49)	<b>Goal:</b> Ask each other what you can do. Small Talk <b>【Jingle】</b> · Review words and phrases that describe actions. <b>【Listen and Do】</b> · Listen to what they can and can't do. <b>【Chant】</b> · Review expressions that ask or answer whether you can do it or not. <b>【Activity】</b> Ask your friends if they can do a lot of things.				*1
3	2 (50-51)	<b>Goal:</b> Talk about what your friends can do. Preparation Let's learn the expressions that convey what friends can do Small Talk <b>【Listen and Do①】</b> · Listen to what you can do. <b>【Jingle】 p.48 【Chant】</b> · Practice words and phrases that introduce what others can and cannot do. <b>【Activity】</b> Tell another friend what your friend can do.				*1

4	2 (50-51)	<b>Goal:</b> Tell your friend what they can do. Small Talk <b>【Jingle】 p.48</b> · Review words and phrases that describe actions. <b>【Listen and Do②】</b> · Listen to what you can and can't do. <b>【Chant】</b> · Review expressions for introducing what others can and cannot do. <b>【Activity】</b> · Introduce what your friends can do. · Write down what you said.				*1
---	--------------	---	--	--	--	----

time	Step (page)	Goals & Activities	Verdict			
			K/S	T/J/E	Attitude	Evaluation Perspective (Evaluation Method)
5	3 (52-53)	<b>Goal:</b> Tell them who can do what. Preparation Ask each other if they can play an instrument. Small Talk <b>【Jingle】 【Chant】 p.48-51</b> Review expressions that ask each other what they can do. <b>【Watch and Do】</b> · Think about how to convey it. · Say the lines to the video. <b>【Activity】 ①</b> Ask each other if you can play each instrument in a group.				Evaluation to keep in record of Speaking [interaction] [K/S] Acquire the skills to understand the words and expressions you have learned, and to use them to ask and answer questions. (Observation) [T/J/E] Able to ask and answer questions in line with the purpose. (Observation) [Attitude] Trying to ask and answer questions in line with the purpose. (Observation)
6	3 (52-53)	<b>Goal:</b> Tell them who can do what. Small Talk <b>【Friends around the World】</b> · Watch videos that introduce what children from other countries can do. <b>【Chant】 p.49, 51</b> Review expressions to say what you can and can't do. <b>【Activity】</b> · Report what you found in (1).				*1
7	*Let's Read and Write 4 (55)	<b>Goal:</b> Read or transcribe the names of the alphabet. · Check how to read the alphabet. Write the alphabet on 4 lines.				*1

\* By distributing Let's Read and Write as an obi activity in the 1st ~ 6th hour, you can use the 7th hour to work on the activity with more time and conduct an evaluation test. When conducting an evaluation test, the evaluation of "listening", "reading", and "writing" can be done in that test.

Evaluation to keep in record of Listening  
 [K/S] Understand the words and expressions you have learned and acquire the listening skills. (Evaluation test)  
 [T/J/E] Understand the necessary information according to the purpose. (Evaluation test)

Evaluation to keep in record of Reading  
 [K/S] Understand the letters of the alphabet I, i, T, t, G, g, J, j, P, p, Q, q, Y, y, and able to identify them. (Evaluation test)

Evaluation to keep in the record of writing  
 [K/S] Understand the letters of the alphabet I, i, T, t, G, g, J, j, P, p, Q, q, Y, y, and acquire the skill of writing on four lines. (Evaluation test)

**Domain-specific goals in the course of study**

Listening	(b) If spoken slowly and clearly, you will be able to hear specific information about familiar and simple matters related to daily life.
Speaking (Interaction)	(b) To be able to communicate one's thoughts and feelings about familiar and simple matters related to daily life using simple words and phrases and basic expressions.
Speaking (Presentation)	(a) To be able to talk about familiar and simple matters related to daily life using simple words and phrases and basic expressions.
Reading	(a) To be able to identify characters written in a typeface and pronounce them.
Writing	(a) To be able to write uppercase and lowercase letters in typeface.

1. Unit Objectives

- In order to get to know the other person's favorite person and get to know the person you like, you can listen and talk about what they are good at and what their characteristics are.
- Able to identify uppercase and lowercase letters of the alphabet and pronounce them.

**Relationship with other subjects:** Moral education (development of individuality, mutual understanding)

2. Target Language

Vocabs	person	grandparents, grandmother, grandfather, parents, mother, father, sister, brother, me, aunt, uncle, cousin
	feature	cheerful, funny, kind, brave, smart, strong, friendly, cool, cute
	What we are good at	playing soccer [volleyball, the guitar], singing, dancing, swimming, skiing, skating, cooking, running
expression	Who's this? – This is my (mother). (She's) (kind). (Riku), are you good at (cooking)? – (Yes, I am). (Riku is) good at (cooking).	

3. Example of Evaluation Criteria for Units

- Criteria with ⊙ and ○ are in the Unit Plan. ⊙ is for the summative evaluation to be kept on record. ○ is for the formative evaluation that will not be kept on record, except in cases where outstanding performances are observed.
- As for the purpose of language activities (underlined part), please change according to the actual situation of each school.
- "Reading" and "writing" should not be limited to the unit, but be continuously examined.

	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
Listening	○ < knowledge > Understand the phrases and expressions that describe the family members, what they are good at, and their characteristics. ○ < skills > Acquire the skills to listen to the introductions of others that use the target language and understand specific information.	<u>In order to understand the person your friend likes</u> , they are able to listen to a story that introduces someone and to get the information you need.	<u>In order to understand the person your friend likes</u> , they try to listen to a story that introduces someone and to get the information you need.
Evaluation Criterion A	Understand more than 80% of the words and expressions that describe people's characteristics and strengths.	While organizing the content according to the purpose, they are able to understand the necessary information.	Try to get the necessary information while organizing the content according to the purpose.

Evaluation Criterion B	Understand more than 60% of the words and expressions that describe people's characteristics and strengths.	In line with the purpose, they are able to understand the necessary information using clues such as illustrations.	In line with the purpose, they try to understand the necessary information using clues such as illustrations.
------------------------	---	--	---

	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
Speaking [Communication]	○ < Knowledge > Understand how to ask and answer what they are good at. ○ < Skills > Acquire the skills to ask questions to others and answer about yourself using the target language.	○ <u>In order to understand each other</u> , they are able to ask and answer questions about what they are good at using the simple words and basic expressions.	○ <u>In order to understand each other</u> , they try to ask and answer questions about what they are good at using the simple words and basic expressions.
Evaluation Criterion A	They are able to communicate with each other using the accurate sentences and words.	In line with the purpose, they are able to ask and answer questions in an easy-to-understand way.	In line with the purpose, they try to ask and answer questions in an easy-to-understand way.
Evaluation Criterion B	There are a few errors, but they are able to communicate with each other.	Able to ask and answer questions in an easy-to-understand way.	Try to ask and answer questions in an easy-to-understand way.

	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
Speaking [Presentation]	⊙ < knowledge > Understand how to tell what they are good at and express its characteristics. ⊙ < skill > Acquired the skills to convey to others about people close to you using the above expressions.	⊙ <u>In order to let others know about the people they care about</u> , they can use the simple phrases and basic expressions to tell others about their strengths and characteristics.	⊙ <u>In order to let others know about the people they care about</u> , they try to use the simple phrases and basic expressions to tell others about their strengths and characteristics.
Evaluation Criterion A	Able to communicate using the accurate sentences and words.	In line with the purpose, they can speak in an easy-to-understand way.	In line with the purpose, they try to speak in an easy-to-understand way.
Evaluation Criterion B	There are a few errors, but they can communicate.	Talk about the content that is in line with the purpose.	Try to talk about the content that is in line with the purpose.

	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
Reading	< knowledge > Understand the letters of the alphabet. < Skill > Have the skills to identify the alphabet and pronounce them.		
Evaluation Criterion A	Able to identify all the alphabet and read them correctly.		
Evaluation Criterion B	Able to identify more than 80% of the alphabet and read them correctly.		

	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
Writing	< knowledge > Understand the letters of the alphabet. < Skill > Able to write the words and phrases that describe your characteristics and strengths.		
Evaluation Criterion A	Able to write them on the four lines.		
Evaluation Criterion B	The shape is slightly distorted, but able to write the same characters.		



4. Unit Planning

time	Step (page)	Goals & Activities	Verdict			
			K/S	T/J/E	Attitude	Evaluation Perspective (Evaluation Method)
1	Door~1 (56-59)	<p><b>Goal:</b> Tell friends about people close to you and the relationship with them. Preparation Get to know the words and phrases that describe your relationship and characteristics.</p> <p><b>【Introduction】</b>                      ・ Exposure to the words and expressions to learn in this unit.</p> <p><b>【Watch the Scene】</b>                      ・ Make them aware of what they will be able to do with this unit.</p> <p><b>【Words and Phrases】 【Jingle①②】</b>                      - Familiarize yourself with words and phrases that describe relationships and characteristics of people.</p> <p><b>【Chant】</b>                      - Practice expressions that describe the relationship with others and the characteristics of them and their characteristics.</p>				
			<p>*1 In this lesson, we will not conduct evaluation to keep a record, but we will provide guidance toward the goal. Even in activities and times where the children's learning status is not recorded, the instructor will check their learning status.</p>			
2	1 (58-59)	<p><b>Goal:</b> Talk about people close to you, the relationship with them and their characteristics</p> <p>Small Talk  <b>【Jingle①②】</b>                      Review words and phrases that describe relationships and characteristics of people.</p> <p><b>【Listen and Do】</b>                      ・ Listen to the characteristics of the person being introduced.</p> <p><b>【Chant】</b>                      - Review expressions that introduce others, the relationship with you and their characteristics.</p> <p><b>【Activity】</b>                      - Introduce people close to you.                      - Write the contents of the introduction.</p>				
			<p>*1</p>			
3	2 (60-61)	<p><b>Goal:</b> Talk about what people close to you are good at. Preparation: Let's learn the expressions to talk about what you are good at.</p> <p>Small Talk  <b>【Listen and Do①】</b>                      - Listen to what they are good at.</p> <p><b>【Chant】</b>                      - Practice expressions such as asking and answering whether people are good at something.</p> <p><b>【Activity】</b>                      - Think about what to ask a friend whether they are good at it or not</p>				
			<p>*1</p>			
4	2 (60-61)	<p><b>Goal:</b> Talk about what people close to you are good at.</p> <p>Small Talk</p>				

		<p><b>【Listen and Do②】</b>                      - Listen to what people are good at.</p> <p><b>【Chant】</b>                      - Review expressions that ask and answer whether people are good at it.</p> <p><b>【Activity】</b>                      Ask your friends what they are good at.                      ・ Tell and write what your friends are good at.</p>				
			<p>*1</p>			

time	Step (page)	Goals & Activities	Verdict			
			K/S	T/J/E	Attitude	Evaluation Perspective (Evaluation Method)
5	3 (62-63)	<p><b>Goal:</b> Introduce someone you like. Preparation: Tell each other who you like in pairs.</p> <p>Small Talk  <b>【Jingle】 【Chant】 p.58-61</b>                      - Review expressions that introduce others.</p> <p><b>【Watch and Do】</b>                      ・ Think about how to convey it.                      - Say the lines to the video.</p> <p><b>【Activity】</b>                      ・ Think about who you want to introduce and what kind of things you want to introduce, and communicate with each other in pairs.</p>				
			<p>*1 In this lesson, we will not conduct evaluation to keep a record, but we will provide guidance toward the goal. Even in activities and times where the children's learning status is not recorded, the instructor will check their learning status.</p>			
6	3 (62-63)	<p><b>Goal:</b> Introduce someone you like.</p> <p>Small Talk  <b>【Friends around the World】</b>                      ・ Watch videos that foreign children introduce their favorite characters.  <b>【Jingle】 【Chant】 p.58-61</b>                      - Review expressions that introduce others.</p> <p><b>【Activity】</b>                      ・ Present your favorite person in the group.</p>				
			<p>Evaluation to keep in record of Speaking [presentation]                      [K/S] Understand the words and expressions you have learned, and acquire the skills to communicate using them. (Observation)                      [T/J/E] Able to communicate in line with the purpose. (Observation)                      [Attitude] Try to communicate it in line with the purpose. (Observation)</p>			
7	*Let's Read and Write 5 (65)	<p><b>Goal:</b> Read or write the names of the alphabet.</p> <p>Half and Half Quiz                      Review the shapes of the alphabet.  <b>【1】</b>                      Listen to the audio and choose a word with a different first sound.  <b>【2】</b>                      - Find and write the alphabet around you.</p>				
			<p>*1</p>			

\* By distributing Let's Read and Write as an obi activity in the 1st ~ 6th hour, you can use the 7th hour to work on the activity with more time and conduct an evaluation test. When conducting an evaluation test, the evaluation of "listening", "reading", and "writing" can be done in that test.

Evaluation to keep in record of Listening  
[K/S] Understand the words and expressions you have learned and acquire the listening skills.  
<Evaluation test>  
[T/J/E] Listen to the necessary information in line with the purpose.  
<Evaluation test>

Evaluation to keep in record of Reading  
[K/S] Understand the letters of the alphabet and have the skills to identify them. <Evaluation test>

Evaluation to keep in the record of writing  
[K/S] Understand the letters of the alphabet and have the skills to write the phrases. <Evaluation test>

**Domain-specific goals in the course of study**

Listening	(b) If spoken slowly and clearly, you will be able to hear specific information about familiar and simple matters related to daily life.
Speaking (Interaction)	(b) To be able to communicate one's thoughts and feelings about familiar and simple matters related to daily life using simple words and phrases and basic expressions.
Speaking (Presentation)	(c) After organizing the content about familiar and simple matters, students will be able to talk about their thoughts and feelings using simple phrases and basic expressions.
Writing	(a) To be able to write uppercase and lowercase letters in typeface. In addition, while being aware of word order, they will be able to write simple words and basic expressions that you are sufficiently familiar with in speech.

1. Unit Objectives

- You can order what you want to eat at restaurants. In addition, you can think about others and propose original menus.
- You can write words that you are familiar with its sounds.

**Relationship with other subjects:** Home Economics (original menu), Social Studies (world cuisine), Maths (calculation of money)

2. Target Language

vocab	Food & Drink	curry and rice, spaghetti, pizza, steak, fried chicken, omelet, hot dog, hamburger, grilled fish, French fries, bread, rice, salad, corn soup, <i>miso</i> soup, tea, coffee, mineral water, orange juice, soda, cake, ice cream, parfait, pudding, yogurt
	Price up to 4 digits	one thousand five hundred yen Two thousand, four hundred and fifty yen, etc.
	Taste and characteristics	sour, bitter, hot, salty, sweet, healthy, delicious
expression	What would you like? – I'd like (pizza). How much is it? – It's (six hundred) yen. This is ( <i>manju</i> ). It's (sweet) and (delicious). I like it.	

3. Example of Evaluation Criteria for Units

- Criteria with ⊙ and ○ are in the Unit Plan. ⊙ is for the summative evaluation to be kept on record. ○ is for the formative evaluation that will not be kept on record, except in cases where outstanding performances are observed.
- As for the purpose of language activities (underlined part), please change according to the actual situation of each school.
- "Reading" and "writing" should not be limited to the unit, but be continuously examined.

	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
Listening	○ < knowledge> Understand the expression and phrases that describe what you want to eat, what it tastes like, and how much money would it cost. ○ < skills> Listen to the above stories that use the	<u>In order to choose what you want to eat from a variety of menus</u> , you listen to the explanation of the menu and listen to the necessary information.	<u>In order to choose what you want to eat from a variety of menus</u> , you try to listen to the explanation of the menu and get the necessary information.

	target language and acquire the skills to listen to specific information.		
Evaluation Criterion A	Able to understand more than 80% of the words and expressions that describe what I want to eat, what they taste, and the price.	While organizing the content in line with the purpose, they can understand the necessary information.	While organizing the content in line with the purpose, they try to get the necessary information.
Evaluation Criterion B	Able to understand more than 60% of the words and expressions that describe what I want to eat, what they taste, and the price.	In line with the purpose, they can understand the necessary information using clues such as illustrations.	In line with the purpose, they try to understand the necessary information using clues such as illustrations.

	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
Speaking [Interaction]	○ < knowledge> Understand the expressions such as ordering at a restaurant or asking for a price. ○ < skills> Acquire the skills to ask and answer questions using the above expressions.	○ <u>In order to order what you want to eat at a restaurant</u> , you can use simple phrases and basic expressions to ask and answer questions.	○ <u>In order to order what you want to eat at a restaurant</u> , they are trying to ask and answer questions using simple phrases and basic expressions.
Evaluation Criterion A	They are able to communicate with each other using the accurate sentences and words.	In line with the purpose, they can ask and answer questions in an easy-to-understand way.	In line with the purpose, they try to ask and answer questions in an easy-to-understand way.
Evaluation Criterion B	There are a few errors, but they are able to communicate with each other.	Asking and answering questions in line with the purpose.	Trying to ask and answer questions in line with the purpose.

	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
Speaking [Presentation]	⊙ < knowledge > Understand the words and expressions that describe the contents of the menu and the price. ⊙ < skill > Acquire the skills to convey their thoughts using the above expressions.	⊙ In order to advertise the original menu for others, they can use the simple words and basic expressions to convey their thoughts about the contents of the menu.	⊙ In order to advertise the original menu for others, they try to use the simple words and basic expressions to convey their thoughts about the contents of the menu.
Evaluation Criterion A	Able to communicate using the accurate sentences and words.	In line with the purpose, they can speak in an easy-to-understand way.	In line with the purpose, they try to speak in an easy-to-understand way.
Evaluation Criterion B	There are a few errors, but they can tell the story.	Able to talk about the content that is in line with the purpose.	Try to talk about the content that is in line with the purpose.

	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
Writing	⊙ < knowledge > Understand the letters of the alphabet. ⊙ < skill > Able to write the words and phrases that describe the names and characteristics of foods.		

Evaluation Criterion A	Able to write them meticulously on the four lines.		
Evaluation Criterion B	The shape is slightly distorted, but able to write the same letters.		

4. Unit Planning

time	Step (page)	Goals & Activities	Verdict			
			K/S	T/J/E	Attitude	Evaluation Perspective (Evaluation Method)
1	Door~1 (66-69)	<p><b>Goal:</b> Order food and ask the price. Preparation</p> <p>Learn how to order food and ask the price.</p> <p><b>【Introduction】</b></p> <ul style="list-style-type: none"> <li>Exposure to the words and expressions to learn in this unit.</li> </ul> <p><b>【Watch the Scene】</b></p> <ul style="list-style-type: none"> <li>Make them aware of what they will be able to do with this unit.</li> </ul> <p><b>【Words and Phrases】 【Jingle】</b></p> <ul style="list-style-type: none"> <li>Familiarize yourself with the expressions that describe the name of the dish and the price.</li> </ul> <p><b>【Chant】</b></p> <ul style="list-style-type: none"> <li>Practice expressions when ordering.</li> </ul>				<p>*1 In this lesson, we will not conduct evaluation to keep a record, but we will provide guidance toward the goal. Even in activities and times where the children's learning status is not recorded, the instructor will check their learning status.</p>
2	1 (68-69)	<p><b>Goal:</b> Order food and ask the price.</p> <p>Small Talk</p> <p><b>【Jingle】</b></p> <p>Review the words and phrases that describe the name of the dish.</p> <p><b>【Listen and Do】</b></p> <p>Listen for orders.</p> <p><b>【Chant】</b></p> <p>Review the expressions when ordering.</p> <p><b>【Activity】</b></p> <ul style="list-style-type: none"> <li>Role-play restaurants.</li> </ul>				<p>*1</p>
3	2 (70-71)	<p><b>Goal:</b> Let's talk about the taste and characteristics of the food. Preparation</p> <p>Let's learn the expressions that describe the taste and characteristics of food.</p> <p>Small Talk</p> <p><b>【Jingle】</b></p> <ul style="list-style-type: none"> <li>Familiarize yourself with words that describe flavors and characteristics.</li> </ul> <p><b>【Listen and Do①】</b></p> <ul style="list-style-type: none"> <li>Listen for the taste and characteristics of food.</li> </ul> <p><b>【Chant】</b></p> <ul style="list-style-type: none"> <li>Practice expressions that introduce food.</li> </ul> <p><b>【Activity】</b></p> <p>Think about the food you want to introduce to foreigners.</p>				<p>*1</p>
4	2 (70-71)	<p><b>Goal:</b> Let's talk about the taste and characteristics of the food.</p> <p>Small Talk</p> <p><b>【Jingle】</b></p> <p>Review words that describe tastes and characteristics.</p> <p><b>【Listen and Do②】</b></p> <ul style="list-style-type: none"> <li>Listen for the taste and</li> </ul>				

		<p>characteristics of food.</p> <p><b>【Chant】</b></p> <p>Review expressions that introduce food.</p> <p><b>【Activity】</b></p> <ul style="list-style-type: none"> <li>Introduce food from your region and Japan to foreigners.</li> <li>Write the taste and characteristics of the food you introduced.</li> </ul>				<p>Evaluation to keep in record of Writing</p> <p>[K/S] Understand the letters of the alphabet and have the skills to write words and phrases. (Note Analysis)</p>
--	--	---	--	--	--	--

time	Step (page)	Goals & Activities	Verdict			
			K/S	T/J/E	Attitude	Evaluation Perspective (Evaluation Method)
5	3 (72-73)	<p><b>Goal:</b> Come up with an original menu and make a proposal. Preparation</p> <p>Let's come up with an original menu.</p> <p>Small Talk</p> <p><b>【Jingle】 【Chant】</b> p.68-71</p> <p>Review words and expressions that introduce dishes.</p> <p><b>【Watch and Do】</b></p> <ul style="list-style-type: none"> <li>Think about how to convey it.</li> <li>Say the lines according to the video.</li> </ul> <p><b>【Activity】</b></p> <ul style="list-style-type: none"> <li>Think of an original lunch menu.</li> </ul>				<p>*1</p>
6	3 (72-73)	<p><b>Goal:</b> Come up with an original menu and make a proposal.</p> <p>Small Talk</p> <p><b>【Friends around the World】</b></p> <ul style="list-style-type: none"> <li>Watch videos of children from other countries introducing their own meals.</li> </ul> <p><b>【Jingle】 【Chant】</b> p.68-71</p> <p>Review words and expressions that introduce dishes.</p> <p><b>【Activity】</b></p> <ul style="list-style-type: none"> <li>Propose an original lunch menu.</li> </ul>				<p>Evaluation to keep in record of Speaking [presentation]</p> <p>[K/S] Understand the words and expressions you have learned and acquire the skills to communicate using them. (Observation)</p> <p>Communicate in line with the purpose. (Observation)</p> <p>[Attitude] I'm trying to convey it in line with the purpose. (Observation)</p>
7	*Let's Read and Write 6 (75)	<p><b>Goal:</b> Notice the relationship between the sounds of the alphabet and the letters.</p> <p><b>【1】</b></p> <p>Listen to Alphabet Jingle (p.4-5) and speak to the rhythm.</p> <p><b>【2】</b></p> <ul style="list-style-type: none"> <li>Listen to the audio and repeat.</li> </ul> <p>Chinese Whisper</p> <ul style="list-style-type: none"> <li>Convey either of the words (1) ~ (5) of 2.</li> </ul> <p><b>【3】</b></p> <p>Listen to the audio and choose the one that was read.</p> <ul style="list-style-type: none"> <li>Trace the letters.</li> </ul> <p>Worksheet</p> <ul style="list-style-type: none"> <li>Find and write the words that start with the</li> </ul>				<p>*1</p>

		letter you learned on this page, such as p, among what you have learned in the textbook so far.				
--	--	--	--	--	--	--

\* By distributing Let's Read and Write as an obi activity in the 1st ~ 6th hour, you can use the 7th hour to work on the activity with more time and conduct an evaluation test. When conducting an evaluation test, the evaluation that is recorded in "listening" and "writing" can also be done in that test.

Evaluation to keep in record of Listening  
[K/S] Understand the words and expressions you have learned and acquire the listening skills. <Evaluation test>  
[T/J/E] Listen to the necessary information according to the purpose.  
<Evaluation test>

Evaluation to keep in record of writing  
[K/S] Understand the letters of the alphabet and have the skills to write words and phrases. <Evaluation test>

Domain-specific goals in the course of study

Listening	(c) If spoken slowly and clearly, students will be able to grasp the outline of a short talk about familiar and simple matters related to daily life.
Speaking (Presentation)	(c) After organizing the content about familiar and simple matters, students will be able to talk about their thoughts and feelings using simple phrases and basic expressions.

1. Unit Objectives

Students will be able to understand and use the phrases and expressions learned in Unit 4~6 according to their objectives.

2. Target Language

Unit 4

vocabs	behavior	swim, run fast, skate, ski, ride a unicycle, play volleyball [ <i>shogi</i> , the piano], cook, dance, sing well, speak English, fly, jump, sleep
	musical instrument	piano, recorder, melodica, guitar
expression		Can you (run fast)? – Yes, I can. I can (run fast). / No, I can't. I can't (run fast). This is (Aya). (She) can't (play the guitar). (She) can (sing well).

Unit 5

vocabs	person	grandparents, grandmother, grandfather, parents, mother, father, sister, brother, me, aunt, uncle, cousin
	feature	cheerful, funny, kind, brave, smart, strong, friendly, cool, cute
	What we are good at	playing soccer[volleyball, the guitar], singing, dancing, swimming, skiing, skating, cooking, running
expression		Who's this? – This is my (mother). (She's) (kind). (Riku), are you good at (cooking)? – (Yes, I am). (Riku is) good at (cooking).

(Unit 6)

vocabs	Food & Drink	curry and rice, spaghetti, pizza, steak, fried chicken, omelet, hot dog, hamburger, grilled fish, French fries, bread, rice, salad, corn soup, <i>miso</i> soup, tea, coffee, mineral water, orange juice, soda, cake, ice cream, parfait, pudding, yogurt
	Amounts up to 4 digits	one thousand five hundred yen Two thousand, four hundred and fifty yen, etc.
	Taste and characteristics	sour, bitter, hot, salty, sweet, healthy, delicious
expression		What would you like? – I'd like (pizza). How much is it? – It's (six hundred) yen. This is ( <i>manju</i> ). It's (sweet) and (delicious). I like it.

3. Example of Evaluation Criteria for Units

- ◎ is for the summative evaluation to be kept on record.
- As for the purpose of language activities (underlined part), please change according to the actual situation of each school.

	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
Listening	◎ < knowledge > Understand the words and expressions they've learned. ◎ < skill > Acquire the skills to understand the specific information by listening to phrases and expressions that you have learned so far.	◎ They can understand the necessary information <u>in order to refer to Mia's presentation.</u>	◎ They try to understand the necessary information <u>in order to refer to Mia's presentation.</u>
Evaluation Criterion A	You can listen to the words and expressions they have learned so far and understand them correctly.	While organizing the content according to the purpose, they can understand the necessary information.	While organizing the content according to the purpose, they try to understand the necessary information.
Evaluation Criterion B	Listening to the words and expressions that they have learned so far, they can generally understand them correctly.	Listen to the necessary information according to the purpose.	Try to listen to the necessary information according to the purpose.

	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
Speaking [Presentation]	◎ < knowledge > They understand the expressions they've learned. ◎ < skill > They have acquired the skills to use the expressions they have learned so far to talk about things other than themselves.	◎ In order to convey the good points of the original robot that you have come up with to the listener in an easy-to-understand manner, they present using simple phrases and basic expressions.	◎ In order to convey the good points of the original robot that you have come up with to the listener in an easy-to-understand manner, they try to present using simple phrases and basic expressions.
Evaluation Criterion A	They are able to communicate using the accurate sentences and words.	In line with the purpose, they are speaking in an easy-to-understand way.	In line with the purpose, they try to speak in an easy-to-understand way.
Evaluation Criterion B	There are a few errors, but they can tell the story.	Talking about the content that is in line with the purpose.	Try to talk about the content that is in line with the purpose.

4. Unit Planning

time	Step (page)	Goals & Activities	Verdict			
			K/S	T/J/E	Attitude	Evaluation Perspective (Evaluation Method)
1	(76)	<p><b>Goal:</b> Tell your classmates about the good points of the robot I came up with.</p> <p><b>Let's talk. Preparation</b></p> <p>Small Talk</p> <ul style="list-style-type: none"> <li>Use the expressions they learned in Unit 4~6.</li> </ul> <p><b>【Jingle】 【Chant】 (Unit 4-6)</b></p> <p>Review the words and expressions learned in Unit 4~6.</p> <p><b>【Try】 1</b></p> <p>Listen to Mia's presentation and take notes of what they learned.</p> <p><b>【Try】 2</b></p> <ul style="list-style-type: none"> <li>Think of an original robot and present it.</li> </ul>				<p>Evaluation to keep in record of Listening</p> <ul style="list-style-type: none"> <li>◎ Understand the words and expressions you have learned, Acquire listening skills. (Note Analysis)</li> <li>◎ Listen to the necessary information according to the purpose. (Descriptive Analysis)</li> <li>◎ They are trying to get the information they need according to their objectives. (Note Analysis)</li> </ul>

2	(76-77)	<p><b>Goal:</b> Tell my classmates the good points of the robot I came up with. Let's talk.</p> <hr/> <p>Small Talk          • Introduction to the Challenge.  <b>【Try】</b> 2          Think of a better way to communicate and present again.  <b>【Challenge】</b>          Answer questions.</p>
		<p>Evaluation to keep in record of Speaking [presentation]  <b>[K/S]</b> Understand the words and expressions they have learned and acquire the skills to communicate using them. (Observation)  <b>[T/J/E]</b> Communicate in line with the purpose. (Observation) (Note Analysis)  <b>[Attitude]</b> Try to convey it in line with the purpose. (Observation) (Note Analysis)</p>



**Domain-specific goals in the course of study**

Listening	(b) If spoken slowly and clearly, you will be able to understand specific information about familiar and simple matters related to daily life.
Speaking (Interaction)	(a) To be able to give instructions and requests using basic expressions, and to respond to them.

1. Unit Objectives

- You can listen to or ask the location or location of an object in order to find what you are looking for. They can also guide to the location to help someone in need.

**Relationship with other subjects:** Social studies (map symbols), programming (ways to instruct)

2. Target Language

vocabs	position	on, under, by, in, across from, next to, between A and B, on your right, on your left
	Buildings and shops	elementary school, fire station, restaurant, gas station, hotel, supermarket, convenience store, post office, coffee shop, police station, bank, library, cake shop, department store, museum, hospital, park, zoo, book store, flower shop,
	direction	go straight, turn right, turn left
expression	Where's (the dog)? — It's (on the chair). (The dog) is (on the chair). Where's (the park)? — It's (next to the zoo). Go straight. Turn (left) at (the park). It's (on your right).	

3. Example of Evaluation Criteria for Units

- Criteria with ⊙ and ○ are in the Unit Plan. ⊙ is for the summative evaluation to be kept on record. ○ is for the formative evaluation that will not be kept on record, except in cases where outstanding performances are observed.
- As for the purpose of language activities (underlined part), please change according to the actual situation of each school.
- "Reading" and "writing" should not be limited to the unit, but be continuously examined.

	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
Listening	○ < knowledge > Understand the words and expressions that describe the building, the location, and direction. ○ < skills > Acquire the skills to listen to explanations using the target language and understand specific information.	<u>In order to figure out the location and location of what you are looking for,</u> you can listen to a story that explains them and understand the necessary information.	<u>In order to figure out the location and location of what you are looking for,</u> you try to listen to a story that explains them and understand the necessary information.
Evaluation Criterion A	Able to understand more than 80% of the words and expressions that describe places and directions.	While organizing the content according to the purpose, they can understand the necessary information.	While organizing the content according to the purpose, they try to understand the necessary information.
Evaluation Criterion B	Able to understand more than 60% of the words and expressions that describe places and directions.	In line with the purpose, they can understand the necessary information using clues such as illustrations.	In line with the purpose, they try to understand the necessary information using clues such as illustrations.

	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
Speaking [Communication]	⊙ < knowledge > Understand expressions that ask and answer places. ⊙ < skill > Acquire the skills to ask and answer questions using the above expressions.	⊙ <u>In order for the other person to reach their destination,</u> they are using simple phrases and basic expressions to guide the way.	⊙ <u>In order for the other person to reach their destination,</u> they try to simple phrases and basic expressions to guide the way.
Evaluation Criterion A	They are able to communicate with each other using accurate sentences and words.	In line with the purpose, they are talking in an easy-to-understand way.	In line with the purpose, they try to talk in an easy-to-understand way.
Evaluation Criterion B	There are a few errors, but they are able to communicate with each other.	They are communicating in line with the purpose.	They try communicate in line with the purpose.

4. Unit Planning

time	Step (page)	Goals & Activities	Verdict			
			K/S	T/J/E	Attitude	Evaluation Perspective (Evaluation Method)
1	~1 (78-81)	<p><b>Goal:</b> Let's say the position. Preparation: Let's learn the words that describe places and position.</p> <p><b>【Introduction】</b> · Exposure to the words and expressions to be learned in this unit.</p> <p><b>【Watch the Scene】</b> · Make them aware of what they will be able to do with this unit.</p> <p><b>【Words and Phrases】</b> - Familiarize yourself with words and phrases that describe locations and positions.</p> <p><b>【Chant】</b> - Practice expressions such as asking and answering positions and locations.</p>				*1 In this lesson, we will not conduct evaluation to keep a record, but we will provide guidance toward the goal. Even in activities and times where the children's learning status is not recorded, the instructor will check their learning status.
2	1 (80-81)	<p><b>Goal:</b> Let's say the position.</p> <p>Small Talk <b>【Listen and Do】</b> - Listen to the location and position.</p> <p><b>【Chant】</b> - Review expressions that ask and answer positions and locations.</p> <p><b>【Activity】</b> · Ask each other about the location and position of things.</p>				*1
3	2 (82-83)	<p><b>Goal:</b> Say the location of a building or store. Preparation Let's learn the words and phrases that describe the location and direction, the name of the building or store.</p> <p>Small Talk <b>【Words and Phrases】 【Jingle】</b> - Familiarize yourself with words and phrases that describe buildings, shops, and locations.</p> <p><b>【Chant】</b> - Practice expressions such as asking and answering the location of buildings and shops.</p> <p><b>【Activity】</b> Ask and answer where the house is.</p>				*1
4	2 (82-83)	<p><b>Goal:</b> Say the location of a building or store.</p> <p>Small Talk <b>【Jingle】</b> - Review words and phrases that describe buildings, shops, and locations.</p> <p><b>【Listen and Do】</b></p>				*1

		<p>Find out where the store you're looking for is on the map.</p> <p><b>【Chant】</b> Review expressions that ask and answer the location of buildings and shops.</p> <p><b>【Activity】</b> Ask and answer where the house is.</p>				
--	--	---	--	--	--	--

time	Step (page)	Goals & Activities	Verdict			
			K/S	T/J/E	attitude	Evaluation Perspective (Evaluation Method)
5	3 (84-85)	<p><b>Goal:</b> Directions to your house. Preparation: Let's give directions.</p> <p>Small Talk <b>【Jingle】 【Chant】</b> p.82-83 - Review the expressions of directions.</p> <p><b>【Watch and Do】</b> · Think about how to convey it.</p> <p>- Say the lines according to the video. <b>【Jingle】</b> p.84 - Practic the phrases for directions.</p> <p><b>【Activity】</b> Think of a way to guide the way.</p>				*1
6	3 (84-85)	<p><b>Goal:</b> Directions to your house.</p> <p>Small Talk <b>【Friends around the World】</b> · Watch a video of a teacher from a foreign school introducing the school.</p> <p><b>【Jingle】 【Chant】</b> p.82-84 - Review the expressions necessary for directions.</p> <p><b>【Activity】</b> - Guiding you on the shortest route from school to your home.</p>				Evaluation to keep in record of Speaking [interaction] [K/S] Understand the words and expressions you have learned and acquire the skills to communicate using them. <Observation> [T/J/E] They are communicating in line with the objectives. <Observation> [Attitude] You're trying to communicate with a purpose. <Observation>
7	*Let's Read and Write 7 (87)	<p><b>Goal:</b> Notice the relationship between the sounds of the alphabet and the letters.</p> <p><b>【1】</b> Listen to Alphabet Jingle (p.4-5) and speak to the rhythm.</p> <p><b>【2】</b> · Listen to the audio and repeat. Chinese whispers · Convey either of the words (1) ~ (5) of 2.</p> <p><b>【3】</b> Listen to the audio and choose the one</p>				*1

	that was read. - Trace the letters. worksheet - Find and write words that start with the letter you learned on this page, such as f, among what you have learned in the textbook so far.				
--	---	--	--	--	--

\* By distributing Let's Read and Write as an obi activity in the 1st ~ 6th hour, you can use the 7th hour to work on the activity with more time and conduct an evaluation test. When conducting an evaluation test, the evaluation that is recorded in "listening" and "writing" can also be done in that test.

Evaluation to keep in record of Listening  
 [K/S] Understand the words and expressions you have learned and acquire the listening skills. (Evaluation test)  
 [T/J/E] Listen to the necessary information according to the purpose. (Evaluation test)

Evaluation to keep in the record of writing  
 [K/S] Understand the letters of the alphabet and have the skills to write words and phrases. (Evaluation test)

**Domain-specific goals in the course of study**

Listening	(b) If spoken slowly and clearly, you will be able to hear specific information about familiar and simple matters related to daily life.
Speaking (Interaction)	(b) To be able to communicate one's thoughts and feelings about familiar and simple matters related to daily life using simple words and phrases and basic expressions.
Speaking (Presentation)	(c) After organizing the content about familiar and simple matters, students will be able to talk about their thoughts and feelings using simple phrases and basic expressions.
Writing	(a) To be able to write uppercase and lowercase letters in typeface. Also, being aware of the word order, they will be able to and write simple words and basic expressions that they're well familiar with.

1. Unit Objectives

- You can introduce your friends to the countries you want to visit so that they will want to visit there too.
- Able to write familiar words and phrases that they're used to hearing.

Relationship with other subjects: Social Studies (Countries of the World)

2. Target Language

phrase	country	the UK, Spain, France, Russia, Italy, Egypt, Kenya, India, Singapore, China, Korea, Australia, New Zealand, Brazil, the USA, Canada
	behavior	visit, buy, see, eat, drink, watch
expression		Where do you want to go? — I want to go to (Italy). Let's go to (Italy)! We can (eat pizza). — (Yes, let's.)

3. Example of Evaluation Criteria for Units

- Criteria with ⊙ and ○ are in the Unit Plan. ⊙ is for the summative evaluation to be kept on record. ○ is for the formative evaluation that will not be kept on record, except in cases where outstanding performances are observed.
- As for the purpose of language activities (underlined part), please change according to the actual situation of each school.
- "Reading" and "writing" should not be limited to the unit, but be continuously examined.

	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
Listening	○ < knowledge> Understand the words and phrases that describe the country you want to go to and why. ○ < skills> Listen to the stories and acquire the skills to understand specific information that use the target language.	<u>In order to learn about various countries</u> , they can listen to other people's stories about the countries they want to go to and why, and understand the necessary information.	<u>In order to learn about various countries</u> , they try to listen to other people's stories about the countries they want to go to and why, and understand the necessary information
Evaluation Criterion A	Able to understand more than 80% of the words and expressions that describe the countries they want to go and whys.	While organizing the content according to the purpose, they can understand the necessary information.	While organizing the content according to the purpose, they try to understand the necessary information.
Evaluation Criterion B	Able to understand more than 60% of the words and expressions that describe the countries they want to go and whys.	In line with the purpose, they can understand the necessary information using clues such as illustrations.	In line with the purpose, they try to understand the necessary information using clues such as illustrations.

	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
Speaking [Interaction]	○ < knowledge> Understand the expressions used to ask and answer about the country you want to go to and why. ○ < skills> Acquire the skills to ask questions to others and answer about yourself using the target language.	○ In order to know the countries we want to visit and the information about the countries, they are able to ask and answer the questions using the simple words and basic expressions.	○ In order to know the countries we want to visit and the information about the countries, they try to ask and answer the questions using the simple words and basic expressions.
Evaluation Criterion A	They are able to communicate with each other using accurate sentences and words.	In line with the purpose, they can ask and answer questions in an easy-to-understand way.	In line with the purpose, they try to ask and answer questions in an easy-to-understand way.
Evaluation Criterion B	There are a few errors, but we are able to communicate with each other.	They can ask and answer questions in an easy-to-understand way.	They try to ask and answer questions in an easy-to-understand way.

	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
Speaking [Presentation]	⊙<Knowledge> Understand the expressions that convey the countries you want to visit and why. ⊙<Skills> They have acquired the skills to use the above expressions to communicate about the country they want to visit.	⊙ <u>In order to invite others to the country they want to visit</u> , they can tell their opinions about the country they want to go to and its attractions using simple phrases and basic expressions.	⊙ <u>In order to invite others to the country they want to visit</u> , they try to tell their opinions about the country they want to go to and its attractions using simple phrases and basic expressions.
Evaluation Criterion A	They are able to communicate using accurate sentences and words.	In line with the purpose, they can talk in an easy-to-understand way.	In line with the purpose, they try to talk in an easy-to-understand way.
Evaluation Criterion B	There are a few errors, but they can tell the story.	Able to talk what is in line with the purpose.	Try to talk what is in line with the purpose.

	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
Writing	⊙<Knowledge> Understand the letters of the alphabet. ⊙<Skills> They can write the name of the country.		
Evaluation Criterion A	Able to write them meticulously on the four lines.		
Evaluation Criterion B	The shape is slightly distorted, but the same characters can be written.		

4. Unit Planning

time	Step (page)	Goals & Activities	Verdict			
			K/S	T/J/E	attitude	Evaluation Perspective (Evaluation Method)
1	~1 (88-93)	<p><b>Goal:</b> Tell which country you want to visit. Preparation: Let's learn the expressions to say the country you want to visit.</p> <p><b>[Introduction]</b></p> <ul style="list-style-type: none"> <li>Exposure to the words and expressions to learn in this unit.</li> </ul> <p><b>[Watch the Scene]</b></p> <ul style="list-style-type: none"> <li>Make them aware of what they will be able to do with this unit.</li> </ul> <p><b>[Jingle]</b></p> <ul style="list-style-type: none"> <li>Familiarize yourself with words and phrases that represent the name of the country.</li> </ul> <p><b>[Listen and Do①]</b></p> <ul style="list-style-type: none"> <li>Ask about the countries you want to visit.</li> </ul> <p><b>[Chant]</b></p> <ul style="list-style-type: none"> <li>Practice expressions such as asking and answering the country you want to visit.</li> </ul> <p><b>[Activity]</b></p> <p>Think about the country you want to visit.</p>				
<div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;"> <p>*1 In this lesson, we will not conduct evaluation to keep a record, but we will provide guidance toward the goal. Even in activities and times where the children's learning status is not recorded, the instructor will check their learning status.</p> </div>						
2	1 (92-93)	<p><b>Goal:</b> Tell which country you want to visit.</p> <p>Small Talk</p> <p><b>[Jingle]</b> p.88</p> <ul style="list-style-type: none"> <li>Review words and phrases that represent the name of the country.</li> </ul> <p><b>[Listen and Do②]</b></p> <ul style="list-style-type: none"> <li>Ask about the countries you want to visit.</li> </ul> <p><b>[Chant]</b></p> <p>Review the expressions that ask and answer the country you want to visit.</p> <p><b>[Activity]</b></p> <ul style="list-style-type: none"> <li>Tell each other about the country you want to visit.</li> <li>Write down the country you want to visit.</li> </ul>				
<div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;"> <p>Evaluation to keep in record of Writing [K/S] Understand the letters of the alphabet and have the skills to write words and phrases. (Note Analysis)</p> </div>						
3	2 (94-95)	<p><b>Goal:</b> Tell friends about the country you want to visit and what you can do there. Preparation: Learn the expressions that tell what you can do in a foreign country.</p> <p>Small Talk</p> <p><b>[Words and Phrases] [Jingle]</b></p> <ul style="list-style-type: none"> <li>Familiarize yourself with words and expressions that tell things that can be done in a foreign country.</li> </ul> <p><b>[Chant]</b></p> <ul style="list-style-type: none"> <li>Practice expressions for inviting someone to the country you want to visit.</li> </ul> <p><b>[Activity]</b></p> <ul style="list-style-type: none"> <li>Think about the country you want to visit and what you can do there.</li> </ul>				
<div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;"> <p>*1</p> </div>						

4	2 (94-95)	<p><b>Goal:</b> Tell them about the country you want to visit and what you can do there.</p> <p>Small Talk</p> <p><b>[Listen and Do]</b></p> <ul style="list-style-type: none"> <li>Ask about the countries you want to visit and what you can do there.</li> </ul> <p><b>[Chant]</b></p> <ul style="list-style-type: none"> <li>Review expressions for inviting someone to the country you want to visit.</li> </ul> <p><b>[Activity]</b></p> <ul style="list-style-type: none"> <li>Tell each other about the country you want to visit and what you can do there.</li> </ul>				
<div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;"> <p>*1</p> </div>						

time	Step (page)	Goals & Activities	Verdict			
			K/S	T/J/E	Attitude	Evaluation Perspective (Evaluation Method)
5	3 (96-97)	<p><b>Goal:</b> Invite your friends to the country you want to visit. Preparation Tell each other the country you want to visit in pairs.</p> <p>Small Talk</p> <p><b>[Jingle] [Chant]</b> p.94-95</p> <p>Review the words and expressions necessary to invite them to the country they want to visit.</p> <p><b>[Watch and Do]</b></p> <ul style="list-style-type: none"> <li>Think about how to convey it.</li> </ul> <ul style="list-style-type: none"> <li>Say your lines while watching the video.</li> </ul> <p><b>[Activity]</b></p> <ul style="list-style-type: none"> <li>Tell each other in pairs about the country you want to visit and what you can do there.</li> </ul>				
<div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;"> <p>*1</p> </div>						
6	3 (96-97)	<p><b>Goal:</b> Invite your friends to the country you want to visit.</p> <p>Small Talk</p> <p><b>[Friends around the World]</b></p> <ul style="list-style-type: none"> <li>Watch videos of foreigners introducing the charms of their own country.</li> </ul> <p><b>[Jingle] [Chant]</b> p.94-95</p> <p>Review the words and expressions necessary to invite them to the country they want to visit.</p> <p><b>[Activity]</b></p> <ul style="list-style-type: none"> <li>Try to make your friends want to go to the country you want to go to.</li> </ul>				
<div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;"> <p>Evaluation to keep in record of Speaking [presentation] [K/S] Understand the words and expressions you have learned and acquire the skills to communicate using them. (Observation) [T/J/E] Able to communicate in line with the purpose. (Observation) [Attitude] Try to convey it in line with the purpose. (Behavioral Observation)</p> </div>						
7	*Let's Read and Write 8 (99)	<p><b>Goal:</b> Notice the relationship between the sounds of the alphabet and the letters.</p> <p><b>[1]</b></p> <p>Listen to Alphabet Jingle (p.4-5) and speak to the rhythm.</p> <p><b>[2]</b></p> <ul style="list-style-type: none"> <li>Listen to the audio and repeat.</li> </ul> <p>Chinese whispers</p> <ul style="list-style-type: none"> <li>Convey either of the words (1) ~ (5) of 2.</li> </ul>				
<div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;"> <p>*1</p> </div>						

		<p><b>[3]</b></p> <p>Listen to the audio and choose the one that was read.</p> <ul style="list-style-type: none"> <li>- Trace the letters.</li> </ul> <p>worksheet</p> <ul style="list-style-type: none"> <li>- Find and write words that start with the letter you learned on this page, such as z, among what you have learned in the textbook so far.</li> </ul>				
--	--	---	--	--	--	--

\* By distributing Let's Read and Write as an obi activity in the 1st ~ 6th hour, you can use the 7th hour to work on the activity with more time and conduct an evaluation test. When conducting an evaluation test, the evaluation that is recorded in "listening" and "writing" can also be done in that test.

Evaluation to keep in record of Listening  
 [K/S] Understand the words and expressions you have learned and acquire listening skills. <Evaluation test>  
 [T/J/E] Able to listen to the necessary information according to the purpose. <Evaluation test>

Evaluation to keep in record of Writing  
 [K/S] Understand the letters of the alphabet and have the skills to write words and phrases. <Evaluation test>

**Domain-specific goals in the course of study**

Listening	(c) If spoken slowly and clearly, students will be able to grasp the outline of a short talk about familiar and simple matters related to daily life.
Speaking (Presentation)	(c) After organizing the content about familiar and simple matters, students will be able to talk about their thoughts and feelings using simple phrases and basic expressions.

**1. Unit Objectives**

Students will be able to listen and speak the phrases and expressions learned in Units 7 and 8 according to their objectives.

**2. Target Language**

**Unit 7**

phrase	Position	on, under, by, in, across from, next to, between A and B, on your right, on your left
	Buildings and shops	elementary school, fire station, restaurant, gas station, hotel, supermarket, convenience store, post office, coffee shop, police station, bank, library, cake shop, department store, museum, hospital, park, zoo, bookstore, flower shop,
	direction	go straight, turn right, turn left
expression	Where's (the dog)? — It's (on the chair). (The dog) is (on the chair). Where's (the park)? — It's (next to the zoo). Go straight. Turn (left) at (the park). It's (on your right).	

**Unit 8**

phrase	country	the UK, Spain, France, Russia, Italy, Egypt, Kenya, India, Singapore, China, Korea, Australia, New Zealand, Brazil, the USA, Canada
	behavior	visit, buy, see, eat, drink, watch
expression	Where do you want to go? — I want to go to (Italy). Let's go to (Italy)! We can (eat pizza). — (Yes, let's.)	

**3. Example of Evaluation Criteria for Units**

- ◎ is for the summative evaluation to be kept on record.
- As for the purpose of language activities (underlined part), please change according to the actual situation of each school.

	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
Listening	◎ < knowledge > Understand the words and expressions you've learned. ◎ < skill > Acquire the skills to understand specific information by listening to phrases and expressions that you have learned so far.	◎ Listening to the necessary information <u>in order to guide the way</u> according to the speaker's request.	◎ Try to listening to the necessary information <u>in order to guide the way</u> according to the speaker's request.
Evaluation Criterion A	You can listen to the words and expressions you have learned so far and understand them correctly.	While organizing the content according to the purpose, they can listen to the necessary information.	While organizing the content according to the purpose, they try to listen to the necessary information.
Evaluation Criterion B	Listening to the words and expressions that you have learned so far, you can generally understand them correctly.	Understand the necessary information according to the purpose.	Try to understand the necessary information according to the purpose.

	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
Speaking [Interaction]	◎ < knowledge > You understand the expressions you've learned. ◎ < skill > They have acquired the skills to communicate using the expressions they have learned so far.	◎ <u>In order to respond to the speaker's request</u> , we communicate using simple words and basic expressions.	◎ <u>In order to respond to the speaker's request</u> , we try to communicate using simple words and basic expressions.
Evaluation Criterion A	They are able to communicate using accurate sentences and words.	In line with the purpose, they can communicate in an easy-to-understand way.	In line with the purpose, they try to communicate in an easy-to-understand way.
Evaluation Criterion B	There are a few errors, but they are able to communicate.	They are communicating with each other in line with their objectives.	They try to communicate with each other in line with their objectives.

4. Unit Planning

time	Step (page)	Goals & Activities	Verdict			
			K/S	T/J/E	Attitude	Evaluation Perspective (Evaluation Method)
1	(100)	<p><b>Goal:</b> Give directions according to the requests of people you meet in town. Preparation</p> <p>Small Talk                      - Use the expressions learned in Unit 7 and 8.  <b>【Jingle】 【Chant】</b> (Unit 7,8)                      Review the words and expressions learned in Unit 7 and 8.  <b>【Try】 1</b>                      ・ Listen to the story and write down what you find.  <b>【Try】 2</b>                      ・ Listen to the story and guide the way to the place according to the wishes.</p>				<p>Evaluation to keep in record of Listening</p> <p>[K/S] Understand the words and expressions you have learned and acquire the listening skills. (Note Analysis)</p> <p>[T/J/E] Listen to the necessary information according to the purpose. (Note Analysis)</p> <p>[Attitude] They are trying to get the information they need according to the purpose (Note Analysis)</p>
2	(100-101)	<p><b>Goal:</b> Give directions according to the requests of people you meet in town.</p> <p>Small Talk                      ・ Introduction to the Challenge.  <b>【Try】 2</b>                      Think of a better way to communicate and speak again.  <b>【Challenge】</b>                      Answer questions.</p>				<p>Evaluation to keep in record of Speaking [interaction]</p> <p>[K/S] Understand the words and expressions you have learned, and acquire the skills to communicate using them. (Observation)</p> <p>[T/J/E] Answering questions according to the situation. (Observation) (Note Analysis)</p> <p>[Attitude] Trying to answer questions according to the situation. (Observation) (Note Analysis)</p>