# 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

	Food	green pepper, strawberry, cherry, apple, banana , etc.			
nhraca	animal	rabbit, tiger, cat, etc.			
phrase	color	red, black, etc.			
	sports	soccer, swimming, etc.			
		Hi, I'm (Sakura).			
ovnroce	I like (apples).				
expression		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)

#### Unit 1

I have math on Monday.

Subjects & Timetable p.12-21

Area-specific g	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	(b) To be able to communicate one's thoughts and feelings about familiar and simple matters related to				
(Interaction)	daily life using simple words and phrases and basic expressions.				
Speaking	(a) To be able to talk about familiar and simple matters related to daily life using simple words and phrases				
(Presentation) 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

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

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

- Criteria with ② and O are in the Unit Plan. ② is for the summative evaluation to be kept on record. O 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	Attitude to proactive learning	
	Expression			
○ < Knowledge> Understand the phrases and the expressions that describe favorite subjects, the reasons for them, the days of the week, and timetables. ○ < Skills >		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.	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.	
	Acquire the skills to listen to specific information in the stories that use the target language.			
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	the words and expressions that	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	Attitude to proactive learning
	Expression		
	○ < knowledge>	O In order to get to know their friends,	O In order to get to know their
	Understand the expressions for asking	they can ask and answer questions	friends, they are trying to ask and
	and answering the favorite subjects,	about their favorite subjects and the	answer questions about their favorite
Speaking	the reasons for them, and the	reasons for them, using simple phrases	subjects and the reasons for them
[Interaction]	timetables.	and basic expressions.	using simple phrases and basic
	○ < skills>		expressions.
	Acquire the skills to ask and answer the		
	questions using the above expressions.		
Evaluation	They are able to communicate with	In line with the purpose, they are able	In line with the purpose, I try to ask
Criterion	each other using accurate sentences	to ask and answer questions in a way	and answer questions in a way that is
A	and words.	that is understood by the other person.	understandable to the other person.
Evaluation	There are a few errors, but they are	Asking and answering questions in line	Trying to ask or answer questions in
Criterion B	able to communicate with each other.	with the purpose.	line with the purpose.

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

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

В		

	Knowledge & Skills	Thinking, Judgment, and	Attitude to proactive learning
		Expression	
	< knowledge >		
	Understand the letters C, c, O, o, S, s,		
	V, v, W, w, X, x, Z, and z.		
Writing	< Skill >		
Willing	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.		
Evaluation	Able to write the alphabet meticulously		
Criterion	along the four lines.		
A			
Evaluation	The shape is slightly distorted, able to		
Criterion	write down the same letters.		
В			

4. 0111	t Plannin					Verdict
time	Step (page)	Goals & Activities	K/S	T/J/E	Attitude	Evaluation Perspective 〈Evaluation Method〉
1	~1	Goal: Ask each other about their fa		subje	cts. [Prep	aration]
	(12-15)	Let's learn the name of the subject	• 			
		[Introduction]				
		• Exposure to the words and		*1	In this loss	on, we will not conduct evaluation to
		expressions to learn in this unit.				
		[Watch the Scene]			•	but we will provide guidance toward
		Make them aware of what they will		the	goal. Even	in activities and times where the
		be able to do with this unit.		chi	ldren's lear	rning status is not recorded, the
		[Words and Phrases] [Jingle①]		ins	tructor will	check their learning status.
		Familiarize yourself with the way of				
		saying subjects.				
		[Chant]				
		- Practice expressions such as asking				
		and answering your favorite subject.				
2	1	Goal: Ask each other about their fa	vorite	subje	cts.	
	(14-15)	Small Talk				
		[Jingle①]		(*1		)
		Review the names of the subjects.		"1		
		【Listen and Do】				
		· Listen to your favorite subjects.				
		[Jingle2]				
		Familiarize yourself with expressions				
		that express characteristics (convey				
		reasons).				
		[Chant]				
		- Review expressions such as asking				
		and answering favorite subjects.				
		[Activity]				
		· Ask each other about their favorite				
		subjects and make a ranking of their				
		favorite subjects.				
3	2	Goal: Tell them your timetable. Prep				
	(16-17)	Familiarize yourself with the names o	f subje	cts and	the expre	essions of the days of the week.
		Small Talk				
		- Review the names of subjects and days				
		of the week.		*1		
		【Listen and Do①】				
		- Ask for the name of the subject and				
		the day of the week.				
		[Jingle]				
		Review how to say the days of the week.				)
		[Chant]				
		- Practice expressions such as asking				
		and answering the timetable.				
		[Activity]				
		• Make a timetable freely.				
4	2	Goal: Tell them your timetable.	Г			
	(16-17)	Small Talk				
		[Listen and Do②]				
		- Listen to the timetable.				

[Jingle①]				$\overline{}$
Review the names of the subjects.	( ,	*1		)
[Chant]				
- Review the expressions used to ask				
and answer the timetable.				
[Activity]				
• Tell each other about the timetable				J
you made.				

time	Step	Goals & Activities	****	m/r/n		Verdict Evaluation Perspective \( \text{Evaluation} \)
	(page)		K/S	T/J/E	Attitude	$\operatorname{Method}\rangle$
5	3	Goal: Create a timetable for your d	ream	day an	d present	it. Preparation:
	(18-19)	Share your dream timetable with y	our p	airs.		
		Small Talk				
		【Jingle】【Chant】p.14-17				
		- Review expressions that convey the		*1		
		timetable.				
		(Watch and Do)				
		• Think about how to convey it.				
		- Say the lines according to the video.				
		[Activity] • Make a dream timetable and				
		Make a dream timetable and communicate it in pairs.				
6	3	Goal: Create a timetable for your d	ream	dav an	ld nresent	it
O	(18-19)	Small Talk				
	(10 10)	[Friends around the World]				
		- Watch videos of foreign children		*1		
		talking about the subjects they are				
		studying.				
		[Jingle] [Chant] p.14-17				
		- Review expressions that convey the				
		timetable.				)
		[Activity]				
		- Present your dream timetable.				
7	*Let's	Goal: Read the names of the alpha	abet	and wri	ite them.	
	Read	- Check how to read the alphabet.				
	and	Write the alphabet on 4 lines.		*1		
	Write 1					
	(21)					
						<i>_</i>

\* 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.  $\langle \text{Evaluation test} \rangle$ 

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)

Unit 2 My birthday is May 25th.

Birthday p.22-31

Domain-specif	ic 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	(b) To be able to communicate one's thoughts and feelings about familiar and simple matters related to
(Interaction)	daily life using simple words and phrases and basic expressions.
Speaking	(a) To be able to talk about familiar and simple matters related to daily life using simple words and phrases
(Presentation)	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

	Month	January, February, March, April, May, June, July, August, September, October, November, December
Vocabs	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 O are in the Unit Plan. © is for the summative evaluation to be kept on record. O 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	Attitude to proactive learning
		Expression	
	○ < knowledge>	In order to know about birthdays and	In order to find out about the other
	Understand words and expressions	things we want, they are able to listen	person's birthday and what they want,
	that describe birthdays and what we	to the stories that include them and	they try to get the necessary
Listening	want.	pick up the necessary information.	information from the stories.
Listening	○ < skills>		
	Acquire the skills to listen to specific		
	information in the stories with the		
	target language.		
Evaluation	Understand more than 80% of the	While organizing the content according	Trying to get the necessary
Criterion	words and expressions that describe	to the purpose, they are able to listen to	information while organizing the
A	birthdays and things I want.	the necessary information.	content with the purpose in mind.
Evaluation	I can understand more than 60% of the	In line with the purpose, they are able	In line with the purpose, they try to
Criterion	words and expressions that describe	to pick up the necessary information	listen to the necessary information
В	birthdays and things we want.	using clues such as illustrations.	using illustrations and other clues.

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

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

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

4. UIII	t Plannin	*S				Verdict
time	Step (page)	Goals & Activities	K/S	T/J/E	Attitude	Evaluation Perspective ⟨Evaluation Method⟩
1	~1	Goal: Say your birthday. Preparation:				
	(22-25)	Let's learn how to say the month and day.				
		[Introduction]				
		· Exposure to the words and expressions				
		learned in this unit.				
		[Watch the Scene]	( *1	T (1: )		
		· Make them aware of what they will be able	H		ŕ	will not conduct evaluation to
		to do with this unit.	H	_		will provide guidance toward
		[Jingle]	H	_		vities and times where the
		- Familiarize yourself with the word for the month.	H		_	atus is not recorded, the
		Words and Phrases [Jingle]	in	structor	will check	their learning status.
		· Familiarize yourself with the way of saying				
		the date.				
		[Chant]				
		- Practice expressions such as asking and				
		answering birthdays.				
2	1	Goal: Say your birthday.	1	1	1	
	(24-25)	Small Talk	T	T		
	(=1 =9)	[Jingle] p.22,24				
		Review how to say the month and day.	* <sub>1</sub>			
		[Listen and Do]		-		
		- Ask for birthdays.				
		[Chant]				
		Review expressions that ask and answer				
		birthdays.				
		[Activity]				
		Ask each other about their birthdays.				
3	2	Goal: Say what you want for your birth	-	•		
	(26-27)	Familiarize yourself with express	ions	that d	escribe w	hat you want.
		Small Talk				
		【Listen and Do①】		1	I	
		Ask them what they want for their birthday.	*1			
		[Chant]				
		· Get used to the expression of asking and				
		answering what you want for your birthday.				
		[Activity]				
		• Think about what you want for your birthday				
1	2	and tell each other.  Goal: Say what you want for your birtho	l day			
4	(26-27)		лау. Т	Т		
	(40-41)	Small Talk	/ *1			
		[Listen and Do②]				
		Listen to the necessary information and think about a hirthday gift				
		think about a birthday gift. [Chant]				
		- Review the expressions of asking and				
		answering what you want for your birthday.				
		ano woring what you want for your birthday.	$\overline{}$			

	[Activity]		
	Ask each other what they want for their		
	birthdays.		

Goal: Make a birthday card that makes your friend happy. Preparation  Get information on how to make cards.  Small Talk [Watch and Do]  Think about ways to ask and answer. Say the lines according to the video. [Jingle] [Chant] p.22-27  Review expressions such as asking and answering birthdays and what you want. [Activity] In pairs, ask each other for information on how to make a card.  Goal: Make a birthday card that makes your friends happy.  [Friends around the World] Watch a video of a foreign child talking about his or her birthday.  Typing to ask and answering him the properties of the properti	
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Review expressions such as asking and answering birthdays and what you want.  [Activity]  In pairs, ask each other for information on how to make a card.  [Call Make a birthday card that makes your friends happy.  [Friends around the World]  Watch a video of a foreign child talking about his or her birthday.  [In pairs, ask each other for information on how to make a card.  [In pairs, ask each other for information on how to make a card.  [In pairs, ask each other for information on how to make a card.  [In pairs, ask each other for information on how to make a card.  [In pairs, ask each other for information on how to make a card.  [In pairs, ask each other for information on how to make a card.  [In pairs, ask each other for information on how to make a card.  [In pairs, ask each other for information on how to make a card.  [In pairs, ask each other for information on how to make a card.  [In pairs, ask each other for information on how to make a card.  [In pairs, ask each other for information on how to make a card.  [In pairs, ask each other for information on how to make a card.  [In pairs, ask each other for information on how to make a card.  [In pairs, ask each other for information on how to make a card.  [In pairs, ask each other for information on how to make a card.  [In pairs, ask each other for information on how to make a card.  [In pairs, ask each other for information on how to make a card.  [In pairs, ask each other for information on how to make a card.  [In pairs, ask each other for information on how to make a card.  [In pairs, ask each other for information on how to make a card.  [In pairs, ask each other for information on how to make a card.  [In pairs, ask each other for information on how to make a card.  [In pairs, ask each other for information on how to make a card.  [In pairs, ask each other for information on how to make a card.  [In pairs, ask each other for information on how to make a card.  [In pairs, ask each other for information on how to make a card.  [In pairs, ask each	words and
answering birthdays and what you want.  [Activity]  In pairs, ask each other for information on how to make a card.  [Carried Section	
answering birthdays and what you want.  [Activity]  In pairs, ask each other for information on how to make a card.  [T/J/E] They ask and answ a purposeful manner (0th [A] Trying to ask and answ line with your objectives.  [T/J/E] They ask and answ a purposeful manner (0th [A] Trying to ask and answ line with your objectives.  [Soal: Make a birthday card that makes your friends happy.  [Friends around the World]  Watch a video of a foreign child talking about his or her birthday.	ask and answer
want.  [Activity]  In pairs, ask each other for information on how to make a card.  [Activity]  In pairs, ask each other for information on how to make a card.  [A] Trying to ask and answ line with your objectives.  [A] Trying to ask and answ line with your objectives.  [A] Trying to ask and answ line with your objectives.  [A] Trying to ask and answ line with your objectives.  [A] Trying to ask and answ line with your objectives.  [A] Trying to ask and answ line with your objectives.  [A] Trying to ask and answ line with your objectives.  [A] Trying to ask and answ line with your objectives.  [A] Trying to ask and answ line with your objectives.  [A] Trying to ask and answ line with your objectives.  [A] Trying to ask and answ line with your objectives.	er questions in
- In pairs, ask each other for information on how to make a card.  6 3 Goal: Make a birthday card that makes your friends happy.  [Friends around the World]  Watch a video of a foreign child talking about his or her birthday.  *1	servation〉
6 3 Goal: Make a birthday card that makes your friends happy.  [Friends around the World] Watch a video of a foreign child talking about his or her birthday.  [*1]  *1	-
6 3 Goal: Make a birthday card that makes your friends happy.  [Friends around the World]  Watch a video of a foreign child talking about his or her birthday.  *1	(Ubservation)
(28-29) [Friends around the World] Watch a video of a foreign child talking about his or her birthday.  *1	
Watch a video of a foreign child talking about his or her birthday.	
about his or her birthday.	
Small Talk	
[Activity]	
· Communicate in pairs and make a	J
birthday card.  7 **Let's Goal: Read or transcribe the names of the alphabet.	
Read - Check how to read the alphabet.	
and write the alphabet on 4 lines.	
Write 2	

\* 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.  $\langle \text{Evaluation test} \rangle$ 

#### 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.  $\langle \text{Evaluation test} \rangle$ 

Unit 3 I get up at 7:00.

A Day in the Life

p.32-41

Domain-specif	ic 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	(b) To be able to communicate one's thoughts and feelings about familiar and simple matters related to
(Interaction)	daily life using simple words and phrases and basic expressions.
Speaking	(a) To be able to talk about familiar and simple matters related to daily life using simple words and phrases
(Presentation)	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

daily work get up, eat breakfast, go to school, get home, do my homework, go to bed		get up, eat breakfast, go to school, get home, do my homework, go to bed	
Vocabs frequency always, usually, sometimes, never			
Chore set the table, water the flowers, wash the dishes, take out the garbage, clean my room			
		· What time do you (get up)? — I (get up) at (7:00).	
OVERGOO	ion	• Do you help at home? — Yes, I do.[ No, I don't.]	
expression		• I (always) walk the dog.	
		· After school (I usually do my homework). Then (I play basketball).	

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

- Criteria with © and O are in the Unit Plan. © is for the summative evaluation to be kept on record. O 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	Attitude to proactive learning
		Expression	
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	In order to know about a day in the life, they are able to listen to a story about it and listen to the necessary information.	In order to know about a day in the life, they try to listen to a story about it and get the information they need.
	the specific information.		
Evaluation	Able to understand more than 80% of	While organizing the content according	While organizing the content according
Criterion	the words and expressions that	to the purpose, they listen to the	to the purpose, they try to listen to the
A	describe a day in the life and chores	necessary information.	necessary information.

	at home.		
Evaluation Criterion B		to pick up the necessary information	In line with the purpose, they try to listen to the necessary information using illustrations and other clues.

	Knowledge & Skills	Thinking, Judgment, and	Attitude to proactive learning
		Expression	
Speaking [Interaction]	<ul> <li>&lt; knowledge&gt;</li> <li>Understand the expressions that ask and answer the time of the action.</li> <li>&lt; skills&gt;</li> <li>Using the above expressions, they acquire the skills to ask questions to others and answer about themselves.</li> </ul>	O 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.	OIn order to understand each other's lives, 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	Attitude to proactive learning
		Expression	
	⊚ <knowledge></knowledge>	○ In order for the others to know	O In order for the others to know
	Understand the expressions that	about themselves, they are able to use	about themselves, they are trying to
Carabia a	convey a day in the life and chores at	the simple phrases and basic	tell the other person about a day in
Speaking [Presentation]	home.	expressions to tell others about a day	their lives using the simple words and
[Fresentation]	⊚ <skills></skills>	in their lives.	basic expressions.
	Acquire the skills to talk about		
	themselves using the target language.		
	Able to communicate using the	In line with the purpose, they are able	They try to speak in a way that is in
Evaluation Criterion A	accurate sentences and words.	to talk in an easy-to-understand way.	line with my purpose and can be
			understood by the other person.
Evaluation	There are a few errors, but they can	Talking about the content that is in	Trying to talk about the content that
Criterion B	communicate in English.	line with the purpose.	is in line with the purpose.

	Knowledge & Skills	Thinking, Judgment, and	Attitude to proactive learning
		Expression	
Reading	<pre> &lt; Knowledge &gt; Understand the letters B, b, D, d, F, f, H, h, K, k, L, and l. &lt; Skill &gt; Acquire the skills to identify B, b, D, d, F, f, H, h, K, k, L, and l, and pronounce them.</pre>		
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	Attitude to proactive learning
		Expression	
Writing	<pre>&lt; Knowledge &gt; Understand the letters B, b, D, d, F, f, H, h, K, k, L, and l. &lt; Skill &gt; 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.</pre>		
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. <u>U</u> ni	t Plannin	g				
	Step	0 1 0 1	Verdict P			
time	(page)	Goals & Activities	K/S	T/J/E	Attitude	Evaluation Perspective 〈Evaluation Method〉
1	~1	Goal Say what you do in a day and	at w	hat tim	ie. Prepar	ation
	(32-35)	Learn how to describe your day's a	ctivit	ies.	<b>,</b>	
		[Introduction]				
		• Exposure to the words and				
		expressions learned in this unit.		*1 In thi	s lesson, w	e will not conduct evaluation to
		[Watch the Scene]		keep a re	ecord, but v	ve will provide guidance toward
		• Make them aware of what they can do with this unit.  the goal. Even in activities and times where the children's learning status is not recorded, the				ctivities and times where the
						status is not recorded, the
	[Words and Phrases] [Jingle] instructor will check their learning status.				k their learning status.	
		• Familiarize yourself with the		Τ	<u> </u>	
		expression of daily routine.				
		[Chant]				
		- Practice asking and answering what				
2	1	you will do at what time.  Goal Say what you do in a day and	ot w	hat tim		
4	(34-35)	Small Talk	at w.		ie.	
	(34-39)	Small laik [Jingle]				
		Review the expressions of the daily				
		routine.				
		Keyword Game		*1		
		Review how to say numbers.				
		[Listen and Do]				J
		Ask them what they are going to do at				
		what time.				
		[Chant]				
		- Review expressions that ask and				
		answer what to do at what time.				
		[Activity]				
		Ask each other what you will do at what				
		time.				
3	2	Goal: Tell them what kind of chor	es yo	u do at	home and	d how much. Preparation
	(36-37)	Familiarize yourself with the expre	ession	of how	much ch	ores you do.
		Small Talk				

		<ul> <li>【Listen and Do①】【Jingle】</li> <li>Familiarize yourself with the expression of chores and frequency at home.</li> <li>【Chant】</li> <li>Practice expressions such as asking and answering questions about chores at home and how much you do.</li> <li>【Activity】</li> <li>Fill in the blanks about your chores at home and prepare for the next activity.</li> </ul>	,	·1			
4	2 (36-37)	Goal: Tell them what kind of chor  Small Talk  [Listen and Do②]  Ask them about their chores at home and how often they do.  [Jingle] [Chant]  Review the expressions of chores and frequency at home.  [Activity]  Ask each other about chores at home.	*1		home an	d how much.	

	Q.					Verdict
time	Step (page)	Goals & Activities	K/S	T/J/E	Attitude	Evaluation Perspective 〈Evaluation Method〉
5	3	Goal: Tell them how you spend you	r day	. Prepa	ration	
	(38-39)	Share your after-school time in pai	rs.			
		Small Talk				
		[Jingle] [Chant] p.34-37				
		Review your daily routine, chores at				
		home, and frequency expressions.				
		【Watch and Do】				
		Think about how to convey it.				
		- Say the lines to the video.				
		[Activity]				
		• Tell each other how you spend your				
		time after school in pairs.				
6	3	Goal: Tell them how you spend you	r day		r	r
	(38-39)	Small Talk [Friends around the World]				
		<ul> <li>Watch a video of a foreign child introducing how he or she spends his or her day.</li> <li>[Jingle] [Chant] p.34·37</li> <li>Review your daily routine, chore at home, and frequency expressions.</li> <li>[Activity]</li> <li>Present how you spend your time after school in pairs or groups.</li> </ul>	[K ] f [T	learned, them. (0 /J/E] (	derstand the and acquiouservation Communication Trying to co	the record of speaking [presentation] ne words and expressions you have tree the skills to communicate using note in line with the purpose.

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

\* 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)

REVIEW(1)

p.42-43

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	(a) To be able to talk about familiar and simple matters related to daily life using simple words and phrases				
(Presentation)	and basic expressions.				

## 1. Unit Objectives

Students will be able to listen and use the phrases and expressions learned in Unit  $1\sim3$  according to their objectives.

#### 2. Target Language

#### Unit 1

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

#### Unit 2

	Month January, February, March, April, May, June, July, August, September, October, November, Decem	
vocabs	bs date $1st \sim 31st$	
	What I want	gloves, soccer ball, bag, etc.
ava va a a i a a		When's your birthday? — My birthday is (January 1st).
express	1011	What do you want for your birthday? — I want (gloves).

## Unit 3

	daily work	ork get up, eat breakfast, go to school, get home, do my homework, go to bed		
vocabs	chores set the table, water the flowers, wash the dishes, take out the garbage, clean my room			
		· What time do you (get up)? — I (get up) at (7:00).		
overson	ion	· Do you help at home? — Yes, I do.[ No, I don't.]		
expression		· I (always) walk the dog.		
		· After school (I usually do my homework). Then (I play basketball).		

#### 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	Attitude to proactive learning
		Expression	
	⊚ <knowledge></knowledge>	© Understand the necessary	◎ Trying to understand the necessary
	Understand the words and expressions	information in order to talk based on	information in order to talk based on
	you've learned.	what Jake talked.	what Jake talked.
T :-4:	⊚ <skills></skills>		
Listening	Acquire the skills to understand		
	specific information by listening to		
	phrases and expressions that you have		
	learned so far.		
Evaluation	You can understand the words and	While organizing the content according	Trying to get the necessary
Criterion	expressions you have learned so far	to the purpose, they are able to	information while organizing the
A	correctly.	understand the necessary information.	content according to the purpose.
Evaluation Criterion	Understand the words and expressions	Understand the necessary information	Trying to get the information they need
	that you have learned so far generally	according to the purpose.	according to the purpose.
В	correctly.		

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

	Step	Goals & Activities	Verdict				
time	(page)		ŀ	ζ/S	T/J/E	Attitude	Evaluation Perspective 〈Evaluation Method〉
1	(42)	Goal: Talk to foreigners about your school	a	nd l	life. Pre	eparation	
		Small Talk					
		• Use the expressions you learned in Unit 1~3.		Ev	aluation	n to keep i	n record of Listening.
		[Jingle] [Chant] (Unit 1-3)		[K/S] Understand the words and expressions you			
		- Review the words and expressions learned in		ŀ			acquire the listening skills.
		Unit 1~3.	need according to their objectives. <no< td=""><td>he necessary information</td></no<>		he necessary information		
		[Try] 1			•		
		Listen to Jake and take notes of what you learn.			_		
		[Try] 2			their objectives. <note< th=""></note<>		
		- Think about what you should introduce after					
		Jake's story.	'				

2	2 (42- Goal: Talk to foreigners about your school and life.  43) Small Talk		
		<ul> <li>Introduction to the Challenge.</li> <li>[Try] 2</li> <li>Think of a better way to communicate and speak again.</li> <li>[Challenge]</li> <li>Answer questions.</li> </ul>	Evaluation to keep in record of Speaking [presentation] [K/S] Acquire the skills to communicate using the words and expressions you have learned.<0bservation> [T/J/E] Communicate in line with the purpose. <0bservation> (Note Analysis> [Attitude] Trying to convey it in line with the purpose. <0bservation> (Note Analysis>

Unit 4 She can sing well.

What you can do p.46-55

Domain-specif	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	(b) To be able to communicate one's thoughts and feelings about familiar and simple matters related to			
(Interaction)	daily life using simple words and phrases and basic expressions.			
Speaking	(a) To be able to talk about familiar and simple matters related to daily life using simple words and phrases			
(Presentation)	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

	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	
vocabs	musical	piano, recorder, melodica, guitar	
	instrument		
		Can you (run fast)?	
expression		-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 ② and O are in the Unit Plan. ③ is for the summative evaluation to be kept on record. O 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	Attitude to proactive learning
		Expression	
Listening	<ul> <li>○ &lt; knowledge&gt;</li> <li>Understand the phrases and expressions that describe what you can and cannot do.</li> <li>○ &lt; skills&gt;</li> <li>Acquire the skills to listen to the stories that uses the target language and to understand the specific information.</li> </ul>	In order to understand others, they listen to a story about what they can and cannot do, and they understand the necessary information.	In order to understand others, they 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	Attitude to proactive learning
		Expression	
	⊚ <knowledge></knowledge>	Able to ask and answer questions	
	Understand the expressions that ask	about what you can and cannot do using	about what you can and cannot do
Speaking	and answer about what you can do.	simple phrases and basic expressions in	using simple phrases and basic
[Interaction]	⊚ <skills></skills>	order to understand each other.	expressions in order to understand
[interaction]	Acquire the skills to ask questions to		each other.
	others and answer about yourself using		
	the target language.		
Evaluation	They are able to communicate with	In line with the purpose, they can ask	In line with the purpose, they try to
Criterion	each other using accurate sentences	and answer questions in an easy-to-	ask and answer questions in an easy-
A	and words.	understand way.	to-understand way.
Evaluation	There are a few errors, but they are	Able to ask and answer questions in	Try to ask or answer questions in line
Criterion B	able to communicate with each other.	line with the purpose.	with the purpose.

	Knowledge & Skills	Thinking, Judgment, and	Attitude to proactive learning
Speaking [Presentation]	<ul> <li>○ &lt; knowledge&gt;</li> <li>Understand how to talk about what you can do.</li> <li>○ &lt; skills&gt;</li> <li>Acquire the skills to use the above expressions to talk about themselves and others.</li> </ul>	Expression  O In order to let other friends know the information that they have obtained about their friends, they use simple phrases and basic expressions to tell others about what they can do.	O 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	Attitude to proactive learning
		Expression	
Reading	<pre>&lt; knowledge &gt; Understand the letters I, i, T, t, G, g, J, j, P, p, Q, q, Y, y. &lt; Skill &gt; Acquire the skills to identify and pronounce I, i, T, t, g, J, j, P, p, Q, q, Y, y.</pre>		
Evaluation	They can identify all the alphabet and		
Criteria	read the names correctly.		
A			
Evaluation	Understand more than 80% of the		
Criteria	alphabet and read them correctly.		
В			

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

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

4	2	Goal: Tell your friend what they	y can do.	
	(50-51)	Small Talk		
	(00 01)	[Jingle] p.48		
		- Review words and phrases that		$\overline{}$
		describe actions.	( *1	)
		[Listen and Do2]	, "1	
		- Listen to what you can and can't do.		
		[Chant]		
		- Review expressions for introducing		
		what others can and cannot do.		J
		[Activity]		
		- Introduce what your friends can do.		
		- Write down what you said.		

	Step	0 1 0 1					Verdict
time	(page)	Goals & Activities	K/S	5	T/J/E	Attitude	Evaluation Perspective
5	3 (52-53)	Goal: Tell them who can do what. Pr Ask each other if they can play an in Small Talk [Jingle] [Chant] p.48-51 Review expressions that ask each other what they can do. [Watch and Do] • Think about how to convey it. • Say the lines to the video. [Activity] ① Ask each other if you can play each instrument in a group.	eparation (Evaluation Method)				
			_				
6	3	Goal: Tell them who can do what.					
	(52-53)	Small Talk  [Friends around the World]  • Watch videos that introduce what children from other countries can do.  [Chant] p.49, 51  Review expressions to say what you can and can't do.  [Activity]  • Report what you found in (1).			*1		
7	*Let's	Goal: Read or transcribe the names	s of	the	alpha	abet.	
	Read and Write 4 (55)	- 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 we

[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.  $\langle \text{Evaluation test} \rangle$ 

#### 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.  $\langle \text{Evaluation test} \rangle$ 

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.  $\langle \text{Evaluation test} \rangle$ 

Unit 5

This is my sister.

Introduction of people close to you

p.56-65

Domain-specif	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	(b) To be able to communicate one's thoughts and feelings about familiar and simple matters related to				
(Interaction)	daily life using simple words and phrases and basic expressions.				
Speaking	(a) To be able to talk about familiar and simple matters related to daily life using simple words and phrases				
(Presentation)	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

	person	grandparents, grandmother, grandfather, parents, mother, father, sister, brother, me, aunt, uncle,
	por 3011	cousin
Vocabs	feature	cheerful, funny, kind, brave, smart, strong, friendly, cool, cute
	What we are	playing soccer [volleyball, the guitar], singing, dancing, swimming, skiing, skating, cooking, running
	good at	
		Who's this? - This is my (mother). (She's) (kind).
expression		(Riku), are you good at (cooking)? — (Yes, I am).
		(Riku is) good at (cooking).

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

- Criteria with ② and O are in the Unit Plan. ③ is for the summative evaluation to be kept on record. O 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	Attitude to proactive learning
		Expression	
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.	In order to understand the person your friend likes, they are able to listen to a story that introduces someone and to get the information you need.	In order to understand the person your friend likes, 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.

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

	Knowledge & Skills	Thinking, Judgment, and	Attitude to proactive learning
		Expression	
	○ < Knowledge>	O In order to understand each other,	O In order to understand each other,
	Understand how to ask and answer	they are able to ask and answer	they try to ask and answer questions
Speaking	what they are good at.	questions about what they are good at	about what they are good at using the
1	○ < Skills>	using the simple words and basic	simple words and basic expressions.
[Communication]	Acquire the skills to ask questions to	expressions.	
	others and answer about yourself		
	using the target language.		
T 1 .:	They are able to communicate with	In line with the purpose, they are able	In line with the purpose, they try to
Evaluation Criterion A	each other using the accurate	to ask and answer questions in an	ask and answer questions in an easy-
011001101111	sentences and words.	easy-to-understand way.	to-understand way.
Evaluation	There are a few errors, but they are	Able to ask and answer questions in	Try to ask and answer questions in an
Criterion B	able to communicate with each other.	an easy-to-understand way.	easy-to-understand way.

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

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

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

1. 0111	t Planning	5				Verdict
time	Step (page)	Goals & Activities	K/S	T/J/E	Attitude	Evaluation Perspective 〈Evaluation Method〉
1	Door~1					ationship with them. Preparation
	(56-59)	Get to know the words and phrases that describe your relationship and characteristics.				
		[Introduction]				
		• Exposure to the words and				
		expressions to learn in this unit.				
		[Watch the Scene]	( *	1 In this	s lesson, we	e will not conduct evaluation to
		Make them aware of what they will	1	keep a re	cord, but w	re will provide guidance toward
		be able to do with this unit.	l t	he goal.	Even in act	tivities and times where the
		[Words and Phrases] [Jingle①②]	c	hildren'	s learning s	status is not recorded, the
		- Familiarize yourself with words and	lli	nstructo	r will check	their learning status.
		phrases that describe relationships				
		and characteristics of people.  [Chant]				
		- Practice expressions that describe the				
		relationship with others and the				
		characteristics of them and their				
		characteristics.				
2	1	Goal: Talk about people close to y	ou, th	ie relat	ionshin w	ith them and their characteristics
_	(58-59)	Small Talk			longing (	
	(00 00)	[Jingle①②]				
		Review words and phrases that				
		describe relationships and				
		characteristics of people.				
		【Listen and Do】		*1		
		• Listen to the characteristics of the				
		person being introduced.				
		[Chant]				J
		- Review expressions that introduce				
		others, the relationship with you and				
		their characteristics.				
		[Activity]				
		- Introduce people close to you.				
	-	- Write the contents of the introduction.				
3	2	Goal: Talk about what people clo		•	•	·
	(60-61)	Let's learn the expressions to t	alk a	bout wh	nat you a	re good at.
		Small Talk				
		【Listen and Do①】				
		- Listen to what they are good at.				
		[Chant]		( * <sub>1</sub>		)
		- Practice expressions such as asking				
		and answering whether people are				
		good at something.				J
		[Activity]				
		Think about what to ask a friend				
4	2	whether they are good at it or not	CC + C	\ \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	re good o	<u> </u>
4		Goal: Talk about what people clo	26 [[	you a	le Roon y	L.
	(60-61)	Small Talk				

【Listen and Do②】			
- Listen to what people are good at.			
[Chant]	*1		
- Review expressions that ask and	^1		
answer whether people are good at it.			
[Activity]			
Ask your friends what they are good at.		1	
· Tell and write what your friends are			
good at.			

	Step			_		Verdict
time	(page)	Goals & Activities	K/S	T/J/E	Attitude	Evaluation Perspective 〈Evaluation Method〉
5	3	Goal: Introduce someone you like.	Prepa	aration:	Tell each	other who you like in pairs.
	(62-63)	Small Talk				
		[Jingle] [Chant] p.58-61				
		- Review expressions that introduce				
		others.				
		[Watch and Do]		*1 In	this lesson,	we will not conduct evaluation to
		· Think about how to convey it.		keep a	a record, bu	at we will provide guidance toward
		- Say the lines to the video.		the go	al. Even in	activities and times where the
		[Activity]		childr	en's learnir	ng status is not recorded, the
		· Think about who you want to				neck their learning status.
		introduce and what kind of things you	'	ackslash	T	
		want to introduce, and communicate				
		with each other in pairs.				
6	3	Goal: Introduce someone you like.			Γ	r
	(62-63)	Small Talk				
		[Friends around the World]		Evaluati [present		keep in record of Speaking
		· Watch videos that foreign children		-		he words and expressions you have
		introduce their favorite characters.		learned	l, and acqu	ire the skills to communicate using
		[Jingle] [Chant] p.58-61			⟨Observatio	
		- Review expressions that introduce			rvation〉	municate in line with the purpose.
		others.		-	-	communicate it in line with the
		[Activity]		purpos	e. <observa< th=""><th>ntion〉</th></observa<>	ntion〉
		· Present your favorite person in the	L	1		
7	*Let's	group.  Goal: Read or write the names of	the	alnhaha	7+ 	
'	Read			T		
		Half and Half Quiz	_			
	and	Review the shapes of the alphabet.  [1]	( ,	*1		)
	Write 5	Listen to the audio and choose a word				
	(65)	with a different first sound.				
		[2]				J
		- Find and write the alphabet around				
		you.				

\* 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)

Unit 6 I'd like pizza.

Cuisine & Price p.66-75

Domain-specif	ic 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	(b) To be able to communicate one's thoughts and feelings about familiar and simple matters related to		
(Interaction)	daily life using simple words and phrases and basic expressions.		
Speaking	(c) After organizing the content about familiar and simple matters, students will be able to talk about		
(Presentation)	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

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

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

- Criteria with ② and O are in the Unit Plan. ② is for the summative evaluation to be kept on record. O 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	Attitude to proactive learning
		Expression	
	○ < knowledge>	In order to choose what you want to eat	In order to choose what you want to eat
	Understand the expression and phrases	from a variety of menus, you listen to	from a variety of menus, you try to
	that describe what you want to eat,	the explanation of the menu and listen	listen to the explanation of the menu
Listening	what it tastes like, and how much	to the necessary information.	and get the necessary information.
	money would it cost.		
	○ < skills>		
	Listen to the above stories that use the		

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

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

	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
Speaking [Presentation]	<ul> <li>○ &lt; knowledge &gt;</li> <li>Understand the words and expressions that describe the contents of the menu and the price.</li> <li>○ &lt; skill &gt;</li> <li>Acquire the skills to convey their thoughts using the above expressions.</li> </ul>	⊙ 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.

	Unaviladas & Chilla	Thinking Judgment and	Attitude to presentive learning
	Knowledge & Skills	Thinking, Judgment, and	Attitude to proactive learning
		Expression	
	⊚ < knowledge >		
	Understand the letters of the alphabet.		
Writing			
Writing	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	The shape is slightly distorted, but able to write the same letters.	

	Step						Verdict
time	(page)	Goals & Activities	K/S	T/J/E		de Ev	aluation Perspective 〈Evaluation Method〉
1	Door~1	Goal: Order food and ask the price.	_		on		
	(66-69)	Learn how to order food and ask th	e pri	ce.	<b>r</b>		
		[Introduction]					
		• Exposure to the words and					
		expressions to learn in this unit.					
		[Watch the Scene]		l I			re will not conduct evaluation to
		Make them aware of what they will		l I	-		we will provide guidance toward
		be able to do with this unit.		l I	_		ctivities and times where the
		[Words and Phrases] [Jingle]		ch	ildren's l	earning	status is not recorded, the
		- Familiarize yourself with the		in	structor	will chec	k their learning status.
		expressions that describe the name		$\overline{}$			
		of the dish and the price.					
		[Chant]					
2	1	• Practice expressions when ordering.		İ			
2		Goal: Order food and ask the price	•	Τ		T	
	(68-69)	Small Talk					
		[Jingle]					
		Review the words and phrases that	,				
		describe the name of the dish.		*1			
		[Listen and Do]					
		Listen for orders.					
		[Chant]	(				
		Review the expressions when ordering.  [Activity]					
		· Role-play restaurants.					
3	2	Goal: Let's talk about the taste	and	chara	<u>l</u> cterist	ics of	the food Preparation
5	(70-71)	Let's learn the expressions that					•
		Small Talk					
		[Jingle]					
		• Familiarize yourself with words that					
		describe flavors and characteristics.		*1			
		【Listen and Do①】					
		· Listen for the taste and					
		characteristics of food.					J
		[Chant]	<b>`</b>				
		- Practice expressions that introduce					
		food.					
		[Activity]					
		Think about the food you want to					
		introduce to foreigners.					
4	2	Goal: Let's talk about the taste	and	chara	cterist	cs of	the food.
	(70-71)	Small Talk					
		[Jingle]					
		Review words that describe tastes and					
		characteristics.					
		【Listen and Do②】					
		· Listen for the taste and					

characteristics of food.  [Chant] Review expressions that introduce food.  [Activity] Introduce food from your region and Japan to foreigners.  Write the taste and characteristics of	[K	/S] Understand have t	tand the letters of the alphabet the skills to write words and Note Analysis)
the food you introduced.			

						Voudint
time	Step (page)	Goals & Activities	K/S	T/J/E	Attitude	Verdict Evaluation Perspective ⟨Evaluation Method⟩
5	3	Goal: Come up with an original menu a	ınd mak	e a proj	osal. Pre	paration
	(72-	Let's come up with an original menu.				
	73)	Small Talk				
		[Jingle] [Chant] p.68-71				
		Review words and expressions that introdu	ice			
		dishes.				
		[Watch and Do]	*1			
		Think about how to convey it.				
		- Say the lines according to the video.				
		[Activity]		ı		
		Think of an original lunch menu.				
6	3	Goal: Come up with an original menu and make a proposal.				
	(72-	Small Talk				
	73)	【Friends around the World】	Evaluat	ion to	keep	in record of Speaking
		Watch videos of children from other countr [presentation]				
		introducing their own meals.  [K/S] Understand the words and expressions you h learned and acquire the skills to communicate us				
		[Jingle] [Chant] p.68-71		d and a Obser∖	_	skins to communicate using
		Review words and expressions that introdu	Comm	unicate	in line with	the purpose. 〈Observation〉
		dishes.				convey it in line with the
		[Activity]	purpose	. (Ubse	rvation〉	
		Propose an original lunch menu.				Ţ.
7	*Let's	Goal: Notice the relationship betwee	n the so	unds o	f the alp	habet and the letters.
	Read	[1]				
	and	Listen to Alphabet Jingle (p.4-5) and speak	to			
	Write	the rhythm.				
	6	[2]				
	(75)	Listen to the audio and repeat.		_	•	
		Chinese Whisper	*	1		
		• Convey either of the words (1) $\sim$ (5) of 2.				
		[3]				
		Listen to the audio and choose the one that w	ras	l	ı	
		read.				
		- Trace the letters.				
		Worksheet	_			
		- Find and write the words that start with t	he			

	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)

REVIEW2

p.76-77

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	(c) After organizing the content about familiar and simple matters, students will be able to talk about			
(Presentation)	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  $4\sim6$  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
Vocabs	musical piano, recorder, melodica, guitar	
	instrument	
		Can you (run fast)?
expression		-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

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

## (Unit 6)

	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
vocabs	Amounts up to 4	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 (manju). It's (sweet) and (delicious). I like it.

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

lacktriangledown 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	Attitude to proactive learning
		Expression	
	⊚ < knowledge >		○ They try to understand the
	Understand the words and expressions	information in order to refer to Mia's	necessary information in order to refer
	they've learned.	presentation.	to Mia's presentation.
Listonina			
Listening	Acquire the skills to understand the		
	specific information by listening to		
	phrases and expressions that you have		
	learned so far.		
Evaluation	You can listen to the words and	While organizing the content according	While organizing the content according
Criterion	expressions they have learned so far	to the purpose, they can understand the	to the purpose, they try to understand
A	and understand them correctly.	necessary information.	the necessary information.
Evaluation	Listening to the words and expressions	Listen to the necessary information	Try to listen to the necessary
Criterion	that they have learned so far, they can	according to the purpose.	information according to the purpose.
В	generally understand them correctly.		

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

	Ston	Step (page) Goals & Activities I		Verdict				
time	, -,			T/J/E	Attitude	Evaluation Perspective 〈Evaluation Method〉		
1	(76)	Goal: Tell your classmates about the good p Let's talk. Preparation  Small Talk  Use the expressions they learned in Unit 4~6.  [Jingle] [Chant] (Unit 4-6)  Review the words and expressions learned in Unit 4~6.  [Try] 1  Listen to Mia's presentation and take notes of	Eval	luation inderstan arned, Ad isten to e purpos hey are	to keep in nd the word cquire listen the necessare. (Descriptrying to ge	,,		
		what they learned.  [Try] 2  • Think of an original robot and present it.		8				

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

Unit 7 Where's the cat?

Location/Location p.78-87

Domain-spec	ific 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	(a) To be able to give instructions and requests using basic expressions, and to respond to them.		
(Interaction)			

#### 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

	position	on, under, by, in, across from, next to, between A and B, on your right, on your left				
vocabs	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 ② and O are in the Unit Plan. ③ is for the summative evaluation to be kept on record. O 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	Attitude to proactive learning
		Expression	
	○ < knowledge>	In order to figure out the location and	In order to figure out the location and
	Understand the words and expressions	location of what you are looking for, you	location of what you are looking for,
	that describe the building, the location,	can listen to a story that explains them	you try to listen to a story that explains
Listening	and direction.	and understand the necessary	them and understand the necessary
Listening	○ < skills>	information.	information.
	Acquire the skills to listen to		
	explanations using the target language		
	and understand specific information.		
Evaluation	Able to understand more than 80% of	While organizing the content according	While organizing the content according
Criterion	the words and expressions that	to the purpose, they can understand the	to the purpose, they try to understand
A	describe places and directions.	necessary information.	the necessary information.
Evaluation	Able to understand more than 60% of	In line with the purpose, they can	In line with the purpose, they try to
Criterion	the words and expressions that	understand the necessary information	understand the necessary information
В	describe places and directions.	using clues such as illustrations.	using clues such as illustrations.

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

4. 0111	t Plannin	.g				Verdict
time	Step (page)	Goals & Activities	K/S	T/J/E	Attitude	Evaluation Perspective 〈Evaluation Method〉
1	~1	Goal Let's say the position. Prepar	ation	:		
	(78-81)	Let's learn the words that describe	places and position.			
		[Introduction]				
		· Exposure to the words and				
		expressions to be learned in this unit.		*1 In tl	nis lesson, v	we will not conduct evaluation to
		[Watch the Scene]		keep a	record, but	we will provide guidance toward
		• Make them aware of what they will		the goa	l. Even in ε	activities and times where the
		be able to do with this unit.		childre	n's learning	g status is not recorded, the
		[Words and Phrases] - Familiarize yourself with words and		instruc	tor will che	ck their learning status.
		phrases that describe locations and		<b>—</b>		
		positions.				
		[Chant]				
		- Practice expressions such as asking				
		and answering positions and				
		locations.				
2	1	Goal Let's say the position.		I	<u> </u>	
	(80-81)	Small Talk			[	
		【Listen and Do】				
		- Listen to the location and position.	(	*1		
		[Chant]		1		
		- Review expressions that ask and				
		answer positions and locations.	l			J
		[Activity]	`			
		· Ask each other about the location				
		and position of things.	1.	<u> </u>		
3	2	Goal: Say the location of a buil				
	(82-83)	_	rases	s that d	escribe th	e location and direction, the name
		of the building or store.		T	T	
		Small Talk				
		[Words and Phrases] [Jingle]				
		- Familiarize yourself with words and		*1		
		phrases that describe buildings, shops, and locations.				
		(Chant)				
		- Practice expressions such as asking				J
		and answering the location of				
		buildings and shops.				
		[Activity]				
		Ask and answer where the house is.				
4	2	Goal: Say the location of a buil	ding	or sto	re.	
	(82-83)	Small Talk			<u> </u>	
		[Jingle]		*1		
		- Review words and phrases that				
		describe buildings, shops, and				
		locations.				
		[Listen and Do]				

Find out where the store you're looking
for is on the map.
[Chant]
Review expressions that ask and
answer the location of buildings and
shops.
[Activity]
Ask and answer where the house is.

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

 ŢŢŢŢŢŢŢ
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.

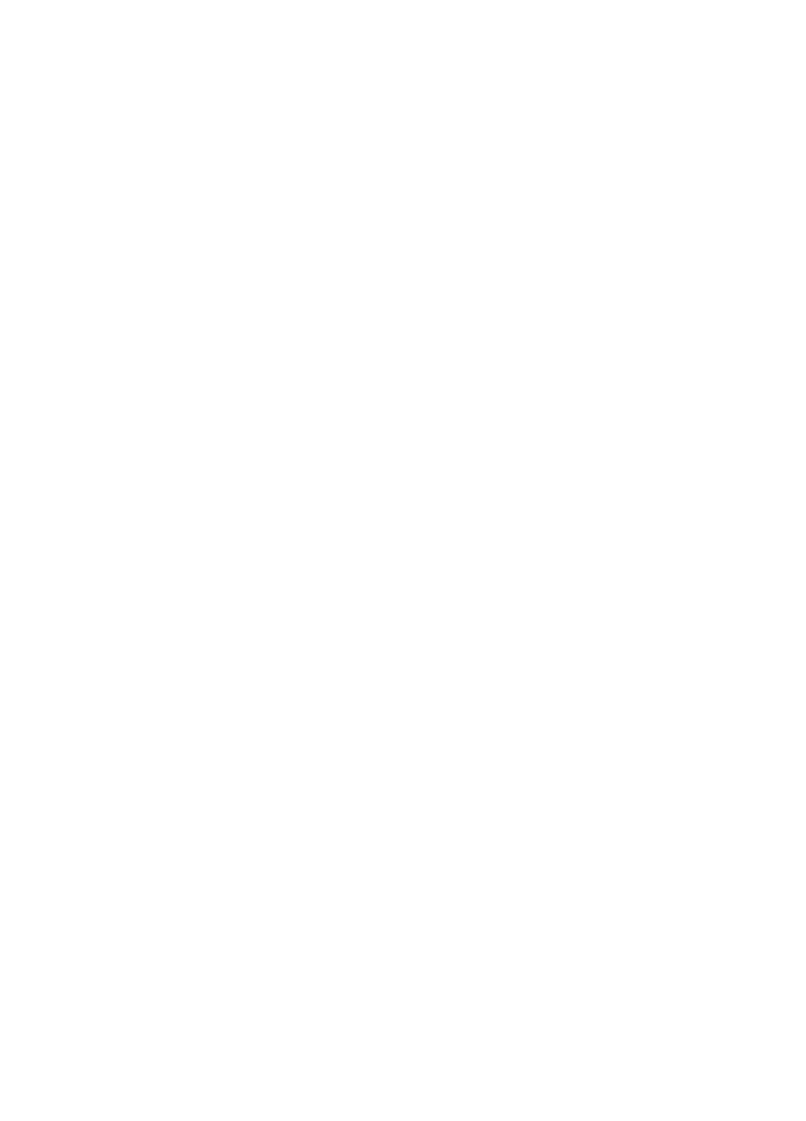
\* By distributing Let's Read and Write as an obi activity in the 1st ~ 6th hour, you can use the 7th hour to work on the activity with more time and conduct an evaluation test. When conducting an evaluation test, the evaluation that is recorded in "listening" and "writing" can also be done in that test.

#### Evaluaion 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)



Unit 8

Let's go to Singapore.

Countries you want to visit

p.88-99

Domain-specif	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	(b) To be able to communicate one's thoughts and feelings about familiar and simple matters related to			
(Interaction)	daily life using simple words and phrases and basic expressions.			
Speaking	(c) After organizing the content about familiar and simple matters, students will be able to talk about			
(Presentation)	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

country		the UK, Spain, France, Russia, Italy, Egypt, Kenya, India, Singapore, China, Korea, Australia,	
phrase	phrase New Zealand, Brazil, the USA, Canada		
behavior visit, buy, see, eat, drink, watch		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 ② and O are in the Unit Plan. ② is for the summative evaluation to be kept on record. O 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	Attitude to proactive learning
		Expression	
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.	In order to learn about various countries, they can listen to other people's stories about the countries they want to go to and why, and understand the necessary information.	In order to learn about various countries, 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	Attitude to proactive learning
		Expression	
	○ < knowledge>	O In order to know the countries we	O In order to know the countries we
	Understand the expressions used to ask	want to visit and the information about	want to visit and the information about
	and answer about the country you want	the countries, they are able to ask and	the countries, they try to ask and
Speaking	to go to and why.	answer the questions using the simple	answer the questions using the simple
[Interaction]	○ < skills>	words and basic expressions.	words and basic expressions.
	Acquire the skills to ask questions to		
	others and answer about yourself using		
	the target language.		
Evaluation	They are able to communicate with	In line with the purpose, they can ask	In line with the purpose, they try to
Criterion	each other using accurate sentences	and answer questions in an easy-to-	ask and answer questions in an easy-
A	and words.	understand way.	to-understand way.
Evaluation Criterion	There are a few errors, but we are able	They can ask and answer questions in	They try to ask and answer questions
B	to communicate with each other.	an easy-to-understand way.	in an easy-to-understand way.

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

	Knowledge & Skills	Thinking, Judgment, and	Attitude to proactive learning
Writing	<ul><li>Knowledge&gt;</li><li>Understand the letters of the alphabet.</li><li><skills></skills></li><li>They can write the name of the country.</li></ul>	Expression	
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.		

	t Plannin Step	5				Verdict
time	(page)	Goals & Activities	K/S	T/J/E	attitude	Evaluation Perspective 〈Evaluation Method〉
1	~1 (88-93)	Goal: Tell which country you want Let's learn the expressions to say t  [Introduction]  Exposure to the words and		_		to visit.
		expressions to learn in this unit.  [Watch the Scene]  • Make them aware of what they will be able to do with this unit.				
		<ul> <li>[Jingle]</li> <li>Familiarize yourself with words and phrases that represent the name of the country.</li> <li>[Listen and Do①]</li> <li>Ask about the countries you want to visit.</li> <li>[Chant]</li> </ul>		keep a r the goal childrer	record, but l. Even in a n's learning	we will not conduct evaluation to we will provide guidance toward activities and times where the g status is not recorded, the ack their learning status.
		<ul> <li>Practice expressions such as asking and answering the country you want to visit.</li> <li>[Activity]</li> <li>Think about the country you want to visit.</li> </ul>				
2	1 (92-93)	Goal: Tell which country you want Small Talk [Jingle] p.88 - Review words and phrases that represent the name of the country.	to vis	it.		
		<ul><li>[Listen and Do②]</li><li>Ask about the countries you want to visit.</li><li>[Chant]</li><li>Review the expressions that ask and</li></ul>		[K/S] and	Understan have the	eep in record of Writing d the letters of the alphabet skills to write words and Analysis
		answer the country you want to visit.  [Activity]  Tell each other about the country you want to visit.  Write down the country you want to visit.				
3	2 (94-95)		•	•		isit and what you can do there. u can do in a foreign country.
		visit and what you can do there.				

4	2	Goal: Tell them about the country you want to visit and what you can do there.					
	(94-95)	Small Talk					
		【Listen and Do】					
		· Ask about the countries you want to					
		visit and what you can do there.					
		[Chant]	*1				
		· Review expressions for inviting					
		someone to the country you want to	,				
		visit.					
		[Activity]					
		· Tell each other about the country you					
		want to visit and what you can do	,				
		there.					

,.	Step	0 1 0 4				Verdict (F. )
time	(page)	Goals & Activities	K/S	T/J/E	Attitude	Evaluation Perspective 〈Evaluation Method〉
5	3	Goal: Invite your friends to the cou	ntry	you wa	nt to visit	. Preparation
	(96-97)	Tell each other the country you wan	nt to	visit in	pairs.	
		Small Talk				
		[Jingle] [Chant] p.94-95				
		Review the words and expressions				
		necessary to invite them to the				
		country they want to visit.		*1		
		(Watch and Do)				
		Think about how to convey it.				
		- Say your lines while watching the				J
		video. 【Activity】				
		• Tell each other in pairs about the				
		country you want to visit and what				
		you can do there.				
6	3	Goal: Invite your friends to the cou	ntry	you wa	nt to visit	
	(96-97)	Small Talk				
		【Friends around the World】		<u> </u>		
		•Watch videos of foreigners introducing			uation to sentation]	keep in record of Speaking
		the charms of their own country.				nd the words and expressions you
		[Jingle] [Chant] p.94-95				and acquire the skills to communicate
		Review the words and expressions				〈Observation〉 ommunicate in line with the purpose.
		necessary to invite them to the			servation>	ommunicate in line with the purpose.
		country they want to visit.				o convey it in line with the purpose.
		[Activity]			Behaviorai	Observation)
		• Try to make your friends want to go				
7	*Let's	to the country you want to go to.  Goal: Notice the relationship be	twaan	the so	ounds of	the alphabet and the letters.
'	Read	[1]		1110 30		the arphabet and the retters.
	and	Listen to Alphabet Jingle (p.4-5) and				
	Write 8	speak to the rhythm.		*1		
	(99)	[2]				
	(88)	<ul> <li>Listen to the audio and repeat.</li> <li>Chinese whispers</li> </ul>				
		• Convey either of the words (1) ~ (5)	(			
		of 2.				

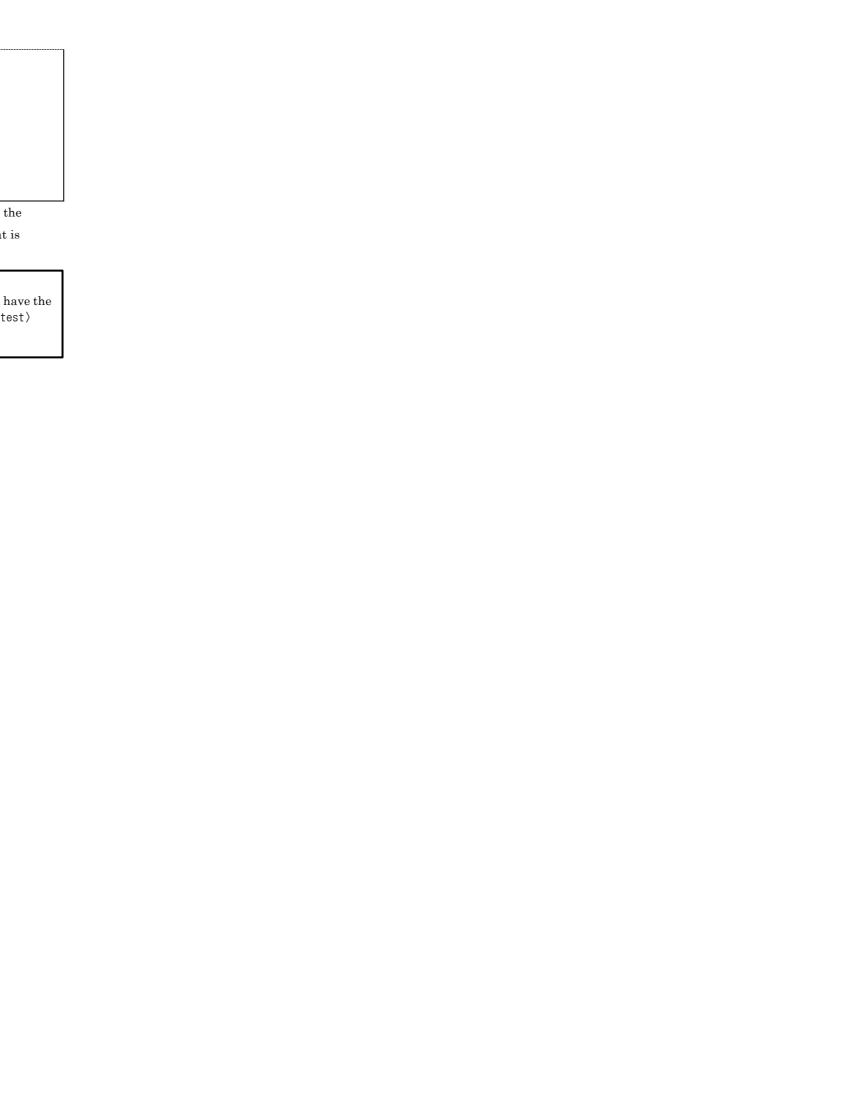
[3]	 	
Listen to the audio and choose the one		
that was read.		
- Trace the letters.		
worksheet		
- Find and write words that start with		
the letter you learned on this page, such		
as z, among what you have learned in		
the textbook so far.		

<sup>\*</sup> By distributing Let's Read and Write as an obi activity in the  $1st \sim 6th$  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⟩



REVIEW3

p.100-101

Domain-specif	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	(c) After organizing the content about familiar and simple matters, students will be able to talk about				
(Presentation)	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

	Position	on, under, by, in, across from, next to, between A and B, on your right, on your left					
phrase	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).
express	1011	Let's go to (Italy)! We can (eat pizza). — (Yes, let's.)

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

 $\bullet \hspace{0.4cm} \bigcirc\hspace{0.1cm}$  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	Attitude to proactive learning
		Expression	
	⊚ < knowledge >	© Listening to the necessary	⊙ Try to listening to the necessary
	Understand the words and expressions	information in order to guide the way	information in order to guide the way
	you've learned.	according to the speaker's request.	according to the speaker's request.
Listonina			
Listening	Acquire the skills to understand		
	specific information by listening to		
	phrases and expressions that you have		
	learned so far.		
Evaluation	You can listen to the words and	While organizing the content according	While organizing the content according
Criterion	expressions you have learned so far and	to the purpose, they can listen to the	to the purpose, they try to listen to the
A	understand them correctly.	necessary information.	necessary information.
Evaluation	Listening to the words and expressions	Understand the necessary information	Try to understand the necessary
Criterion	that you have learned so far, you can	according to the purpose.	information according to the purpose.
В	generally understand them correctly.		

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

	Step					Verdict
time	(page)	Goals & Activities	K/S	T/J/E	Attitude	Evaluation Perspective (Evaluation Method)
1	(100)	Goal: Give directions according to	the re	quests	of people	you meet in town. Preparation
		<ul> <li>Use the expressions learned in Unit 7 and 8.</li> <li>[Jingle] [Chant] (Unit 7,8)</li> <li>Review the words and expressions learned in Unit 7 and 8.</li> <li>[Try] 1</li> <li>Listen to the story and write down what you find.</li> <li>[Try] 2</li> <li>Listen to the story and guide the way to the place according to the wishes.</li> </ul>		[K/S] have Anal [T/J/E to th [Attit	Understande learned and ysis)  Listen to the purpose.  Under They	eep in record of Listening and the words and expressions you and acquire the listening skills. (Note the necessary information according (Note Analysis) are trying to get the information reding to the purpose (Note Analysis)
2	(100- 101)	Goal: Give directions according to Small Talk Introduction to the Challenge.  [Try] 2 Think of a better way to communicate and speak again.  [Challenge] Answer questions.	the re	Evalua [inter [K/S] have com [T/J/E situa [Attitu	ation to raction] Understante learned, municate undicate undicate undicate undicate undicate undicate undicate undication.	1