The Serengeti

Ⅰ. Introduction of the material 〔教科書本文の内容紹介〕

In a big city, there are so many people living. In the Serengeti, there are so many animals living. Where is the Serengeti? (Ask.)

You can look at the pictures in the text. Yes, it's in Africa. Some animals can't stay in the same place, so they move. They have to keep on moving. Why? (Ask.)

Yes, to find food. There is no convenience store. There is no restaurant. They have to find food by themselves.

Now, let's have a look at the lives of animals living in the Serengeti in Africa.

Ⅱ. The teacher explains the expressions covered in the text (using a supplementary handout).

Take out your supplementary handout. I'm going to read the example sentences aloud. Everyone repeat after me. (The teacher model-reads the example sentences and has students repeat several times, checking the pronunciation of the new words in the sentences.)

As for the first 5 expressions in the supplementary handout, chorus-read the example sentences while checking the pronunciation and the intonation.

Turn to the word "mean." (Say this while pointing to that part in the handout.) I'll read the example sentences out loud. You repeat after me. (After the chorus-reading, ask the following questions.) I have some questions for you. What does "pumpkin" mean in Japanese? Does anybody know? (Ask.)

It means "kabocha." "Pumpkin" means "kabocha" in Japanese. Then, what does "green pepper" mean in Japanese? Anybody? (Find a volunteer.)

It means "pee-man." What about "red pepper"? (Ask.)

Yes, it means "tougarashi." Let's switch to English! What does "kuchibeni" mean in English? Any girl? (Find a volunteer.)

Yes, it means "lipstick" in English. Then, what does "ramune" mean in English? (Find a volunteer.)

It means "lemonade." You know what? Originally, "ramune" was not a Japanese word. Try pronouncing these two words. Did you notice something? (Ask.)

Yes, these two words sound similar, very much the same. Why did that happen? Can anybody make a guess? (Find a volunteer.)

Very good! Maybe, a long, long time ago when a foreigner said "lemonade" to a Japanese person, that Japanese person misheard the word. (Write on the blackboard the word "mishear" and have students look it up in the dictionary. Give time.)

This is my last question for you. What does "karaoke" mean in English? (Ask.)

Good. Pronounced about the same way. The reason is that karaoke was invented in Japan. Karaoke was born in Japan.

Now, look at the box in the handout. (Say this while pointing to the box.) You have 10 minutes for silent reading. Try to understand the rule for these expressions. You can use a dictionary. (When the time is up, explain the grammar. Then, chorus-read the example sentences.)

Ⅲ. Students' silent reading of the text 〔ここで初めて生徒は本文を読む。（本文の予習は禁止している）〕

(Give students 10 minutes to read and understand the passage. Students are allowed to refer to the supplementary handout.)

You have 10 minutes. Read the passage silently. You can refer to the supplementary handout.

Ⅳ. Reading of the text and pronunciation check 〔本文の朗読と発音指導〕

(Have students chorus-read the passage after the teacher, occasionally stopping for a pronunciation check.)
Now, I'll read and you repeat after me.

V. **Have students guess the content with the teacher's assistance.**

*Explanation of the content by the teacher*

(The teacher helps students better understand the content by rephrasing the sentence, giving specific examples, or asking answer-inducing questions.)

〔想像しながらの内容理解を助けるために、教師は、文を言い換えたり、具体例を示したり、「答えを引き出す質問」等をしながら授業を進める。〕

First, take out your supplementary handout.  （Wait until all the students have it on the desk.） In the textbook, you can find the expressions we previously dealt with in the supplementary handout. Underline these expressions in the textbook with a highlighter.  （Give time.）

（● ここからの太字部分は、教科書本文）

Now, let's read the story.  （From here on, go on as you slowly read the text passage aloud, occasionally stopping for Q&A and a little interaction.） "Wow! There are so many animals in this picture. What are these animals?" "They are called gnus." "Gnus?"

(Write on the blackboard the word "gnus.") Although the spelling of this word starts with G, pronounce this word "nu:z (= nooz)."

Everybody repeat after me. Nooz. Good. Look at the picture on this page. They are gnus. （Say these while pointing to the picture.） Back to the story. "Gnus?" "Yes. Gnus travel in huge herds for grass and water. It's a migration." Look up the word "migration" in your dictionary.  （Give time.） "How long do they travel?" "Over 500 kilometers between the Serengeti and Kenya." (Write on the board "travel = move from one place to another place.") "Sounds exciting! When do they start the migration?" "At the end of the wet season in May. Then in about half a year, they come back to the Serengeti." Gnus travel 500 kilometers. If you travel 500 kilometers from Tokyo, where can you get to? Take a guess.  （Find volunteers.） I have another question. How many months is half a year?  （Ask.） Yes, 6 months. After about 6 months, gnus come back to the starting point. "Oh, it's like a long marathon race." "Yes. Serengeti means 'endless plains.' So it's an endless marathon run on endless plains." "Did you see the other animals in the Serengeti?" "Yes. Gazelles, elephants, and many other animals. The Serengeti is home to the four million animals and birds living there." I have seen gnus in the Serengeti on TV. Have you?  （Ask.）

VI. **Chorus-reading of the text**  （本文のコーラスリーディング）

（Students chorus-read, following the teacher.）