

- 1 Grade : 1st grade English Communication 1
- 2 Material: Element English Communication 1
- 3 Unit: Lesson 6 Maria and the Stars of Nazca
- 4 Aims: The students will be able to write about a person who I respect.
The students will be able to make a short speech in front of the class.
The students will understand how to use relative clauses.
The student will be able to tell the summary of each part of the lesson.
The studnets will be able to know the meaning of the vocabulary in Lesson 10

5 Allotment:

- 1st period Lesson 10 Part 1 (p.65~68)
- 2nd period Part 2 (p.68)
- 3rd period Part 3 (p.68,69)
- 4th period Part 4 (p.69) Today's lesson
- 5th period Comprehension, Vocabulary, Grammar and Structure (p.70,71,72)
- 6th period Listening Practice, Communication Activity(p.74), preparation for the speech.
- 7th period 1minute's speech on a person who I respect

6 Evaluation criteria of this lesson:

①Interest, willingness, and a positive attitude towards communicating in English	②Ability to express themselves (oneself) in English	③Ability to understand English	④Knowledge and understanding of language and culture
Students participate actively in language activities	Students can tell the summary of Part 4 and exchange their opinion orally	Studnets can understand the content of Part 4	Students can understand the grammar point and the meaning of words

7 Aims of this lesson

- The students will get used to using sentences which used the “relative clause”.
- The student will be able to tell a summary of part 4.

8. Teaching Procedure

Procedure (time)	Students' Activities	Teacher's Activities & Teaching Points	Evaluation
Greeting	Exchange Greetings	Exchange Greetings	

<p>Warm up (5 min.)</p>	<p>1.Students are given a card which has 10 noun words. 2. Describe 10 words to the partner within 2 minutes.</p>	<p>1.Give students a card and let them explain about each word listed on the card. 2.Have the students make sure how to start their description.</p>	<p>①</p> <ul style="list-style-type: none"> • Observation • Will be tested an interview test later
<p>Example: ①horse ②English ③Tokyo Disney Land ④carrot ⑤coffee ⑥dest ⑦train ⑧Tsudanuma ⑨Milk ⑩LaLa Port</p> <p>①This is an animal which you can ride on and ②This is a subject which you are learning now. ③This is a place ④.....</p>			
<p>Review (10 min.)</p>	<p>1.Read aloud the previous part, with partners taking turn sentence by sentence. 2. Students stand up and listen to the question from the teacher and try to answer it in pairs.</p>	<p>1.Have students open their textbooks and read the part 3 with partners together. 2.Have them close their textbooks and stand up. Tell them that they may sit down if they answer the question about Part 3.</p>	<p>②</p> <ul style="list-style-type: none"> • Observation • Will be tested an interview test later
<p>Example questions: 1. In 1941, who told her about the large lines and figures? 2.Someone said they were waterways. What did an American scientist say about lines? 3.She thought it was interesting. What did she promise to do? 4.What did she encounter in 1952? 5.Why was she surprised to see the monkey? 6.What did Nazca people believe about people with disabilities? 7.What did she feel in her heart?</p>			

<p>Introduction Pre reading Activities (10min)</p>	<ol style="list-style-type: none"> 1.Pronounce the new words 2.Read the definitions of new words and write the correct words into the blanks. 3. Listen to the oral introduction from the teacher. 	<ol style="list-style-type: none"> 1.Have them pronounce the new words and ask the meanings of them. 2. Have them read the definitions and choose the words which match the definitions. 3.Before reading, tell the students about the summary of Part 3 and the gist of part 4. 	<p style="text-align: center;">③</p> <ul style="list-style-type: none"> • Observation • Will be tested a written test later
<p>While reading Activities (15 min)</p>	<ol style="list-style-type: none"> 1.Read the part 4 and answer Comprehension questions. 2.Check the answers in pairs. 3.Checking their answer 4.Listen to the teacher's explanation and take notes. 5.Read the part 4 slash by slash in pairs 	<ol style="list-style-type: none"> 1.Let students read part 4 and answer the questions of the comprehension part on their handout. 2.After reading and answering the questions, let them compare their answers in pairs. 3.Explain the new phrases and structures that they should pay attention to. 	<p style="text-align: center;">④</p> <ul style="list-style-type: none"> • Observation • Will be tested a written test later
<p>Post reading Activities (5 min.)</p>	<ol style="list-style-type: none"> 1. Memorize the key sentence 2. Retelling the story using key words 	<ol style="list-style-type: none"> 1.Tell them memorize the key sentence for one minute and repeat it to their partner. 2.Give them 2 minutes preparation time so that they can retell part 4 using key words. 	<p style="text-align: center;">⑤</p> <ul style="list-style-type: none"> • Observation • Will be tested an interview test later
<p>Consolidation (5 min)</p>	<ol style="list-style-type: none"> 1.Write an opinion about the question given by the teacher. 2.Tell the opinion to the other students. 	<ol style="list-style-type: none"> 1.Let them think and express their opinions. 	<p style="text-align: center;">⑥</p> <ul style="list-style-type: none"> • Observation • Will be tested an interview test later
<ul style="list-style-type: none"> • Some people say that the Nazca people created the lines and figures for their gods to see them from the sky. What do you think about this idea? Show some reasons why you think so. 			

Pronunciation & Meaning

damage government desert lady honor effort form shine

care about A	Aを気づかう, 心配する	My parents care about my plans after high school.
plan to do	~するつもりである	We are planning to visit Okinawa in August.
be in danger	危険な状態にある	Many wild animals were in danger in that forest fire.
grow to do	~するようになる	Kate and I grew to know each other at a summer camp.

Vocabulary

Fill in the blanks.

- _____ = (n.) a large area of land where it is always very hot and dry; often has much sand
- _____ = (n.) the group of people who lead or control a country or state
- _____ = (v.) to cause physical harm to something
- _____ = (n.) an attempt to do something, especially when this involves a lot of hard work or determination
- _____ = (v.) to produce bright light
- _____ = (n.) a word meaning woman, used in order to be polite
- _____ = (v.) to come together in a particular shape or line, or to make something have a particular shape
- _____ = (n.) something such as a special title or medal given to someone to show how much people respect them for what they have achieved

Reading / Comprehension

Read part 4 and answer the following questions.

A 1. People in Peru didn't care about the lines and figures and _____.

- Ⓐ drove over them, which completely destroyed them
 Ⓑ built a waterway and grew plants Ⓒ were in danger of losing them

2. When Maria first explained the importance of the lines and figures, _____.

- Ⓐ people strongly supported her Ⓑ people listened to her
 Ⓒ people turned a deaf ear to her

3. Everyone in the town of Nazca grew to love and respect Maria because _____.

- Ⓐ she came from far away Ⓑ she guarded the lines Ⓒ she was given many honors

B Answer the following questions.

1. Did the Nazca people listen to Maria's words? Why?

2. Why did Maria want to protect the Nazca lines? What is your opinion?

C Choose the two correct statements.

- Some people in Peru started to build a waterway and grow plants in the Nazca desert.
- When she explained the importance of the lines and figures, some people helped her a lot.
- In the 1970s, the government of Peru finally decided to guard the lines and figures.
- Because Maria came from far away, people didn't like what she did for the lines.
- The white stones have been kept in the Nazca desert.

Slash Reading

8 It was surprising to her / **that** people in Peru did not care / about the lines and figures of Nazca. // People drove over the lines / and damaged them. // They even planned to build a waterway / to grow plants in that area. // The lines and figures were in danger. //

9 “I have to explain / the importance of the lines and figures / to the people,” / Maria thought. // However, / no one listened to her words at first. // She was only a German woman / who did not have strong support from anyone. // Maria guarded the lines / by herself. //

10 In the 1970s, / the government of Peru / finally made the Nazca desert a special area. // Everyone in the town of Nazca / grew to love and respect the lady / who came from far away. // Before she died in 1998, / she was given many honors. // One of them was the title of Great Lady of Nazca. // Thanks to her effort, / the white stones in the Nazca desert, / which form the huge figures, / will continue shining like stars. //

Memorizing the key sentence

It was surprising to her / **that** people in Peru did not care / about the lines and figures of Nazca.

ペルーの人々がナスカの地上絵に注意を払わないことが、彼女にとっては驚きだった。

Blank line for student input

(Great Lady of Nazca の写真と地上絵の写真をここに載せます)

**drove over
plan to build a waterway
guard the lines
in the 1970s
a special area
in 1988
Great Lady of Nazca**

Share your ideas

Discuss this with your partner.

- Some people say that the Nazca people created the lines and figures for their gods to see them from the sky. What do you think about this idea?