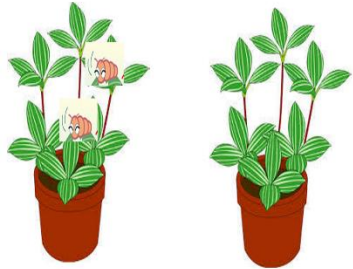


Let's think

What do you think happened in the experiment?



Warm up

« Today's Key Words »

harmful to the caterpillar / defensive measures / in advance

absorbed a chemical / confirm this phenomenon

2nd Key word → _____ 4th Key word → _____

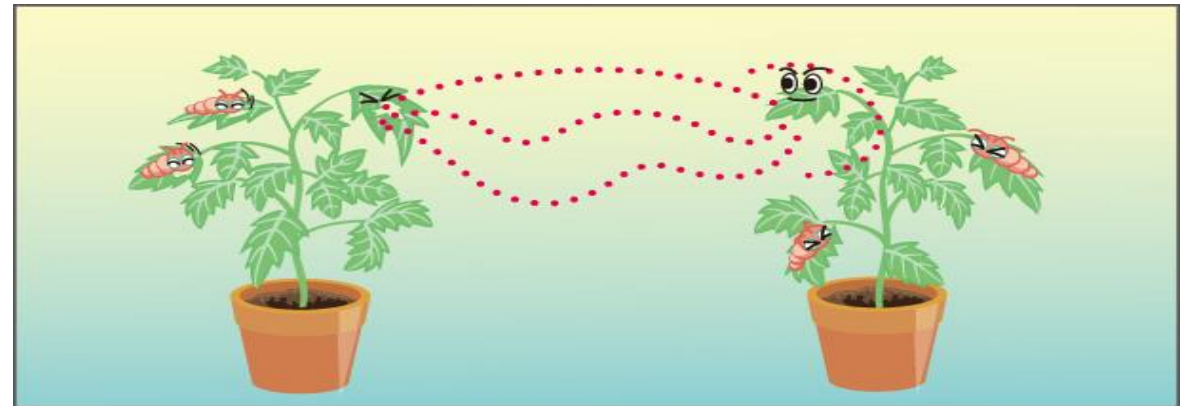
Reading

According to Part3, what did Professor Takabayashi's team find in the experiment?

Cloze Reading

The chemical signals from damaged plants are received not only by wasps but also by (p) nearby. These other plants are “listening in on the conversation.” In order to (c) this phenomenon, Professor Takabayashi of Kyoto University and his research team conducted an (e) by using tomato plants and moth caterpillars. They placed a healthy tomato plant next to a tomato plant that was being (e) by a caterpillar. Then something surprising happened. The healthy tomato plant (a) a chemical given off by the other tomato plant and produced a substance that was (h) to the caterpillar. In other words, the healthy tomato “(h)” the message from its neighbor and took (d) (m) against the caterpillar in (a).

Story Retelling



Self Evaluation

1. Voice	Good ← A	B	C	D → Not Good
2. Fluency	Good ← A	B	C	D → Not Good
3. Information	Good ← A	B	C	D → Not Good
4. For listener	Good ← A	B	C	D → Not Good

Feedback about your story retelling

Home Work → 始めた時間__時__分

家庭学習（復習）の方法 ※それぞれの活動が終わったら□にチェックすること

- ① 教科書をもう一度読み、内容を確認する。（構造表、和訳をたよりにして）
- ② CDで本文を聞く。（音のつながりや、どこで区切って読むのかを確認する）
- ③ オーバーラッピング（音声と同時に音読）
- ④ 自分で内容を意識しながら音読
- ⑤ シャドーイング
- ⑥ 裏面の Cloze reading を使って音読。
- ⑦ 裏面のリテリングの絵にキーワードを書き込む
- ⑧ 次の授業に向けて、教科書を確認しながら、リテリング練習を何回もする。
(リテリングをする時には、本文をそのまま暗記するのではなく、自分の言葉で言い換えたり、知っている情報を付け加えたり、聞き手を巻き込む言葉を足したりすること)
- ⑨ リテリングが完璧になったら、下の枠内に書く

Your motivation for story retelling in next class

終わった時間__時__分