

# TEACHING PLAN

AKENO High School Naomi Hojo

1. Class: 1-\*

2. Teaching Material Subject & Textbook: Lesson 4 Sempai and Kohai

Communication English I, ENGLISH NOW

3. Aim of this lesson:

- (1) understand the differences of culture between Japan and English-speaking countries
- (2) get the active participation through positive attitude
- (3) learn, understand “SVOC”
- (4) express their thoughts and ideas using “It is ~ ( for ... ) to do ”
- (5) practice DRILL, Conversation

4. Evaluation criteria of this lesson

- (1) Interest, effort, and a positive attitude towards communicating in English
  - ① Active participation in the language activity
  - ② Student’s ability to communicate with other students in pairs and groups work
  - ③ Active participation in reading and dictation activities
- (2) Ability to express themselves in English
  - ① Able to speak about personal thoughts and ideas using “It is ~ ( for ... ) to do ”
  - ② Ability to communicate with friends using the grammars learned
- (3) Ability to understand English
  - ① Able to understand the stories “Sempai and Kohai”
  - ② Able to write the key words properly
- (4) Knowledge and understanding of language and culture
  - ① Appropriate knowledge of English grammar, SVOC and “It is ~ ( for ... ) to do”, usage, words, etc.
  - ② Understand the differences of conversations between Japan and English-speaking countries
  - ③ Have the knowledge and be interested in the word “Sempai” and “Kohai”

5. Allotment:

1 <sup>st</sup> period	p.38 Warm-Up, p.39~41 new words, explanations about “SVOC”
2 <sup>nd</sup> period	confirmation in “SVOC”, reading practices (part1) *this period
3 <sup>rd</sup> period	review of “SVOC”, understanding of text passage (part1)
4 <sup>th</sup> period	explanations about “It is ~ ( for ... ) to do ”, p.45 Conversation
5 <sup>th</sup> period	reading practices and understanding of text passage (part2)
6 <sup>th</sup> period	p.43 DRILL, Conversation, p.43 ACTIVITY
7 <sup>th</sup> period	speeches or presentations using “It is ~ ( for ... ) to do ”

6. Aims of this period:

- (1) Enable students to understand “SVOC” and make sentences of “SVOC” in groups
- (2) Enable students to write key words of the text passage properly

## 7. Teaching Procedure

Procedure	Student and Teacher activities (Teaching Points)	• Notes ○◎Formative Evaluation
Greeting	Greeting. • Teacher asks students about the weather or their health.	
Warm Up	<b>New Words (Review)</b> • Teacher shows flash cards to students. • Students confirm the meanings and pronunciations of new words, and they repeat them after teacher.	○To participate actively in review activity ※(1)①
Writing • Words	<b>BINGO game</b> • Students pick up the meanings of the words that were learned in the last lesson, and rewrite the meanings into English on their sheets. • Students do the BINGO game using the sheet. • Teacher picks students and has them answer. • If students achieve BINGO, they get a stamp.	○Appropriate knowledge of English grammar, usage, words, etc. ※(4)① • Teacher have to check students to make sure the new words. • Students must know the meanings of the words and how to spell them.
Listening and Speaking • Grammar	<b>Group Work</b> • Teacher explains how to construct sentences of “SVOC”. (Students learned “SVOC” in the last lesson.) • Teacher shows examples and demonstrates how to do the activity. Teacher picks up four cards and makes a sentence using these four cards on the blackboard. Ex. <span style="border: 1px solid black; padding: 2px;">This news</span> <span style="border: 1px solid black; padding: 2px; color: red;">made</span> <span style="border: 1px solid black; padding: 2px; color: blue;">us</span> <span style="border: 1px solid black; padding: 2px; color: green;">happy</span> . * Cards are classified by the four colors in order for students to understand each role of these cards in sentences. ( S: black, V: red, O: blue, C: green) • Students push their desks together to form the groups, and make sentences using various cards. ※Teacher will keep time.	○To be able to communicate with classmates in group work ※(1)② ◎To be able to understand “SVOC” ※(4)① • Sentences made by students are allowed even if their meaning may be funny. Teacher points out grammar’s mistakes only. • Students must memorize all the

	<ul style="list-style-type: none"> <li>• After the activity, students have a relay race. The groups that make sentences are the teams. The students who are sitting in the front row have the batons. ( the white chokes are the batons ) The first students rush to the blackboard and write one sentence they memorized each.</li> <li>• They return back to their seats after writing sentences and the second students get the baton, and repeat. They have to hurry. ※Teacher will keep time.</li> <li>• Students of the team that can write the most sentences get stamps.</li> </ul>	<p>sentences and write them completely, therefore the teacher should promote them to memorize these sentences while working in groups.</p>
<p>Listening Reading Writing</p> <ul style="list-style-type: none"> <li>• Text passage</li> </ul>	<p><b>Dictation</b></p> <ul style="list-style-type: none"> <li>• Students listen to the CD and read the text passage aloud.</li> <li>• Teacher goes over the pronunciations.</li> <li>• Students fill in the blanks while they are listening to the CD.</li> </ul>	<p>○Appropriate reading and listening skills. ※(4)① ◎To able to write the key words properly. ※(3)②</p>
<p>Consolidation</p>	<ul style="list-style-type: none"> <li>• Teacher confirms how to make the sentences of “SVOC” that is used on the group work.</li> <li>• Teacher instructs students to summarize the key points during this lesson and introduces the next lesson to them.</li> </ul>	

Summative evaluation · · · Paper exam and ◎evaluation of each lesson

EXAMPLE



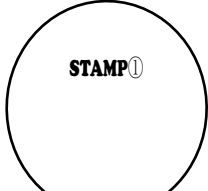
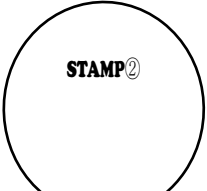
# BINGO!!

1-            No.            Name           

前回の授業で学習した新出単語・熟語の復習を、ビンゴを通して行う。


・ビンゴの枠は、学習すべき語数に合わせて変えていく。  
 ・生徒個々の復習の度合いを測るために、生徒を指名して答えさせながらビンゴを行う。

生徒は、語群の日本語を英語に変え、ビンゴシートに書き込んでいく。

☺ Pick up the word! Put into English! ☺		
ほとんど	～するとすぐに	～と名付ける
和英の	丁寧に	～だと気付く
辞書	～でさえ	～のままにする
先輩	文化の	～の状態にする
話す人	違い	 
年齢	～と呼ぶ	

※生徒の能力に合わせて、3段階のリスニングスピードを順に行う。

1. CD ナチュラルスピード, 2. CD スロースピード,

3. 教員が行う読み上げ (空欄に入る語を強調して発音する)

# Listening Practice

1- No. Name \_\_\_\_\_

## Part 1 STANDARD

1 The word *sempai* is a very (① ) word / because Japanese students use it (② ) every day.

2 If we look up the word in a (③ - ) (④ ), / it says "(⑤ )."

3 But the (⑥ ) is not used / very often / in English.

4 Why do Japanese students often use the word *sempai* / (⑦ ) English (⑧ s ) do not use "(⑨ )"?

単数・複数の違いや分かりにくい語は、空欄への工夫で生徒の理解を助ける。

意味	練習 1		練習 3
ほとんど			
和英の	練習 1	練習 2	
辞書			
先輩			
話す人			

能力の高い生徒は余った時間を有効活用するために、また、学習に時間を要する生徒は復習のために、dictation が終わり次第、自由に取り組める単語練習スペースを用意しておく。

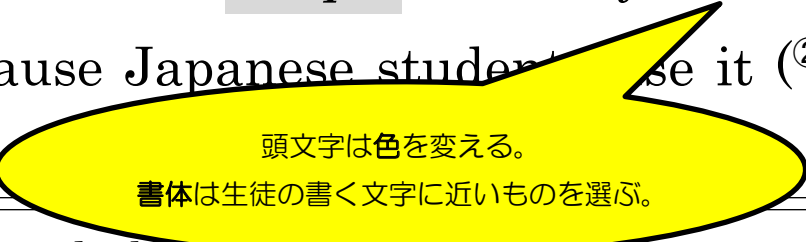
# Listening Practice

## Part 1 EASY

※必要に応じ、空欄に入るべき語の頭文字をあらかじめ記入したワークシートも用紙しておく。

1. Dictation に自信のない生徒用
2. 時間調整（段階的に指導，または繰り返し使用する際）

1 The word *sempai* is a very (① i ) word / because Japanese students use it (② a ) every day



2 If we look up the word in a (③ J - E ) (④ d ), / it says "(⑤ s )."

3 But the (⑥ s ) is not used / very often / in English.

4 Why do Japanese students often use the word *sempai* / (⑦ w ) English (⑧ s s ) do not use "(⑨ s )"?

意味	練習 1	練習 2	練習 3
ほとんど			
和英の	練習 1	練習 2	
辞書			
先輩			
話す人			

※これら2枚のワークシートを左右に並べ、見開き1枚のワークシートとして印刷し、考査前には生徒の練習用，復習用として利用する。

※ジャンプアップ教材として、文中の動詞を空欄にしたワークシートを必要に応じて使用する。

# Listening Practice

1- No. Name \_\_\_\_\_

**Part 1** **ADVANCED**

1 The word *senpai* \_\_\_\_\_ a very (① ) word / because Japanese students \_\_\_\_\_ it (② ) every day.

2 If we \_\_\_\_\_ the word in a (③ ) (④ ), / it \_\_\_\_\_ s "(⑤ )."

3 But the (⑥ ) \_\_\_\_\_ / very often / in English.

4 Why do Japanese students often \_\_\_\_\_ the word *senpai* / (⑦ ) English (⑧ s) \_\_\_\_\_ "(⑨ )"?

意味	練習 1	練習 2	練習 3
ほとんど			
和英の	練習 1		練習 2
辞書			
先輩			
話す人			