

授業 2 : 指導案

Teaching Plan of English

Wada Junior High School, Suginami Ward, Tokyo

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Class : 2-C, Wada Junior High School, Suginami Ward, Tokyo

Text : Lesson 12 (1)-(4), New Crown English Series Book 2

Allotment :

1st period : Comparatives of adverbs

2nd period : Superatives of adverbs

3rd period (Today's lesson) : To grasp the gist of the whole story

4th period : Reading of § 1 and 2

Teaching Procedure :

Procedure	Students' Activities
1 Greeting Casual Conversation	Greet with the T. Answer T's questions.
2 Warm Up Bingo Game (Adjective Bingo)	Play the game. Shout 'BINGO!' when a line has been completed. Put up their hands. Write down both his/her own score and his/her partner's one.
3 Warm Up Karaoke	'Today's Singers' come to the front of the room. Sing along with karaoke.
4 Review Paced Reading Shadowing	Read p.73 of the textbook simultaneously along with the CD. (with the books open) Follow the CD's voice trying not to look at the textbooks.
5 Review Role-playing (Fixed Pair Work)	Make pairs and decide who to be Dog and Cat. Start role-playing. Change roles.

5th period : Reading of § 3 and 4

6th and 7th period : Writing Japanese folktales in English .

Aims of this period :

- 1 To help students grab the gist of the whole story
- 2 To revise the comparatives and superlatives of adjectives through a fun activity .

Teaching Aids : LD player , Monitor TV , CD repeater , VTR , word cards ,
work sheets , audio tape

Evaluation :

A . . . Attitude

E . . . Expression

U . . . Understanding

LC . . . Language/Culture

Teacher's Help/Guide	Remarks/Evaluation
<p>Greets students . Asks students about the 'ski school' .</p>	<p><u>A</u>/<u>E</u>/<u>U</u>/<u>LC</u> T nominates several Ss</p>
<p>Makes sentences improvisingly using words in each column . Declares the winner . Asks how many bingos they have got .</p>	<p>A/<u>E</u>/<u>U</u>/<u>LC</u> T tries to make sentences as quickly as possible .</p>
<p>Plays the LD . Sings along with karaoke . (Top Of The World)</p>	<p>A/<u>E</u>/<u>U</u>/<u>LC</u> T praises Ss' voices .</p>
<p>Plays the CD . Plays the CD again . Puts enough pause between the sentences so that Ss can follow them .</p>	<p>A/<u>E</u>/<u>U</u>/<u>LC</u></p>
<p>Distributes role cards . Monitors the language used during the work . Helps each pair . (especially slower pairs .)</p>	<p><u>A</u>/<u>E</u>/<u>U</u>/<u>LC</u> T evaluates Ss using other language items learned before .</p>

Procedure	Students' Activities
<p>6 Introduction of New Materials</p> <p>Top Down Listening</p>	<p>Listen to T and understand what they are going to do .</p> <p>Listen to an audio tape and guess what language is spoken in it .</p> <p>Listen to the CD and answer Question No . 1 & 2 . (First Listening Stage)</p> <p>Say "Stop!" when they don't know the meaning of any word .</p> <p>Try to understand the meaning of words with a help of T's gestures or Japanese traslation .</p> <p>Watch the VTR with the work sheet turned over .</p> <p>Answer Question No . 3 . (Second Listening Stage)</p> <p>Listen to the sound of the VTR and fill in the blanks of Question 4 with appropriate words . (Third Listening Stage)</p> <p>Check their answers with T .</p>
<p>7 Review of Comparative and Superative</p> <p>Group Work</p> <p>Game "Who's the criminal?"</p>	<p>Ss make groups and each group chooses a leader .</p> <p>Group members go to seven places , get information and report it to each leader . Each leader takes a memo while hearing the information and identifies the criminal .</p> <p>After the leader finds the criminal , he/she must write a report to T .</p> <p>Play another round if time allows .</p>
<p>8 Assignment and Greeting</p>	<p>Listen to T and take a memo .</p> <p>Greet .</p>

Teacher's Help/Guide	Remarks/Evaluation
<p>Talks about Japanese old folktales and tells Ss what they are going to listen is our neighbouring country's story .</p> <p>Plays the audio tape in which a Korean student reads the story in her own language .</p> <p>Asks Ss what language is spoken in it .</p> <p>Distributes the worksheets and explains how to work on them .</p> <p>Plays the CD . (for First Listening)</p> <p>Shows the 'so-called' new words of the lesson to Ss . Shows the other side of the card when anyone of Ss says , "Stop!" Or reminds Ss of the meaning of the word by using gestures .</p> <p>Plays the VTR . (for Second Listening)</p> <p>Monitors Ss' individual work .</p> <p>Plays the VTR . (for Third Listening)</p> <p>Tells Ss correct answers .</p>	<p><u>A/E/U/LC</u></p> <p>Ss should not hesitate to say "Stop" , though some of the words were already learned .</p> <p>Ss take a memo while watching the video .</p>
<p>Explains how to play the game .</p> <p>Gives each leader a written clue .</p> <p>Reads reports and declares the winning team . (Reports must be grammatically correct!)</p>	<p>This is the second time for Ss to play this game . T should mention the previous troubles and how to overcome them .</p>
<p>Talks about next lesson and homework .</p> <p>Greets .</p>	