

Teaching Plan

Instructor:

Trainee :

1. Date: Thursday, June 1st, 2017
2. Time: 2nd period, 50 minutes (9:55~10:45)
3. Class: 1-6 (40 girls)
4. Textbook: NEW STREAM English Communication I , Zoshindo

Chapter3 (The Science of Reading Aloud)

5. Aims of Chapter 3:

The students will be able to

- (1)read the difference of the brain works between reading aloud and reading silently.
- (2)understand the brain scientific importance of reading aloud in English.
- (3)use relative pronoun "Who", SVC(V≠ be, C=the present participle).
- (4)read aloud with emotion.

6. Allotment of Lesson 3:

1st period: Get Ready (p.38-39), introduction of Part1

2nd period: review of Part1

3rd period: introduction of Part2 [this period]

4th period: review of Part2, introduction of Part 3

5th period: review of Part3, introduction of Part4

6th period: review of part 4 and all the story of Chapter3

7th period: Review (p.48-49)

7. Aims of today's lesson

The students will

- be able to understand Prof. Kawashima's experiments.
- be able to use new expressions.
- be able to tell their opinion each other.

8. Teaching Aids: CD player, word cards, some photographs

9. Teaching procedure

Procedure	Teacher	Students	Remarks
Greetings Small talk (3min)	Greets Talks to students.	Greet Talk to a teacher.	T encourages to Ss to enjoy talking.
Word test (10min)	Give a test.	Take a test.	Praise the students who got a perfect point.
Introduction (30min) -Practice new words -Review of the text. -Read aloud -Translating into Japanese	Helps Ss pronounce new words correctly. Helps Ss remember the story by asking questions. Listen to CD. Helps Ss read the story. Encourages Ss to translate into Japanese some sentences.	Read aloud new words. Answer the questions. Listen to CD. Read the text aloud. Translate into Japanese some sentences.	T uses some pictures.
Presentation of the new structure. (8min)	Show examples of while S+V /must/ Relative pronoun of the objective case.	Try to understand what T said.	Use word cards. Give examples which are related to students.
Pair work (5min) -Discussion -Reporting	Encourages Ss to discuss a question. Helps Ss report	Discuss a question with a partner. Report own ideas.	Help them not be

Part 2

川島教授が日本を代表する脳科学者になったきっかけは何だったのでしょうか。

*Maki and Takaya go to a lecture by Professor Kawashima.
Let's listen to his lecture.*

Prof. [próf]
graduate [grédʒuət]

upon [əpá(:)n]

actively [æktivli]
calculation(s)
[kælkjələíʃən(z)]
conduct [kəndákt]
experiment(s)
[iksperəmənt(s)]
compare [kəmpéər]
mental [méntl]
result(s) [rízál(t)s]

fortunately
[fó:rtʃənətli]
unfortunately

[ʌnfó:rtʃənətli]
got [gá(:)t] < get
opposite [á(:)pəzít]
shown [ʃóun]
< show
figure(s) [fígjər(z)]

Prof. Kawashima: In the 1980s, I was a graduate student at Tohoku University. I was studying brain science, but I had a big problem. I needed a lot of money for my research. One day I hit upon an idea: “While we are playing an exciting video game, we use our eyes, ears, hands, and mind so much. Our brain must work very actively. On the other hand, how does it work while we are doing simple calculations? I will conduct experiments to compare these two mental activities. If I get the results I expect, I can get money for my research from a video game company.”

I did some experiments. Fortunately or unfortunately, I got the opposite results. The results are shown in Figures 1 and 2.



3. **graduate student** 大学院生 **graduate** 辞書 名詞か、動詞か? 6. **hit upon** e.g. Suddenly I hit upon a good way of solving the problem. 15. **opposite** 辞書 品詞は? 16. **Figure 1** 図 1

▶▶ **sounds** 2つの母音を区別しましょう。長さだけでなく、息の強さも違います。

[i:] reef, sleep, sixteen, free [i] six, list, drink, build

[i:] - [i] feel - fill, meet - mitt, peel - pill, heat - hit, beat - bit



For Comprehension

1st Reading 川島教授は何について話していますか。

- 2nd Reading**
- ① 川島教授はどんな問題を抱えていましたか。
 - ② 川島教授はその問題を解決するために何をしましたか。
 - ③ 川島教授は実験でどんな結果を得ましたか。

3rd Reading True or False ? ①() ②() ③()

4th Reading 12行目の the results と15行目の the opposite results を具体的に説明しなさい。

For Interaction

Reading Aloud Read the text aloud with your teacher. (先生の指示に従って本文を音読しましょう。)

Q & A

- ① What was Prof. Kawashima studying when he was a graduate student?
- ② What problem did Prof. Kawashima have when he was a graduate student?
- ③ Why did he think that our brain must be working actively when we play video games?
- ④ What were the results he got?

What do you think?

- ① Do you think Prof. Kawashima was able to get money for his research from a video game company? Why do you think so? (川島教授はテレビゲームの会社から研究資金をもらえたと思いますか。それはどこでわかりますか。)
- ② How do you think Prof. Kawashima felt before he started his experiments and when he got the opposite results? (川島教授は実験を開始する前と、反対の結果を得たとき、どんな気持ちになったと思いますか。)

GRAMMAR & EXPRESSION Search ▶ テキストではどこに使われているか、探してみよう。

- | | |
|------------------------------------|--|
| ○ must + 動詞の原形 「～であるにちがいない」 | Pair Work <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 一日中働いた後で疲れているにちがいない。 | You must be tired after working all day. |
| ○ while S + V 「SがVしている間に」 | Pair Work <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 私が皿洗いをしている間に居間を掃除してよ。 | Clean the living room while I do the dishes. |
| ○ 目的格の関係代名詞の省略 | Pair Work <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| あなたが最も尊敬している人は誰ですか。 | Who is the person you respect the most? |

Pair Work 日本語を見て英語、英語を見て日本語を滑らかに言えるまで繰り返し練習しよう。ペアでチェックしあいましょう。

Teaching Plan

Advisor:

Instructor:

1. Date: June 23th, 2014, Tuesday 3rd Period (8:45~9:35)

2. Class: 13HR, Gotemba Minami High School

As it has been past two and a half of months since the start of the new semester, students have gotten used to their classes. In addition, since the school festival was held in the beginning of the month, it seems that students have become more familiar with friends and teachers, and they get along well. In English class, some students try to speak up English and ideas while some students hesitate to speak English. So, I would like students to have interests in the contents of this lesson. In addition, I would like to make this class active so as to make students use English more.

3. Textbook: ELEMENT English Communication I (KEIRINKAN)

Lesson4 Twice Bombed, Twice Survived

4. Allotment:

1st Period: Introduction

2nd Period: Part1&2

3rd Period: Part3

4th Period: Part4 Today's class

5th Period: Review

5. General Aims of This Lesson

- To have students learn about people who are looking for peace in a world without nuclear weapons, and how those people are trying to tell their wishes to the younger generations.
- To help students learn the usage of the following grammar points.
 - a) This goal will not be reached quickly.
 - b) I insist that the world stop keeping nuclear arms.
 - c) He was telling his boss everything that had happened in Hiroshima.

6. Aims of Today's Class:

- 1) To have students gain an understanding of the reason why Yamaguchi tried to convey his terrible experience.
- 2) To have students become familiar with speaking English with positive attitude.

7. Materials needed:

Picture cards, magnets and work sheets, a timer and a CD

8. Evaluation

A. Interests, Motivation, and Attitude	B. Expression	C. Understanding	D. Knowledge and understanding of Culture
Whether the students try to speak and listen to English positively. A1	Whether the students write their own English sentences by using new vocabularies. B1	Whether the students understand the contents of the text and new vocabularies and grammar properly. C1	Understand How Yamaguchi conveyed his experience. D1
Whether the students try to join the pair work or group work positively. A2	Whether the students can answer questions with correct grammar and full sentences. B2	Whether the students understand teachers' instruction and other student's statements properly. C2	Understand What is Yamaguchi's dream. D2

8. Teaching Guideline for Today's Class:

Procedure	Contents	Students' activity	Teacher's instruction
Warm-up (10min)	Greetings	Greet teacher.	•Greet the students.
	Weekly Test	Do the test	Read the sentences
Review (1min)	Explanation of the last class	Listen to the teacher	B2,C1
Introduction (10 min)	Introduction of new material •Oral introduction 1. How he conveyed his experiences in public 2. The hope of Yamaguchi Tsutomu 3. His dream passed on to younger people	Listen to the teacher's introduction responding to some questions the teacher asks.	★Picture cards ★Do not have students open the text book. •Introduce the contents using picture cards and asking questions to students. ★Explanation for new vocabularies A1
Development (24 min)	Selective listening 1. Where did Yamaguchi speak at age 90? 2. What does he believe in? 3. What did James Cameron promise Yamaguchi that he would do?	Listen to what the teacher (or CD) and answer those questions. 1. Listen to the teacher taking notes 2. Listen to the teacher answering the questions asked. 3. Check own answers with partners. 4. Check the answers in all	★Work sheet (★CD) A1,B2,C1,C2,D1,D2 •Have students open their text books after listening for checking their answers.

	<p>Slash reading</p> <p>Read and look up</p>	<p>Read the text repeat after the CD.</p> <p>Read the text looking up with their partners at the slashed points.</p>	<p>• Read the context making pause before slashes</p> <p>A1,A2,C2,D2</p> <p>A1,A2</p>
<p>Consolidation (5min)</p>	<p>Retelling</p> <p>Greeting</p>	<p>1. One of pairs retell the story in Japanese</p> <p>2. Another student retell the story in English</p> <p>3. First students retell the story in English</p> <p>Greet the teacher</p>	<p>★Timer</p> <p>A1,A2,B1,B2,C1,C2,D2</p> <p>Greet the students</p>