

# TEACHING PLAN

No.1

1. Date: April 26<sup>th</sup>, 2012. 1<sup>st</sup> Period (9 :00 ~9:50 )
2. Instructor: Shimoda Kiriko / ALT: Carson McBain
3. Class: 3<sup>rd</sup> grade's university-preparatory course (15 students)
4. Class Survey:

They are typical Japanese students, who are shy about expressing their ideas in public. But they willingly try to do the activities in class.

Almost all of them want to enter university or junior college, though some have not decided which schools to enter. In spite of that, some of them don't have enough ability of English to achieve their aims. Also, there is a big ability difference between them.

With that in mind and in order to retain what they've learned in a time-limited class, I have vocabulary tests in every lesson. I also focus on the slash reading exercise to improve their sense of English word order.

5. Subject: Reading

Textbook: Revised Edition NEW STAGE English Reading ( IKEDA SHOTEN )

Supplementary material: Data-Base 4500 3rd Edition (Kirihara shoten)

6. Lesson Survey:

This text. is structured in three parts: The first part has comparatively short passages as warm-up exercises for English reading.

Lesson 2 should be easier for them to read. But in fact, after warm-up reading the first class in Lesson1, they seem to have found it difficult to understand even the first lesson. Considering their ability, I've established two hours for this lesson. I would like them to grasp the meaning of the whole lesson and to realize that English names have various meanings, as described in each paragraph.

7. Lesson Objectives: Students can:

1. improve their vocabulary.
2. improve their sense of English word order (through the reading activity).
3. improve their pronunciation and intonation.

## 8. Lesson Allotment

Period	Contents ( Activities )	Purpose of the activities
1	<ol style="list-style-type: none"> <li>① Vocabulary quiz</li> <li>② Read the whole lesson without dictionary and answer the questions in English.</li> <li>③ Check the new words and explain the expressions and grammar.</li> </ol>	<ol style="list-style-type: none"> <li>①To improve their vocabulary</li> <li>②To practice reading the whole lesson, guessing new words' meanings</li> <li>③To improve comprehension of the lesson</li> </ol>
2 today	<ol style="list-style-type: none"> <li>① Vocabulary quiz</li> <li>② Review</li> <li>③ Slash reading</li> <li>④ Summarization</li> <li>⑤ Check the answers of the questions in warm up reading</li> </ol>	<ol style="list-style-type: none"> <li>①To improve their vocabulary</li> <li>②To help them retain what they learned</li> <li>③To help them retain what they leaned and improve their sense of English word order</li> <li>④To grasp the main points in the lesson</li> <li>⑤To check their comprehension in this lesson</li> </ol>

## 9. Teaching procedure

Procedure	Time	Students' activities	Teachers' activities (ALT and JTE)	Notes
Greeting/ Calling the rolls	1min.	Greet JTE and ALT	Greet the students. Call the rolls	
Vocabulary Quiz	10min.	1 Take the quiz 2 Check the answers 3 Study the new vocabulary	1 Give them a quiz 2 Check the answers 3 Explain the new vocabulary	ALT pronounces each word and students repeat.
Review	8min.	Answer the questions about vocabulary, expressions and contents of the lesson	Ask the questions about vocabulary, expressions and contents of the lesson	Check around and help them if needed
Slash reading with blanks for Lesson2	20 min.	<u>Handout 1</u> 1 Do slash reading in the lesson and repeat after ALT  2 < pair work > Take turns reading paragraphs and change the roles	1 Have them read the lesson and repeat after ALT  2 Have them do pair work	Check around and help them if needed
Summary	10min	<u>Handout 2</u> Fill in the blanks	Give them the summary handout and have them fill in the blanks	
Closing	1min.	Say goodbye to the teachers	Say goodbye to the students	