

VIII Teaching Procedure

1 Opening Address and Activities (by the Weekly-Duty Students)

1) Greetings ① School's Style ② English Class's Style

T: Let's get started. Shuban, please!

S: Seiza! Yoroshiku-onegaishimasu!

S: Yoroshiku-onegaishimasu!

T: Let's say hello in English.

2) Asking the Day & Date and Calling the Roll

2 Warm-up Activity (Rhyme: *This is the House That Jack Built*)

1) Recollection of the Expressions

T: Look at this picture here. Please repeat after me on the rhythm.

S: This is the house that Jack built.

T:

2) Rhythm Practice

T: Now this time, you try, but a little faster. Does anybody want to try? OK. Don't worry. I'm not going to ask you to do it personally today, but I will in the next class.

(If "no") Then how about you, Ms. Kiso? Very good!

Now I want you to practice this at home too. OK? Then let's go to the review activities.

3 Review (Lesson 6-1&2)

1) Practice of the Relative Clauses: Objective & Subjective

T: In the last two classes, you learned some new expressions using "which", "that" and "who".

Then I'd like to check how much you remember the expressions.

① Objective Relative Clause (drawing pictures)

T: Look at this picture. Two boys and two girls are drawing a picture of a dog. After they finish it, the pictures are put on the wall. These are the pictures. Who drew this picture?

S: Taro.

T: Then what would you say using "which"? Please start with "This is ..." (ハズブル)

S: This is the picture which Taro drew. → Mim-mem

T: Can you say the same thing by using "that", rather than "which", using this picture?

S: This is the picture that Sayo drew. → Mim-mem

② Subjective Relative Clause 1 (4 dogs)

T: Now, look at this picture. There are four dogs and each of them has a name. Which one is Lily?

S: No. 4.

T: Right. If you cannot see the number. What would you say? Please start with "Lily is"

S: Lily is the dog which has long hair. → Mim-mem

③ Subjective Relative Clauses 2 (6 girls)

T: Then, look at this picture. There are six girls here. Which girl is Lucy? Do you remember?

S: Six.

T: Right. If someone asks you "which girl is Lucy?", what would you say? I guess you have to

say two things. Please start with "Lucy is"

S: Lucy is a girl who has long hair.

T: Lucy is A girl ... in this case because there are four girls with long hair. Say that again.

S: Lucy is a girl who has long hair. → Mim-mem

T: The 2nd hint is ...?

S: Lucy is a girl who has a letter (in her hand). → Mim-mem

T: Good! This is the end of the grammar review.

2) Recollection of the Content of the Previous Text

T: Then I'd like to have a review of the text which we read in the last class. But please keep your textbook closed. I want to check how much you remember what we read. We read a story of this man.

① Who is he? He's Chris Moon.

② Where is he from? He's from England.

③ One day he was really injured. Why? He stepped on a landmine.

④ But he didn't die. What saved his life? The armor that he was wearing saved his life.

⑤ What body parts did he lose? He lost his right arm and right leg.

⑥ What did he get after that? He got an artificial arm and leg.

⑦ He soon started something. What did he start? He started to run.

⑧ What did he do in 1996? He took part in the London Marathon.

⑨ Why did he do that? He wanted to start a fund (which would help children injured by landmines).

⑩ What did he do in 1997? He ran across the Sahara Desert in six days.

T: Very good, everybody. You remember the last lesson very well. Now we're going into the last part, that is, Part 3.

4 Oral Introduction of the Text and Words (Lesson 6-3)

1) Introduction of the Situation

T: Part 3 is a report which Aki wrote about landmines and Chris Moon. The title of the report is "A World without Landmines. You are going to read it from now.

2) Introduction of New Words

T: Before you start to read the text, I'd like you to understand the new words in the text.

- kill ... make someone dead. I think you already know the meaning. What's that?
- hero ... a superstar. I think you already know the meaning. What's that?
- remove ... If you say "remove landmines" it means "take out landmines from the ground"
- quit ... stop, give up. What does it mean?
- option ... a choice. What does it mean?
- create ... make something new. What does it mean?

3) Giving Reading Points

T: First she wrote some surprising numbers about landmines. They are 10,000, 110,000,000 and over 60, What do you think they are? That is one of the reading points.

Second she wrote about Chris Moon. She thinks that he is a wonderful person. Why does she think so? That is your second reading point.

5 Reading

1) Silent Reading

Then I'll give you one minute to understand Part 3. Please open your textbook to page 72. Please read the text for one minute. Later I'll give you some questions.

2) Questions and Answers in Japanese

Now I'd like to check how much you understand. I'll change my language into Japanese.

では、本文の内容について何点か質問をします。日本語で答えてください。

- ① タイトルの A World without Landmines とはどういう意味？（地雷のない世界）
- ② さきほどの 10,000 という数字は何の数字ですか？（地雷で毎年死ぬ人。）
→ throughout the world ということですから、世界の隅々までを合計するとということ。
- ③ 110,000,000 という数字は何ですか？（まだ埋まっている地雷の数）
→ There are about 110 million landmines buried ということですから、世界中でまだ 1 億 1 千万も埋まっているということですね。
- ④ それがいっただいいくつくらいの国に埋まっているのですか？（60 以上）
→ それを英語何と言っていますか？（over 60 countries）
- ⑤ ちなみにどんな国に地雷がまだ多く残っているかということ、調べたんですが…
1 位：アンゴラ（アフリカ）1,500 万…約 30 年間もの内戦のため
2 位：アフガニスタン 1,100 万…自国も周りも紛争国。平均寿命が世界一短い。
3 位：イラク 1,000 万…イラン・イラク戦争、湾岸戦争、イラク戦争等。
- ⑥ アキはクリス・ムーン氏をどのような人だと言っていますか？（ヒーロー）
→ どんな？（地雷を除去するためのお金を作るために多くの難しいマラソンに出た）
- ⑦ 彼がよく言う台詞は？（やめることは選択肢にない）
→ quit とは「大変だからやめる」という意味があるそうです。仕事がつらいからやめたとかいうときに I quit the job. とよく言います。過去形も過去分詞も quit.
- ⑧ 最後にアキは何をしようと提案していますか？（殺す地雷ではなく愛する心を想像する）
→ Let's create hearts that love, not landmines that kill. というところですね。

3) Checking the Target Expressions in the Text

さて、実はわざと英文の構造にふれずにここまで来たのですが、このページには後置修飾の表現がいっぱいあります。関係代名詞が 4 カ所、過去分詞による修飾が 1 カ所、to 不定詞の形容詞用法によるものが 1 カ所あります。計 6 カ所に実線と波線の下線を引いて修飾関係を書いてみてください。時間を区切ります。3 分で答え合わせをします。

- ① There are about 110 million landmines buried in over sixty countries.
 - ②③ Chris Moon is a hero who has run in many different marathons to raise money to remove landmines.
 - ④ He is a man who never quits.
 - ⑤⑥ Let's create hearts that love, not landmines that kill.
- (1) まず関係代名詞は見つかった？
 - (2) 過去分詞の修飾は見つかった？
 - (3) to 不定詞の修飾は見つかった？

4) Listening to the Model Reading for Reading Aloud

All right. Then, please listen to the model reading by CD.

5) Choral Reading

Let's practice reading. Hold your textbook. Repeat after me.

This time, a little faster.

6) Buzz Reading

Now, practice reading by yourself. I'll give you one minute. Then please practice as much as possible with your best voice. Please start from the title.

7) Reading in Chorus

Now, I want to check how well you can read. Please read it in chorus. Ready? Go!

6 Further Activities

1) Introduction of Further Reading by Discussing the Topic of the Text

① Now, As for removing landmines, I wonder what we can do for it. I can't take part in marathons or run across deserts like Chris Moon. Can you do that?

Then, I have found something that we can do in an easier way. It is this!

What is this? It's a sticker. What's this sticker for? If you buy one, the money will go to a fund and you can remove landmines in 2 square meters, that is about this area. You can buy one for only three hundred yen at a web site called POM2. If you are interested, for more information, visit them at...?

(<http://www.jirai.org>. "org" means? (organization))

② In this way you can do something for it. Feeling bad or sad is not enough. You should take action. Some other people say the same thing. So today we are going to read a famous speech to say that taking action is important. OK?

2) Partial Dictation of the Reading Material

Now I'm going to give you a handout for the speech. This is a speech script of a famous woman named Jody Williams. She was awarded the Nobel Peace Prize in 1997.

3) Listening to the Real Speech (by Jody Williams)

As you see, there are some blank spaces because it has a listening activity first. Then listen to her real speech and put some words in the blank space.

Now, let's check the answers. I will read it and stop at the blank spaces, then tell me your answers.

① Emotion without action is useless. とは？

② It is not enough to feel bad... とは？

4) Choral Reading

Now, let's practice reading with Jody. Please repeat after Jody sentence by sentence.

5) Buzz Reading

Now, please practice reading by your self for one minute. Please practice it by speaking like Jody. OK? Good!

6) Notice of the Next "Reading Show"

Now, I think you can speak like Jody now. Then why don't you speak like Jody in the next reading show? For more information, I will tell you in the future class.

7) Watching a Performance by Their Senior Students

But today I'm going to show you a reading show of your senior students who tried to be Jody Williams.

7 Closing Address (by the Weekly-Duty Students)