

VIII Teaching Procedure

1. Opening Address and Others (by the weekly-duty students)

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

T: Let's get started. 週番, please!

WDS: 静座。よろしくお願ひします!

S: よろしくお願ひします!

T: よろしくお願ひします。Then, let's say hello in English, this time.

WDS: Hello, Mr. Koinuma!

S: Hello, Mr. Koinuma!

T: Hello, everyone. How are you?

S: I'm fine, thank you. How about you?

T: I'm pretty good!

2) Asking the Day & Date

WDS: What day is it today?

S&T: It's Saturday!

WDA: What's the date today?

S&T: It's November ninth.

WDS: How's the weather today?

S: It's sunny.

3) Calling the Roll

T: I'd like to check one important thing. Is that Mr. A?

S: Yes.

T: Then, who else is absent?

S: No one else is absent.

T: Good. Thank you. One boy is absent, but there are a lot of people here today. I want you to do your best as usual. OK?

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

1) Recollection of the Expressions

T: (Starts the rhythm) Now you know what you're going to do with this rhythm. I'd like to check how much you remember the expressions. What do you say with this picture? Are you ready? Now, three two one, go!

S: "This is the house that Jack built."

T: How about the second one? Three, two, one, go!

S: This is the malt that lay in the house that Jack built.

(Continues to the final picture)

2) Rhythm Practice

T: Very good! Now this time, try it a little faster. From the top. Are you ready? Now, three two one, go!

S: "This is the house that Jack built." "This is the malt...."

(Continues to the final picture)

T: Beautiful! Now you can say all of these, right? But, is this the last one? No! You have

some other pictures! And you have more difficult expressions! You are going to do them some day after the exam. OK? Then let's go to the usual activities.

3. Continual Communicative Activities: *Chat on My Favorite Topic*

1) Introduction of the presenters and the topics to talk on

T: Well, let's start "Chat on My Favorite Topic." Today's presenters are Mr. Kaseda and Ms. Ito. Both of you, please come here. Everyone, please give them big hands! Don't forget to bring the recorder and the SD card.

2) Topic-presentation chat with the teacher (by two representative students)

① 1st presenter

T: OK. Mr. Kaseda, you go first. Are you ready? Then, start recording and go.

② 2nd presenter

T: Now, it's your turn, Ms. Ito. Are you ready? Then, press the button and go.

3) Chatting in pair (recording)

T: Then, you are going to talk with your partner on one of the topics today. Please decide which topic you are going to talk on. Have you decided it yet? All right, everyone, please stand up and talk. Don't forget to record your conversation. Ready? Go!

(1.5 minutes later) Time's up! Please stop talking and sit down.

4) Listening to the recorded chat and talking about difficult expressions in pair

① Writing Time

T: Now, look at the handout. Please write the date, your name and your partner's name.

At Task 1, you are going to listen to the recorded chat and check some expressions which you are interested in and expressions which you could not say. You've got three minutes for this. Please start!

② Discussion Time

T: Now, it's time for you to think of better expressions. Please talk with your partner to find out better expressions. You've got two minutes for this. Go.

5) Discussion on better expressions for better communication

T: All right, it's time to share what you have just discussed. You can tell me that in Japanese. I'm changing my language into Japanese so that you can speak to me easily.

では、「これは何と言ったらいいか」ということで解決できなかったことを紹介してくれる人は?

今日で4回目ですが、すでに「こんなときはどう言ったらいいか」という方略のいくつかが身につけてきたようですね。これからも頑張っていきましょう。

I will collect your sheets in the next class, so please keep it in your binder. All right?

4. Oral Introduction and Practice of the New Expressions

1) Input of the new expressions through interaction

① Scene 1

T: Now, I want you to learn some new expressions. Look at this picture. You have seen it before, right? What is the boy's name?

S: Sawyer.

T: Good. What is the dolphin's name?

S: Winter.

T: Yes. Sawyer went to the animal hospital to see Winter every day. He went to the hospital, but he didn't go to school. Then his mother was angry. What did she want? She wanted money?

S: No.

T: Of course not. She wanted him to do something. What did she want him to do? She wanted him to go to the hospital?

S: No.

T: She wanted him to go to ...?

S: School.

T: Right. She wanted him to go to school. (黒板に棒マグネット4色を貼って繰り返す)

② Scene 2

T: Look at the next picture. This is a picture of the story that you have already read. Do you remember the lady's name?

S: Rosa Parks.

T: Right. Do you remember her story? One day, Ms. Parks was on a bus. She was sitting near the blah, blah section. What section?

S: Whites Only.

T: Good. She was sitting near the Whites Only section.

T: Then, the driver was angry. What did he say to her?

S: "Give up your seat."

2) Check of understanding

T: Why did he say that? Because he wanted her to ...?

S: Give up her seat.

T: Good. But, can you say it in a full sentence? What did he want her to do?

S: He wanted her to give up her seat.

T: Good.

3) Mim-mem

T: Let's practice the expression. Repeat! "He wanted her to give up her seat."

S: "He wanted her to give up her seat." (× 2)

T: Please say it three times.

S: "He wanted her to give up her seat."

T: This line, please.

IS: "He wanted her to give up her seat."

4) Oral practice

T: Let's go back to the first story. What did she want him to do?

S: She wanted him to go to school.

T: Good. Let's practice this sentence, too. Repeat. "She wanted him to go to school."

S: "She wanted him to go to school." (× 2)

T: This line, please.

S: "She wanted him to go to school."

5) Check of understanding ②

T: ところで、今言ってもらった文はどういう意味？

S: 「彼女は彼に学校に行ってもらいたかった。」

T: そうだね。詳しい文の構造は最後に確認しましょう。

5. Introduction of the Text and Words (Lesson 7 Get Part 1)

1) Introduction of the situation

T: Look at these pictures. There are some students from different countries. For example, Maria from the Philippines, Boris from Russia, Mukami from Kenya and Kumi from?

S: Japan.

T: Each of them is talking about his or her dream or some social problems. Today I want you to understand these two students.

2) Introduction of some main points by oral introduction

(1) Maria, the Philippines

T: First, let's listen to Maria, from the Philippines. She is talking about her dream, but she has some problem about that. So she looks a little worried. Now please listen to her and find out her dream and her problem.

(2) Boris, Russia

T: Second, let's listen to Boris, from Russia. He is talking about his dream, but he has some problem, too.

3) Introduction of other points by listening to the model reading

(1) Maria, the Philippines

Now please listen to her and find out her dream and her problem.

① What does she want to do? (She wants to study abroad.) → study abroad

② What does she want her parents to do? She wants them to ...? (understand her dream.)

She wants them to understand her dream. This is the key sentence today. Repeat!

③ Does she know what to do? (No, she doesn't.) Right. She doesn't know what to do.

(2) Boris, Russia

T: Now please listen to him and find out her dream and her problem.

① What does he want to be? (He wants to be a musician.)

② He will use a computer. Why? (To make music.) Yes, he'll use one to make music.

③ He wants to be a musician, but his parents want him to be ...? (A doctor.)

They want him to be a doctor. This is the key sentence, too. Repeat!

6. Reading

1) Silent reading

T: Then, let's read their speeches in the textbook. Please open your textbook to page 88.

Now, listen to their speeches again and read them silently.

2) Check of understanding by questions and answers in Japanese

T: Then, I'd like to check how much you understand the text. I'll change my language into Japanese.

では、英語で尋ねたことも含めて、日本語で改めて確認をします。

① Maria, the Philippines

T: マリアの夢は何ですか？

S: 留学する

- ・彼女の両親はそれをどう思っていますか？（まだ準備ができていない／早い）
「準備ができていないと思う」→「準備ができていないと思わない」
- ・彼女の希望は？（両親に自分の夢を理解してもらいたい）→今日のポイントの文
- ・彼女の何をすべきかわかっていますか？（わかっていない）→ what to do で「何をすべきか」でした。

② Boris, Russia

- ・ボリスの夢は何ですか？（ミュージシャンになること）
- ・コンピューターは何に使うのでしょうか？（音楽を作るため）→ to make で「作るために」
- ・彼の悩みは何ですか？（両親が医者になってほしいと思っている）→今日のポイントの文
- ・彼はどのようにしているのですか？（両方になる方法を探す）→ a way to do both で「両方をする方法」
- ・不定詞 to do で a way を後ろから修飾することを何と言いますか？（後置修飾）

T: 他に意味のわからないところやこの表現は何だろうというところがありますか？

ところで、国名であるフィリピンに the が付いている理由はなんでしたか？ the の付け方のところでやったことを覚えていますか？ どういう名詞に the が付くのですか？

S: 話者の間で共通理解が得られている普通名詞。

T: ということは、この単語が普通名詞かと言うと、そうではないですね。何か後ろに隠れているのではなかったですか？

S: Islands

T: そうでした。Philippine Islands の islands という普通名詞が隠れているから the が付くのですね。

3) Pronunciation of the new words

T: All right. Then let's practice reading the text. But before that, let's practice the pronunciation of the new words. Repeat. [abroad, study abroad, Maria, the Philippines, Boris, Russia]

4) Choral reading after the teacher

T: Then, let's practice reading aloud. Hold your textbook, please, like this. First, please repeat after me a little slowly.

And this time, a little faster. Here we go.

5) Buzz reading

T: Now, this time, I want you to practice reading by yourself. But think of each student's feeling.

二人はいったいどのような気持ちでこの話をしているのでしょうか？それを表せるように読んでみましょう。Please read it once. Go!

6) Recording (individual reading)

T: Finally, I want you to record your reading as usual. But today, Mr. Koinuma will not read it, so read it all by yourself and read it with your best voice. Ready? Don't forget to record it. Go!

7. Consolidation of the New Expressions

1) Recollection of the new expressions

T: Now, let's check what we have learned. Please open your notebook.

今日学習した表現はどういう意味の表現でしたか? 「誰々に何々を…?」

S: 「…してほしい。」

④ 「(人) に～することを欲する」 ⑤ < want + 人 + to 動詞の原形 >

① She wanted him to go to school.

③

② He wanted her to give up her seat.

⑥ asked 頼む

told 言う

ordered 命令する

2) Trial writing of the new expressions

T: そのときに使った2つの場面で言ったことを書いてみましょう。(①、②)

では、確認します。何と書いていましたか?

3) Check of understanding the grammar points

T: 先程行ってもらったときは、4色の棒マグネットに合わせて言ってもらいました。

ということは、この文は4つの部分に分けられます。それぞれどうなるでしょう?

S: She, wanted, him, to go to school (③)

T: この to go の部分は < to + 動詞の原形 > です。ということは、どういう意味でしょう?

S: 「～すること」

T: そうですね。ということは、この文は、「彼女は彼に学校に行くことを…?」

S: 「ほしい」

T: ここでは「欲する」としましょう。(④)

この文は < want + 人 + to 動詞の原形 > という構造です。(⑤)

4) Further discussion on the grammar points

T: want 意外にもこの形をとる動詞があります。89 ページの下の例文を見てください。

want 以外にどんな動詞がありますか?

S: asked, told, ordered (⑥)

T: ②の ask は「頼む」です。ラージは店員に何を頼んだのでしょうか?

S: プレゼントにカードを入れるように。

T: ③の told は「言う」の tell の過去形でしたね。ソーヤーのお母さんは彼に何と言ったのですか?

S: 学校に行くように。

T: ④の order は「命令する」です。誰が誰に何を命令したのですか?

S: その運転手がパークスさんに席をゆずるように命令した。

T: この部分の動詞が変わると意味が変わりますが、形は同じだということがわかります。

5) Giving homework

T: 今日は新しい表現を習いました。忘れないように、今日中に必修テキストの該当箇所をやっておきましょう。

8. Closing Address (by the weekly-duty students)

1) Collecting the recorder

T: Now, take out the SD card from the recorder, and the students sitting in the back will collect the recorders, please.

2) Closing Address

T: Now, that's all for today. You did a very good job today, too. Then, let's say good by to each other. Shuban, please.

WDS: Good by, Mr. Koinuma.

S: Good by, Mr. Koinuma.

T: Good by, everyone.

S&T: See you!

T: To our guests.

WDS: 静座。起立。ありがとうございました。

S: ありがとうございました。