

1. Textbook: CROWN English Communication I (SANSEIDO)
 Lesson 6 Roots & Shoots

2. Aims of this lesson

- To help students try to share the ideas about characters. 【Attitude】
- To help students learn to have an interview, getting information from other students. 【Expression】
- To have them understand and retell the content. 【Comprehension】
- To help them understand the usage of target grammar (participial construction, formal subjects and apposition) and become familiar with important expressions. 【Knowledge】

3. About the lesson

(1) Material

This lesson is about a British researcher Jane Goodall. She has long observed chimpanzees in Africa. She also runs an NGO called Roots & Shoots, which is for young people who want to help people, animals, and environment.

This lesson deals with the following grammatical points: participial construction, formal subjects and apposition. In Section 1, which this procedure handles, puts focus on formal subjects.

As it is an interview-style lesson, students are to learn how to have an interview with someone.

(2) Students (** boys, ** girls)

Many of the students are eager to learn English, whereas some students see English as the least favorite subject. Grammatical explanation should be done in a simple and plain way, using some examples.

Students are expected to become familiar with the focused grammatical points. As students seem to have difficulty understanding what subject is, the concept of formal subject should confuse them. So, simple explanation and some practice will be needed.

(3) Teaching Plan

Students are given a chunk sheet (a sheet on which Japanese translations are written) including important phrases in the first period of the lesson, and are to find the suitable phrases from their textbook. Also, students are to practice new words with a vocabulary sheet.

The lesson has four sections, and in each of the sections three worksheets are given to students: question sheet, reading activity and translation. With a question sheet students are to work in pairs or groups. Students are to practice reading the section aloud using a reading activity sheet. They can check if they fully understand the content with a translation sheet.

After all the sections are over, students are to work on an interview activity. They write the answers for given questions in advance to bring to the class. In the class they make pairs and have interviews with each other. The interviewer has to think of one extra question to ask.

4. Allotment(8 periods)

(A=attitude, E=expression, C=comprehension, K=knowledge)

Period	Content	A	E	C	K	Evaluation	
1	Lesson6 Vocabulary & Chunk Sheet			○	○	To get the whole context of the lesson, reading all the sections / to become familiar with important expressions	A/B/C
2	Oral Introduction of Lesson 6 Section 1(Today)	○		○		To try to share the ideas about the characters / to understand the content of Section1	A/B/C

3	Section 2			<input type="radio"/>	<input type="radio"/>	To understand the content of Section 2 / to understand the usage of participial construction	A/B/C
4	Section 3			<input type="radio"/>		To understand the content of Section 3	A/B/C
5	Section 4			<input type="radio"/>	<input type="radio"/>	To understand the content of Section 4 / to be able to retell the content	A/B/C
6	Comprehension / Grammar			<input type="radio"/>		To understand the content of the whole lesson	A/B/C
7	Grammar				<input type="radio"/>	To understand the grammatical points	A/B/C
8	Interview Activity	<input type="radio"/>	<input type="radio"/>			To try to get information from others / to learn to have an interview	A/B/C

A = Excellent

B = Good

C = Passable

5. Teaching plan of this class

(1) Objective

To have them try to share the ideas about the picture, listening to others' opinions.

To have them understand the content of Section 1.

(2) Plan

Teacher's activities / Direction	Students' activities / ◎Evaluation
<p>1. Greeting (0.5 min) "Good morning / afternoon class. How are you doing? Let's get started." Teacher makes sure students are ready for the class.</p>	<p>Class members stand up and greet along with a student's order.</p>
<p>2. Vocabulary Sheet (3 min) "Make pairs. Do janken to decide who reads English first. Losers read the Japanese part and winners read the English part. Try as much as possible to look at your partner's face, not at your worksheet." Students read the vocabulary sheet (given in the previous class) in turn. (Japanese → English) "When finished, exchange the roles."</p>	<p>Textbooks should not be opened yet. Students are to try to recite new words, taking their eyes off the sheet. The listeners are required to check if the speakers make any mistakes. 【vocabulary sheet】</p>
<p>3. Oral Introduction (7 min) "Look at the picture in the worksheet. What can you see in it? Make as many sentences as possible in one and a half minutes." "Alright, then stand up. Tell me your favorite sentence and sit down." Teacher encourages students to try even if they have little confidence. Positive feedbacks are needed.</p>	<p>Students write as many sentences as possible. Short and easy sentences will do. Students can imagine the characters' feelings or the situation they are in.</p> <p>Students choose one from their own sentences. The sentences must not be repeated. Not only the students who present their sentences but students with nothing to say will sit down.</p> <p>◎ Teacher has them try to share the ideas about the picture.</p>

"In this lesson, we are going to read the story about this woman and the animals. Then let's go on to the content."

4. Listening & T/F Questions (5 min)

Teacher has students close their textbooks.

"Listen carefully to the model reading, and answer T/F questions."

5. Comprehensive Questions (9 min)

"Now make groups. Open your textbook and answer the questions in the worksheet. If you have your own questions, ask me."

Teacher walks around and answers the questions from students if any. Some group behind others will need help.

6. Checking Answers & Content (10 min)

"Now let's check the answers for the questions."

Teacher gives students pictures related to the content, using PowerPoint slides. Teacher also asks students extra questions (quite easy ones) to help them understand the content more in detail. Teacher gives students positive feedbacks.

7. Reading Aloud (10 min)

• Repeating (Routine)

"Look at your translation sheet. Listen and repeat after me."

Teacher gives students translations, which also has the sentences in English, but separated into chunks.

• Buzz Reading (Routine)

"Now stand up and read the whole section. Sit down when finished."

Now that students know how to read the section, teacher will walk around and listen carefully to their reading, checking if they are successfully reading the sentences; if not teacher will give them some advice.

• Cloze Reading (Pair, if time left)

"Look at the Reading Activity sheet. Read the sentences, filling in the blanks. Your partner will check the answers."

Students are to listen to the model reading, read 2-3 statements in the worksheet, and write T if true or F if false on it. Students have to explain what is wrong with the false statements when s/he is named. This will be helpful to get a whole picture of the content and to improve listening comprehension ability. **【question sheet】**

Students are to read the section and answer comprehensive questions. **【question sheet】**

Students tell teacher their answers. Students are to understand the content by seeing some pictures. Students are encouraged to try voluntarily without being afraid of making mistakes. **【question sheet】**

Students are to practice reading the sentences as the model reading. Students have to be careful of the pronunciation and the rhythm. **【translation sheet】**

Students read the section. They should be able to read more fluently than the first reading. **【translation sheet】**

Students read the section with a worksheet for cloze reading. Their partner will check if they can read it correctly, using the translation sheet or their textbook. **【reading activity sheet】**

<p>• Recitation (Pair, if time left) “Memorize the conversation from l.4 to l. 11 with your partner. Janken winners will be Kenji, and losers will go Jane.”</p> <p>*Teacher will choose either of two options, time permitting.</p> <p>8. Explanation (5 min) “Look at l. 16.” Explain the targeted grammatical point (formal subjects) with examples in textbook. “The subject ‘it’ shows ‘that you watch them and observe their behavior’. The part is too long for a subject, so we put ‘it’ instead.” “Now I’ll show you examples. What does ‘it’ show?” Examples: <u>It is clear that she is right.</u> <u>It is natural that his mother was excited.</u> <u>It is possible that he will win the medal.</u></p> <p>9. Retelling (5 min) “Tell your partner what you’ve learned from the section. Tell partner the main point.”</p> <p>10. Greeting (0.5 min) “Good job class! Finish compositions and the summary by the next class. That’s all for today.”</p>	<p>Students memorize a part of the section. Students are required to have an eye contact with the partner like a real interview. 【translation sheet】</p> <p>Students are to understand the usage of formal subjects. Checking which part of the sentence ‘it’ suggests, students are supposed to understand its structure.</p> <p>Students are given a little time to think and talk with other classmates.</p> <p>Students prepare the summary speech, and tell their partner. ◎ Teacher checks if students are telling partners the content of Section 1.</p> <p>Class members stand up and greet along with a student’s order.</p>
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