

LL 機器を活用した例

LESSON PLAN

Gifu Prefectural \*\*\*\*\* High School

SUBJECT:	English; Oral Communication B
CLASSROOM:	*****
INSTRUCTORS:	*****, JTE, and *****, AET
DATE:	Period 5, Wednesday, 17 May, 2000
CLASS:	3F
TEXTBOOK:	SECOND EDITION Birdland Oral Communication B
OTHER RESOURCE:	Worksheets, cassette tapes, LL equipment
LESSON:	Lesson 12 Shopping
AIM OF THE LESSON:	To get students familiarized with various expressions used in shopping situation on the basis of inputs as well as reproduction.
ALLOTMENT:	1st period: listening practice of key words with minimal pairs listening practice of unstressed functional words speaking practice in a phone call setting 2nd period: listening practice of pronunciation liaison listening exercise in a shopping setting 3rd period: (this lesson period) listening practice (answering questions, filling in blanks) listening and speaking activities
AIM OF THIS LESSON:	To improve students' skill of listening using the knowledge acquired in the previous lessons. To encourage students to speak using the expressions they learned in the previous lessons.
TEACHING PROCEDURE:	attached
NOTES:	

TEACHING PROCEDURE

STAGE	Min.	ACTIVITIES			THINGS TO BE TAKEN INTO CONSIDERATION
		JTE	AET	STUDENT(S)(S or SS)	
Greetings & Preparation	1	Greets SS. Tells SS to make cassette tapes ready.	Greets SS.	Greet teachers. Make cassette tapes ready.	-To make sure all SS are all right with the tapes.
Review	14	Tells SS to take out homework. Asks one S about STEP 2, SKIT 1: 1:What does the man want to buy? 2:How does the man want to pay?	Watches the dialogue.	Take out homework.  Answers the questions.	-Ans.1 (He wants to buy) walking shoes. 2 (He wants to pay ) with traveler's cheques. -To use English words in answering the questions. (not just alphabetical signs) -Ans. 1 (She is ) pleased. 2 (He is) not pleased. -To read the original dialogue and give a brief explanation in Japanese if the students give a wrong answer.(JTE)
		Watches the next dialogue.	Ask another S about SKIT 2: 1:How does the woman feel about the wrapping in Japanese stores? 2:How does the man feel about the wrapping these days?	Answers the questions.	
		Checks the answers for Exercises 1 & 2 by telling SS to read the sentences line by line.	Shows the correct spelling on the board.	Reads one sentence successively.	

		Asks one S about Exercise 3: 1:How much is the tennis racket? 2:How does the woman pay?	Watches the dialogue.	Answers the questions.	-Ans.1 (It is) \$49.80 2 (She pays ) in cash. -To use English words in answering the questions. (not just alphabetical signs)
		Watches the next dialogue.	Ask another S about Exercise 4: 1:What does the woman think about salespersons in Japanese stores? 2:What does the man think about sales- persons in his country?	Answers the questions.	-Ans. 1 (She thinks they are) kind. 2 (He thinks they are) impolite. -To read the original dialogue and give a brief explanation in Japanese if the students give a wrong answer.(JTE)
		Asks one S about STEP 3: 1:What was this announcement mainly about? 2:How long does this event last? 3:What happens to the prices on August 30? 4:What time will the store close on August 31?	Watches the dialogue.	Answers the questions.	-Ans.1(It is mainly about) a pre-season sale. 2.(It lasts) about one week. 3. The prices go back to normal. 4.(It will close) at 6:00 p.m. -To use English words in answering the questions. -To read the original announcement and give a brief explanation in Japanese if the students give a wrong answer.(JTE)
Listening Activity 1	10	Tells SS to open the books to page 88 , and explains about the instruction of the activity. Tells SS to put headsets on.  Shows the answering matrix on the board. Tells SS to take headsets off.  Chooses 3 SS to fill in the blanks on the board.  Correct the answers.	Starts the tape  Listens the tape together with SS. Stops the tape.	Open the books to page 88 and listen to JTE's instruction. Put headsets on. Listen to the tape for approx. 4 minutes.  The 3 SS write their answers on the board.  Correct own answers and take notes.	-Time allows SS to listen to the tape only once.  -To show a large matrix enough for every SS to figure out  -To quote the original text to clarify what is wrong with wrong answers.

STAGE	Min.	ACTIVITIES			THINGS TO BE TAKEN INTO CONSIDERATION
		JTE	AET	STUDENT(S)(S or SS)	
Listening Activity 2	10	Tells SS to move on to the next activity on page 89 and put headsets on again.  Walks in the room to see how SS answer the questions.  Corrects the answers.	Tells SS to write the answers while listening and starts the tape.	Put headsets on. Write the answers.  Answer JTE.	-To quote the original conversation a little slowly and distinctively to help SS figure out the settings.
Speaking Activity (Consolidation)	14	Gives SS worksheets. Tells SS the instruction: "This is a shopping list. Today you need to buy some of those things in the list. What you need to do is find your partner and ask where you can get the things you want. Your partner will tell you where you can get them. Let's swap the role after one question. By the way, maybe you don't understand some of those words on the list. ***, could you say those words on the list? Everyone, repeat after ***."  Tells SS to ask questions if any.  Tells SS to start the activity. Helps SS with the pair work.  Tells SS to stop the activity.	Pronounces the words on the list.  Helps SS with the pair work.	Repeat after AET.  Ask questions if any, using the structure of "What's *** in Japanese?" and so on.  Start the activity.  Stop the activity.	-To speak a little slowly and distinctively so that all SS can understand the instruction in English. Instruction in Japanese is not expected.  -To encourage SS to ask some questions, reminding the structures for asking questions which they learned before.  -To remind SS of the structures they learned before: "Excuse me, where can I get **** ?" "Excuse me, but could tell me where **** are?" etc.  -To help SS to use correct English.
Closing of the Lesson	1	Tells SS we will move on to Lesson 13 next time.			

VIEWPOINTS FOR EVALUATION

STAGE	Min.	ACTIVITIES			VIEWPOINTS FOR EVALUATION
		JTE	AET	STUDENT(S)(S or SS)	
Greetings & Preparation	1	<p>Greets SS.</p> <p>Tells SS to make cassette tapes ready.</p>	<p>Greets SS.</p>	<p>Greet teachers.</p> <p>Make cassette tapes ready.</p>	<p>&lt;Interest&gt; To show S is interested with an appropriate attitude.</p> <p>&lt;Expression&gt; Voice/Eye contact/Appropriateness</p> <p>&lt;Understanding&gt; To understand the teachers' greetings and respond appropriately.</p> <p>&lt;Knowledge&gt; To use appropriate greeting.</p> <p>&lt;Understanding&gt;To respond to the instruction appropriately.</p>
Review	14	<p>Tells SS to take out homework.</p> <p>Asks one S about STEP 2, SKIT 1:</p> <p>1:What does the man want to buy?</p> <p>2:How does the man want to pay?</p>	<p>Watches the dialogue.</p>	<p>Take out homework.</p> <p>Answers the questions.</p>	<p>&lt;Interest&gt; To show S is interested with an appropriate attitude.</p> <p>&lt;Expression&gt; Voice/Eye contact/Appropriate answers</p> <p>&lt;Understanding&gt; To understand the teachers' questions and respond appropriately.</p> <p>&lt;Knowledge&gt; To use appropriate language.</p>
		<p>Watches the next dialogue.</p>	<p>Ask another S about SKIT 2:</p> <p>1:How does the woman feel about the wrapping in Japanese stores?</p> <p>2:How does the man feel about the wrapping these days?</p>	<p>Answers the questions.</p>	
		<p>Checks the answers for Exercises 1 &amp; 2 by telling SS to read the sentences line by line.</p>	<p>Shows the correct spelling on the board.</p>	<p>Reads one sentence successively.</p>	
		<p>Asks one S about Exercise 3:</p> <p>1:How much is the tennis racket?</p> <p>2:How does the woman pay?</p>	<p>Watches the dialogue.</p>	<p>Answers the questions.</p>	
		<p>Watches the next dialogue.</p>	<p>Ask another S about Exercise 4:</p> <p>1:What does the woman think about salespersons in Japanese stores?</p> <p>2:What does the man think about sales- persons in his country?</p>	<p>Answers the questions.</p>	
		<p>Asks one S about STEP 3:</p> <p>1:What was this announcement mainly about?</p> <p>2:How long does this event last?</p> <p>3:What happens to the prices on August 30?</p> <p>4:What time will the store close on August 31?</p>	<p>Watches the dialogue.</p>	<p>Answers the questions.</p>	

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		JTE	AET	STUDENT(S)(S or SS)	
Listening Activity 1	10	<p>Tells SS to open the books to page 88 , and explains about the instruction of the activity. Tells SS to put headsets on.</p> <p>Shows the answering matrix on the board.</p> <p>Tells SS to take headsets off.</p>	<p>Starts the tape</p> <p>Listens the tape together with SS.</p> <p>Stops the tape.</p>	<p>Open the books to page 88 and listen to JTE's instruction.</p> <p>Put headsets on.</p> <p>Listen to the tape for approx. 4 minutes.</p>	

		<p>Chooses 3 SS to fill in the blanks on the board.</p> <p>Correct the answers.</p>		<p>The 3 SS write their answers on the board.</p> <p>Correct own answers and take notes.</p>	
Listening Activity 2	10	<p>Walks in the room to see how SS answer the questions.</p> <p>Corrects the answers.</p>	<p>Tells SS to move on to the next activity on page 89 and put headsets on again.</p> <p>Tells SS to write the answers while listening and starts the tape.</p>	<p>Put headsets on.</p> <p>Write the answers.</p> <p>Answer JTE.</p>	
Speaking Activity (Consolidation)	14	<p>Gives SS worksheets.</p> <p>Tells SS the instruction: "This is a shopping list. Today you need to buy some of those things in the list. What you need to do is find your partner and ask where you can get the things you want. Your partner will tell you where you can get them. Let's swap the role after one question. By the way, maybe you don't understand some of those words on the list. Nicole, could you say those words on the list? Everyone, repeat after Nicole."</p> <p>Tells SS to ask questions if any.</p> <p>Tells SS to start the activity.</p> <p>Helps SS with the pair work.</p> <p>Tells SS to stop the activity.</p>	<p>Pronounces the words on the list.</p> <p>Helps SS with the pair work.</p>	<p>Repeat after AET.</p> <p>Ask questions if any, using the structure of "What's *** in Japanese?" and so on.</p> <p>Start the activity.</p> <p>Stop the activity.</p>	
Closing of the Lesson	1	<p>Tells SS we will move on to Lesson 13 next time.</p>			