

英語科

TEACHING PLAN AS A MODEL

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In the teaching of English as a foreign language within the framework of school education are involved two major purposes: practical and educational. I am among those who support the point of view that practical aims cannot be realized without achieving educational ones and vice versa. Some may claim that we live in the time when the demand for the practical use of English as a means of communication is so urgent that English teaching at school should concentrate on the practical side. I suspect, however, that the practical purpose cannot be achieved if we fail to introduce some cultural aspects of the linguistic community where the target language is used, for example.

I am also of the opinion that we should introduce both practical and educational sides of English teaching into a single classroom practice if we intend to realize them at all. I know it is a very difficult and complicated task, since in the teaching-learning situation we are faced with the problems of motivation, mental abilities and disabilities, interference from the Japanese language and its culture, language activities, drilling, audio-visual aids, teacher-student relationship, classroom atmosphere, and so on. Furthermore, the specialists in various related fields have advocated what are called new methods or theories, which may put teachers of English in great trouble. In spite of all these difficult problems, we should somehow carry on our daily instructions.

I have designed a lesson of 50-minute length, trying, on one hand, to reconcile the practical and educational purposes of English teaching, and to pay as much attention as possible to the technical and psychological problems, on the other. In designing the plan, I have not limited myself to any particular theory or method of English instruction. For, to the best of my knowledge, every effective method and technique should be employed and incorporated into one lesson.

This teaching plan, therefore, is intended to picture

to myself a model on which I can stand in conducting the teaching of English as a foreign language.

THE TEACHING PLAN FOR THE SECOND YEAR CLASS OF JUNIOR HIGH SCHOOL

1. Text

New Horizon English Course; Part 2

(The authorized textbook published by Tokyo Shoseki)

Lesson 5: What Did You Do Yesterday ?

Section 1 (pp. 17-18)

Teacher: Where did you go yesterday, Mary ?

Mary: I went to church with my parents in the morning. Then we went to see my grandmother and had dinner with her. We had a very good time.

Teacher: Does your grandmother live in this town ?

Mary: Yes, she does.

Teacher: Do you often go to see her ?

Mary: Yes, very often. And sometimes she comes to see us.

Teacher: What time did you come home last night ?

Mary: We came home about eleven.

(N. B.: new items underlined)

2. Aims

- (1) To familiarize the students with the past forms of *go, have, come*. (These are the first irregular verbs for the students. They are already familiar with the regular past forms and with the past forms of Be-verb.)
- (2) To let them communicate with one another by using the past tense.
- (3) To familiarize them with such new words and phrases as *church, town, see, last night, have a good time*.
- (4) To make the students good at reading the text.
- (5) To let the students get some cultural insight into Christian customs, and family system in

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- America and other English-speaking countries.
 (6) To make the students write short dialogues which contain the past tense.

3. Teaching Aids

- (1) Blackboard and chalk (2) Tape-recorder and recorded tape (3) Picture card (describing the whole story) (4) Flash cards (5) Over-head projector and transparencies (of the text and part of it; of the summary)

4. Activities and Underlying Ideas

TEACHER (T = the teacher's words)	STUDENTS $\left(\begin{array}{l} C = \text{the whole class} \\ S_1, S_2, \dots = \text{individual} \\ \text{students} \end{array} \right)$	UNDERLYING IDEAS
<p>1) Greeting</p> <p>T: Good morning (afternoon), everyone. How are you, S₁ ? I'm very well, thank you. O.K! Let's begin.</p> <p>2) Review of the previous lesson</p> <p style="text-align: center; border: 1px solid black; display: inline-block; padding: 2px;">5 minutes</p> <p>T: [to S₁] Did you study English yesterday? [to Class] Did S₁ study English yesterday ? [to S₂] Did you watch television yesterday? What did you do after dinner ?</p> <p>[to C] Did S₂ watch television yesterday ? What did he/she do after dinner ? [to S₃] Did you play baseball last Sunday ? Where did you play ? [to C] When did S₃ play baseball ? Where did he play ?</p> <p>T: [in Japanese to Class] All right. This time, ask questions to each other in English. Begin!</p> <p>(While the students are practicing, the teacher goes around to check the students' English.)</p> <p>3) Presentation of the new grammatical points</p> <p style="text-align: center; border: 1px solid black; display: inline-block; padding: 2px;">15 minutes</p> <p>T: Did you stay home last Sunday, S₁ ? S₂, did you stay home, too ? Where did you go last Sunday ?</p> <p>T: O.K. Say, <i>went, went</i>. (Clearly) T: Now, let's practice. (Showing a flash card of <i>went</i>) Say <i>went</i>, everyone. Once more.</p>	<p>C: Good morning, Mr. Miyata. S₁: I'm fine, thank you. And you?</p> <p>S₁: Yes, I did. C: Yes, he/she did. S₂: No, I didn't I studied Japanese and then listened to the radio. C: No, he/she didn't. He/She studied Japanese and . . .</p> <p>S₃: Yes, I did. I played near my house. C: He played baseball last Sunday. He played near his house.</p> <p>$\left(\begin{array}{l} \text{Students sitting side by side} \\ \text{make questions and answer them} \\ \text{by turns.} \end{array} \right)$</p> <p>S₁: Yes, I did. I stayed home. S₂: No, I didn't. I, <i>went, went</i>. I went to Sakae.</p> <p>C: <i>went</i> <i>went</i></p>	<p>To make the good atmosphere for English learning.</p> <p>As the students are expected to be at home in using the already learned patterns, this is done orally by questioning-answering either between the teacher and one of the students or between the students.</p> <p>As the students are already familiar with regular verbs, the only point the teacher should make is that the past forms of <i>go, have</i> and <i>come</i> are <i>went, had</i> and <i>came</i> respectively.</p>

TEACHER (T = the teacher's words)	STUDENTS (C = the whole class S ₁ , S ₂ , . = individual students)	UNDERLYING IDEAS																												
<p>S₃, please. S₄, you try. Class! T: S₂ went to Sakae last Sunday. Once more. T: [to S₂] Where did you go last Sunday? [to S₅] Where did you go last Sunday? [to S₆] Where did you go last Sunday?</p> <p>T: [in Japanese to Class] Now, have pair-talking among you.</p> <p>(The same kind of practice using <i>had</i> and <i>came</i>.)</p> <p>T: [in Japanese] What are the points today? Do we use <i>went</i>, <i>had</i> and <i>came</i> in questions? All right. Then let's have more practice.</p>	<p>S₃: <i>went</i> S₄: <i>went</i> C: <i>went</i> C: S₂ went to Sakae last Sunday. S₂ went to Sakae last Sunday. S₂: I went to Sakae. S₅: I went to the library. S₆: I went to the park.</p> <p>S_n: Where did you go last Sunday? S_m: I went to —.</p> <p>C: [in Japanese] The past forms of <i>go</i>, <i>have</i> and <i>come</i> are <i>went</i>, <i>had</i> and <i>came</i> respectively. C: No, we don't. We use <i>go</i>, etc.</p>	<p>Presentation is done orally and situationally, though the words <i>went</i>, <i>had</i> and <i>came</i> are presented and practiced visually, too.</p> <p>The students might easily ask questions and answer them by transferring what they have already learned about regular verbs.</p> <p>The students are expected to induce grammatical points.</p>																												
<p><u>Substitution Drill</u></p>																														
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">I</td> <td style="width: 15%;">go (es)</td> <td style="width: 40%;">to school</td> <td style="width: 30%;">every day</td> </tr> <tr> <td>We</td> <td>went</td> <td>to Sakae to the zoo</td> <td>day</td> </tr> <tr> <td>Tom</td> <td>come (s)</td> <td>home at six</td> <td>on</td> </tr> <tr> <td>Mary</td> <td>came</td> <td>to our home</td> <td>Sunday</td> </tr> <tr> <td>Mr. Miyata</td> <td></td> <td>to my town</td> <td>yesterday</td> </tr> <tr> <td>They</td> <td>have, has</td> <td>dinner with us</td> <td>last</td> </tr> <tr> <td></td> <td>had</td> <td>lunch in the park</td> <td>Sunday</td> </tr> </table>	I	go (es)	to school	every day	We	went	to Sakae to the zoo	day	Tom	come (s)	home at six	on	Mary	came	to our home	Sunday	Mr. Miyata		to my town	yesterday	They	have, has	dinner with us	last		had	lunch in the park	Sunday	<p>C: I go to school every day. I went to school yesterday. Tom went to school yesterday. Tom went home at six yesterday. Tom came home at six yesterday. Mary came home at six last Sunday. Mary came to our home last Sunday.</p>	<p>Substitution drills are given to call automatic response.</p> <p>If the teacher finds the students good at this, he may have the students do transformational practice.</p>
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<p>4) New Words and phrases 3 minutes</p> <p>T: (Showing a flash card of <i>church</i> to Class) Say, <i>church</i>. Once more! Again! Mary went to church last Sunday. Class!</p> <p>(Showing a flash card of <i>town</i>) <i>Town</i>. Once more! They came to our town yesterday. Class!</p> <p>(Showing a flash card of <i>night</i>) <i>Night</i>. We had a party last night. Everyone!</p> <p>(Showing a flash card of <i>see</i>) <i>See</i>. She came to see me yesterday.</p>	<p>C: <i>church, church,</i> Mary went to church last Sunday.</p> <p>C: <i>town, town,</i> They came to our town yesterday.</p> <p>C: <i>night, night,</i> We had a party last night.</p> <p>C: <i>see, see,</i> She came to see me yesterday.</p>	<p>The new words and phrases are learned orally.</p> <p>Flash cards are used as visual aids.</p>																												

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<p>T: Now, listen to the tape and repeat. (Showing the flash cards to the class)</p> <p>5) Hearing the whole text & Comprehension 5 minutes</p> <p>T: Look at the pictures and listen to the tape. (Starting the tape and showing the picture card) Listen once more.</p> <p>T: Now, answer my questions in English (to the class first, and after some pause appointing one student)</p> <p>(i) Where did Mary go yesterday ? (ii) After that, where did she go ? (iii) Does her grandmother live in the same town ? (iv) How often does Mary see her grandmother ? (v) What time did Mary come home ?</p>	<p>(Repeat after the tape, seeing the flash cards the teacher shows them.)</p> <p>(Listen to the tape, with the aid of pictures: a picture of the church and Mary with her parents, of dinner at Mary's grandmother, of home and the time of coming home.)</p> <p>S₁: She went to church. S₂: She went to her grandmother's home. S₃: Yes, she does. S₄: She often sees her. S₅: She came home about eleven.</p>	<p>The whole text is first given by the tape. The students listen to the tape without looking at the textbooks. They look at the related pictures on the picture card, instead.</p> <p>Then the questions are asked concerning the story and individual students answer them. This is done to see whether they have understood the story or not, so that grammatical mistakes are allowed and short answers are enough.</p>
<p>6) Reading Practice & Further Comprehension 10 minutes</p> <p>T: Open your textbooks to page 17. Listen to the tape again. Repeat after me.</p> <p>T: What does "We had a very good time" mean in Japanese ? [in Japanese] [in Japanese] Complete "Yes, very often".</p> <p>T: Now, read the text after the tape. Practice reading the text by yourself. [in Japanese] Make pairs and speak as Teacher or as Mary.</p> <p>T: [in Japanese] All right. I'll speak as Teacher, so S₁, you speak as Mary. Next, S₂, you speak as Mary. S₃, you speak as Teacher. S₄, you speak as Mary.</p>	<p>(Open the textbooks and listen to the tape. They are told to find the natural intonation and rhythm.) (Repeat after the teacher.)</p> <p>(S₁ may give the Japanese translation.) S₂: Yes, I go to see her very often.</p> <p>(Repeat after the tape this time.) (Practice themselves. They are encouraged to read loud.)</p> <p>(Students sitting side by side) (practice reading together.)</p> <p>(S₁ reads the lines of Mary's. Then S₂. They are told to speak without looking at the textbook after they have recognized the sentences to say.)</p> <p>(S₃, S₄ and other pairs do this.)</p>	<p>The students open their textbooks here, and practice oral reading. The tape is used.</p> <p>Some sentences are translated into Japanese so that the students may get the clearer meanings.</p> <p>The text is in the form of dialogue. So, Role-Playing Method is employed.</p> <p>The first stage of oral reading is gradually changed into speaking. The sentences are thus, hopefully, memorized.</p>
<p>7) Christian customs and Family system 5 minutes</p> <p>T: Did Mary go to church on Saturday ?</p>	<p>S₁: No, she didn't.</p>	<p>Cultural insight is one of the major objectives. This may be called Anthro-</p>

TEACHER (T = the teacher's words)	STUDENTS (C = the whole class S ₁ , S ₂ , . = individual students)	UNDERLYING IDEAS
<p>When did she go to church, then ? That's right. I'll tell you a little about Christian customs. (explain about Christian customs in Japanese)</p> <p>T: Do you have a grandmother, S₁ ? Does your grandmother live with you ? Do you have a grandfather, S₂ ? Does he live with you ? Where does he live, then ? Does Mary's grandmother live with her? Does she live with Mary's uncle ? O.K! I'll tell you a little about family system in America and other countries. (Explanation in Japanese)</p>	<p>S₂: On Sunday.</p> <p>(The students get some information about Christian customs.)</p> <p>S₁: Yes, I do. Yes, she does.</p> <p>S₂: Yes, I do. No, he doesn't. He lives with my uncle in this city.</p> <p>S₃: No, she doesn't.</p> <p>S₄: I don't know.</p> <p>(They find the difference existing between the two cultures.)</p>	<p>logical Approach and the same as "Contextual Orientation" which C.C.Fries mentioned.</p> <p>Japanese is used when the teacher explains.</p> <p>The students are motivated to compare their own culture and the culture in English-speaking society.</p>
<p>8) Summary 5 minutes</p> <p>(Showing the students the sentences which don't have <i>went</i>, <i>had</i> or <i>come</i>; with the aid of O. H. P.)</p> <p>T: Write the whole sentences in your notebooks, adding proper words in blanks. [in Japanese] (After some time)</p> <p>T: [in Japanese] S₁, S₂, S₃, write the words you have added on the blackboard. (Check the spellings) (Showing the class the whole text with the aid of O. H. P.)</p> <p>T: Read the text aloud.</p> <p>(Masking the important part of the text)</p> <p>T: Read the text aloud again.</p> <p>(Masking more, leaving about half of the text visible)</p> <p>(Showing the picture card used before)</p> <p>T: [in Japanese] Reconstruct the story as much as you can. You try, S₁ . S₂ S₃</p> <p>T: Do you have any questions ? (if any, answer them in Japanese)</p>	<p><u>TP</u></p> <div style="border: 1px solid black; padding: 5px;"> <p>1 Where did you go last Sunday? I _____ to church last Sunday.</p> <p>2 What did you have for dinner last night? We _____ Sukiyaki last night.</p> <p>3 What time did you come to school this morning ? I _____ to school at eight.</p> </div> <p>(The students write the whole sentences in the notebooks. Three students write on the blackboard the words they have added.)</p> <p>(The class read the projected text.)</p> <p>(The class read the masked text together. When they cannot read in natural speed, they are required to say that part again. Individual students are sometimes asked to read alone.)</p> <p>(Individual students are asked to tell the story either using the words in the text or using their own words. The class will help them if they make mistakes.)</p> <p>(Some may ask questions in Japanese)</p>	<p>The points to be mastered are examined and consolidated in various ways.</p> <p>Writing practice is done here.</p> <p>The students are here asked to complete the sentences. (Cloze Reading).</p> <p>This is Reproduction Exercise with pictorial aids.</p>

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<p>9) Assignment</p> <p>(a) Exercise A of the textbook, p.21</p> <p>(b) Write a dialogue which has <i>went</i>, <i>had</i> or <i>came</i> in it.</p>	<p>(Four pictures given; oral composition using the past forms learned. The students are also told to write the sentences in their notebooks.)</p>	<p>Assignment is usually given to have the students review what they have learned in class.</p> <p>Writing skill is most emphasized to reinforce the subject-matter.</p>
<p>10) Greeting</p> <p>T: See you tomorrow.</p>	<p>C: See you tomorrow.</p>	