Lesson 1  
Teaching Procedure

「コミュニケーション英語基礎」

Just Like Me

[Allotment]

1. Orientation for English lessons （This precedes the teaching with the text.）
   - Introduction of the material
   - Using the supplementary handout, the teacher explains idioms, phrases and structures covered in the text, and does a pronunciation check of the example sentences.
   - Have students become accustomed to the usage of the expressions in the handout.
   - Students’ silent reading of the text
   - Reading of the text and pronunciation check
   - Have students guess the content with the teacher's assistance.
   - Explanation of the content by the teacher
   - Chorus-reading of the text

〈1st to 2nd period〉

Ⅰ. Orientation for English lessons 〔高校の英語の授業に向けてのオリエンテーション 〕

※ The teacher tells students about the English lessons they are to take; how it differs from lessons in junior high school and about what students are expected to do in class [i.e. the rules for English lessons]

【＊このオリエンテーションにあたっては、ゆっくりと英語で説明した後に、生徒全員にしっかりと理解させるために日本語で再度、説明する。】

High school English lessons are different from the lessons at junior high school. We listen and talk. We talk and listen. (←Say these using gestures.) Of course constantly thinking and guessing what the teacher and friends are trying to say. In high school, English lessons are taught in English. Other than this, there are some rules you students have to keep in mind. (The teacher writes the rules below on the blackboard or gives out the rule sheets.)

○the rules for English lessons

1. If you are asked a question, answer the question. Before you give up and say "I don't know" or "I don't understand," say "Please say it again," or "Will you speak more slowly?" or "Will you rephrase the question?" Then, the teacher will help you.

2. When you speak English, communication comes first. Perfect grammar comes last!

3. Don't be afraid to make mistakes! Everybody makes mistakes when they try.

4. Help your friends when they need help. You will work together and help each other in English lessons.

※ Regarding the students’ lesson preparation, encourage students to check out supplementary handouts prior to each lesson. Please discourage translation of the text, for the emphasis of instruction is on having students guess the content without thinking in Japanese. 【＊授業の予習については、supplementary handout のみを課し、本文の予習はさせない。教科書本文は授業の中で初見で読ませる。】

Ⅰ. Introduction of the material 〔教科書本文の内容紹介〕

A lot of people live in the world. In many different places. Some people live in cities, some people live in mountains and some people live by the sea. (インタラクション) Where do you live? (Ask.) Do you like your hometown? By the way, do you have friends outside of Hokkaido? (Ask and try a little interaction.) Does anybody have friends in foreign countries? Where does he (or she) live?

All right. In this lesson we will read about the lives of people living in different countries.

Ⅱ. The teacher explains the expressions covered in the text. (using a supplementary handout)

Take out your supplementary handout. (Give instructions using gestures.) I’m going to read the example sentences aloud. Everybody repeat after me. (The teacher model-reads the example sentences and has students repeat several times, checking the pronunciation of the new words in the sentences.)

【supplementary handout を使って、本文中の重要表現を示し、例文をコーラスリーディングで音読する。発音指導も行う。】
The expression in Line 1 "in other lands and across the sea." (Just read the example sentence aloud and have students follow you.)

The next expression "in many ways." (Same as above.)

Next, "be just like somebody." (After the chorus-reading, have students make one sentence using this expression.) (作文) Now, make one sentence using this expression. (Give time and pick some students for oral presentation. Don't forget to give them words of encouragement.) Good. Good job!

III. Students' silent reading of the text  （ここで初めて生徒は本文を読む。（本文の予習は禁止している））
〈Give students 3 minutes to read and understand the passage. Students are allowed to refer to the supplementary handout.〉
（黙読の時間を3分与える。supplementary handout は見てもいいが、辞書は使わせない。）

You have 3 minutes. Read the passage silently. You can refer to the supplementary handout.

IV. Reading of the text and pronunciation check  （本文の音読と発音指導）
〈Have students chorus-read the passage after the teacher, occasionally stopping for a pronunciation check.〉

Now, I'll read and you repeat after me.

V. Have students guess the content with the teacher's assistance.  
Explanation of the content by the teacher  （The teacher helps students better understand the content by rephrasing the sentence, giving specific examples, or asking answer-inducing questions.）
（想像しながらの内容理解を助けるために、教師は、文を言い換えたり、具体例を示したり、「答えを引き出す質問」等をしながら授業を進める。）

First, take out your supplementary handout. （Wait until all the students have it on the desk.） In the textbook, you can find the expressions we previously checked in the supplementary handout. Underline these expressions in the textbook with the highlighter. （←Give these instructions in Japanese! Give 3 minutes for this.）

〈● ここからの太字部分は、教科書本文〉

Now, let's read the story. （From here on, go on as you slowly read the text passage aloud, occasionally stopping for Q&A and a little interaction.） In other lands and across the sea, I have friends. This means "in foreign countries, I have friends. In many ways, they are just like me. Look at your Supplementary Handout. （Give time.） In Kenya, Kimane goes to school. I go to school, too. In Mexico, Miguel goes to the market. I go to the market, too. In Vietnam, Hanh works for her family. I work for my family, too.

I know you understand this part. In other lands and across the sea, I have other friends. In what ways, are they just like me? In many countries in the world, I have friends. "In what ways" means ; （Write 「in what ways = どんな点で」 on the blackboard.）
In what ways are they just like me? （Ask.） Yes. They go to school. They go to the market. They work for their families. Just like you! Let's go back to the Supplementary Handout. Look again at the last expression "be just like somebody." Everybody wrote a sentence using that expression a little while ago. （インタラクション） Let me ask you one more question about what you wrote. In what ways are you just like ～? （←Use Japanese when this instruction doesn't seem to be understood.）

VI. Chorus-reading of the text  （本文のコーラスリーディング）
〈Students chorus-read, following the teacher.〉