Lesson 5  Teaching Procedure

Soccer Balls to Afghanistan

[Allotment]

・ 1st to 3rd period
  1. Introduction of the material
  2. Using the supplementary handout, the teacher explains idioms, phrases and structures covered in the text, and does a pronunciation check of the example sentences.
  3. Have students become accustomed to the usage of the expressions in the handout.
  4. Students' silent reading of the text
  5. Reading of the text and pronunciation check
  6. Have students guess the content with the teacher's assistance.
  7. Explanation of the content by the teacher
  8. Chorus-reading of the text

< 1st to 3rd period >

I. Introduction of the material  （教科書本文の内容紹介）

Afghanistan is a country. Does anybody know where Afghanistan is? (Find a volunteer.) Does anybody know the countries near Afghanistan? (Keep nominating students until you get to the answers.) Yes. Pakistan, Iran and India are the countries near Afghanistan. Tell me anything you know about Afghanistan? What do you know about the country? (Ask.) Yes, war. Check the word "war" in the dictionary. (Give time.) There was a war in that country. In some parts of the country there is still a war going on. People are still fighting. In this lesson we will read the report from two Japanese college students. They started a project to help children in Afghanistan. What did they do? Let's read and check it out!

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

Take out your supplementary handout. I'm going to read the example sentences aloud. Everyone 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.)

Look at the expression "all over Japan." (Read the example sentence aloud and have students follow you.)

The next expression "try ~ ing." (After chorus-reading example sentences, have students check the differences in meaning between the two similar expressions.)

Turn to the expression "at first." (Just follow the reading procedure.)

Next. "be excited." (Same as above.)

Next. "It takes --- to ~." (After the chorus-reading, pick some students and ask the following questions.) Where do you live? How do you come to school in summer? How long does it take to walk (bike) to school? How long does it take to come to school by bus?

(As for the next three expressions "day and night,""We made it!" and "donate A to B," just follow the reading procedure.)

Now, look at the box in the handout. (→ Say this pointing to the box.) (文 法) You have 4 minutes for silent reading. Try to understand the rule for these expressions. (この文法は日本語で説明してもよい。) (When the time is up, chorus-read the example sentences.)

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.)

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

IV. Reading of the text and pronunciation check  （本文の朗読と発音指導）

(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 dealt with in the supplementary handout. Underline these expressions in the textbook with a highlighter. (Give 5 minutes.)

[● 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 August, 2002, about 170 students came from all over Japan to Karuizawa. We gathered to try making soccer balls.

At first all of us were excited, but it wasn't easy to make soccer balls. It took seven hours to make one ball. We worked day and night, and finally made 500 balls. We all shouted, "We made it!" We visited elementary schools in Afghanistan and donated the balls to the schools. Is this part understood? Most of the expressions explained in the handout are in this passage.

Turn to the next page. At first, the children looked nervous, but when we showed them the balls, they gave us big smiles. It was like a magic! We couldn't understand their language, but we could play soccer and smile with them. Check the word "nervous" in the dictionary. (Write the word "nervous" on the blackboard and give time.) Do you know why the children looked nervous at first? (Ask.) Maybe because they didn't know what was going to happen. Or maybe they hadn't seen Japanese people before.

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.)