

Planning a lesson

Teach English 8

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今日のポイント

- 1レッスンの Lesson Plan を作るための基礎知識
- レッスンの目標
- レッスンのステージ
- Lesson Plan のいろいろ

Teacher's notes [guide]

1 Using the teacher's notes

Does your textbook have teacher's notes?
If so, look at the notes for one lesson.

Do the notes clearly tell you:

	Yes	No
a) the aims of the lesson?		
b) what language is taught in the lesson?		
c) the main stages of the lesson?		
d) how to teach the lesson?		

2 Aims of the lesson

- A. Here is part of a first year lesson. Students ask and answer questions from the table, then ask other questions.

When do you	get up? eat breakfast? wash?	In the morning. In the afternoon. In the evening. At night.
When does your friend	go to school? finish school? go to bed? sleep?	
When do you clean your teeth? meet your friends? play games? learn English?		

(adapted from
Welcome to English
Book 1: M. Bates
and J. Higgins)

What seems to be the *aim* of the lesson?

3. Three different teachers are about to teach the lesson. Compare their comments.

‘What are you going to teach today?’

Teacher A:



We're doing Lesson 15.
It's question and answer practice
using a substitution table.

Teacher B:



We're going to practise
present simple questions with
'When . . .', and time expressions.

Teacher C:



We're going to practise asking
and answering questions using the
present simple, so that students learn
to talk about everyday activities and
when they do them.

Which teacher has the clearest idea of the *aim* of the lesson?

Three teachers' comments

- Teacher A: レッスンの目標をほとんど考えていない。ただ「教科書の中の1レッスン」をやる、という見方しかしておらず、文法事項も意識していない。
- Teacher B: どのような言語材料が扱われるか、という意識は持っている。
- Teacher C: もっとも明確な目標意識がある。どのような言語材料を教えるかだけでなく、レッスンが終わって「学生が何をできるようになるか」という視点から目標を見ている。

Aims of the lesson

- **Topic:**
「色の名前について学ぶ」、「服を買うときの表現を学ぶ」、etc.
- **Structure:**
「現在進行形を用いて進行中の動作を記述する」、
「be going to を用いて未来の計画について話す」、etc.
- **Skill:**
「機械を使うための操作マニュアルを理解する (reading)」、
「結婚について自由に意見を述べる (spoken interaction)」など

Language

- そのレッスンでどのような言語材料が教えられるかを確認するのは重要。その際、以下のことに留意する:
 1. New vocabulary: すべての語彙が重要なわけではない。
 - a. 「使えるようにすべき語」(active vocabulary)
 - b. 「意味だけわかればいい語 (passive vocabulary)」を分ける。
 2. Structures:
 - a. 新しく導入する structure はきちんと導入と練習の時間をとる。
 - b. レッスンでそれ以外に取り上げたい structure (既習事項でも再度復習や使う機会を与えたいもの)を確認しておく。

Skills

- レッスンで特にトレーニングさせてあげたい技能を考慮する:
 - a. speaking / listening / reading / writing
 - b. 2つ以上のスキルを組み合わせで「統合的な活動」を考えるのもよい

CAN-DO

- 新しい外国語教育の流れ
- 「ことばを使って何ができるか」を表した能力記述文
 - 文法の目標: to 不定詞の名詞用法 → 表現として何ができるか不明
 - 「自分のしたいことを want to, would like toなどを使っていえる」
→ より目標がコミュニケーションの場面や状況にそった具体的なものになる
- ヨーロッパ言語共通参照枠(CEFR)の内容の根幹

3 Stages of the lesson

1. Two teachers describe lessons they gave. For the first one, match the description with the lesson stages in the box.

'Well, first we talked a bit about deserts, and what it's like to travel across a desert. Then we read a text about an explorer who's crossed every desert in the world, and the students answered questions on it. In the text, there were several examples of the present perfect tense; I wrote some of these on the board, and I gave a few more examples orally. Then we did a grammar exercise in the textbook. After that, I asked students to make up their own questions using "Have you ever . . .?", to ask each other.'

1. Introduction.
2. Reading.
3. Presentation.
4. Practice.
5. Production.

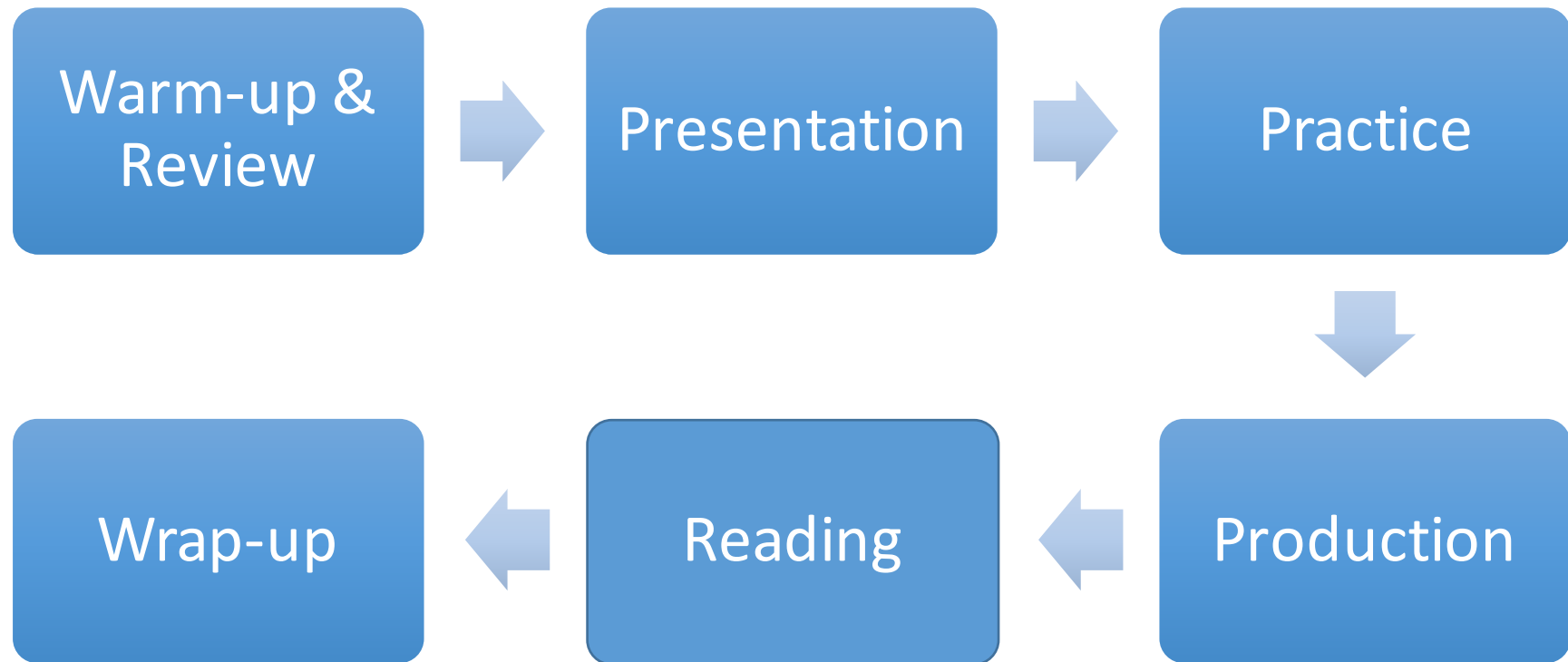


2. Now write the stages of this teacher's lesson in the box.

'First we reviewed words for clothes, which the students had learnt last week, and then I taught them adjectives to describe materials (woollen, cotton, leather, etc.), and wrote them on the board. Then we looked at some pictures of people in the textbook, and they made sentences about them ("She's wearing a green cotton dress"). Then I asked them to write a few sentences about themselves, beginning "Last weekend I was wearing . . ." After that we read a text in the book about clothes people wear in different countries.'

1.
2.
3.
4.
5.

Stages of a lesson



STAGES OF THE LESSON

- 1つのレッスンですべてのステージを含むとは限らない
- ステージは必ずしも順序が固定しているわけではない：
 - 普通：Presentation – Practice – Production
 - ただ、Presentation – Practice を複数項目について行い、最後に Production ということもありえる（Pre1 – Pra1 - Pre2 – Pra2 – Pro）
- ステージはオーバーラップすることもある

Classroom English to introduce each stage

- Introduction:
- “Today, we’re going to talk about clothes. We’re going to say what clothes people are wearing. Then you’re going to write about your own clothes. And at there’s time, we’ll read something about clothes as well.”

Classroom English to introduce each stage

- REVIEW:
 - “Do you remember last week’s lesson? We learnt some words for clothes. Can you remember them?”
- NEW WORDS:
 - “Now let’s learn some new words. Here are some clothes. What are they made of...?”
- PRACTICE:
 - “Let’s practice talking about clothes. Look at the picture on page 93.”
- READING:
 - “Now, we’re going to read about other countries. First, look – here are three countries (writing on board). Where are they?”

4 A lesson plan

Here is the lesson plan the teacher made for the second lesson in Activity 3. The teacher's notes accompanying the textbook only gave the most basic information, so he added several ideas of his own. Which parts do you think he added himself? How do they improve the lesson?

LESSON 16

Aim To practise talking about clothes, materials + colours.

New vocab. Adjectives: woollen, leather, cotton, nylon, plastic.

Structures Present continuous: ... is wearing... (revision).

1. Review Show pictures of clothes. Ss give words: coat, hat, shirt, trousers, etc.
2. Presentation Show objects made of wool, leather, plastic, etc.
Present new adjectives. Write them on the board.
3. Practice 1) p. 93 Ss look at pictures and make sentences
e.g. 'She's wearing a green cotton dress'.
2) Pairwork. A: What's she wearing?
B: She's wearing a green cotton dress.

4. Writing 1) Write on board: 'Last week-end I was wearing...'

Ss write sentences about themselves.

2) Collect about 10 students' papers. Read them out.
Others guess who wrote them!

5. Reading 1) Write on board:

Peru
Sudan
Pakistan

Ask: Where are they?

What's the climate like?

What do people wear there?

2) Ss read text p. 94 silently, and find answers to
guiding questions.

3) Ask and answer questions p. 94.

なぜレッスン・プランを書くのか？

- レッスンを準備する助けになる
 - 具体的に何をして、何を言うのか、を考えられるように作る
 - 基本的にレッスン・プランは「よい授業をするために自分のために作る」
- レッスンの後にプランを見て、評価することができる
 - 「研究授業」など、人に見せるためのプランというものもある
 - 自分の授業の目的、意図、授業計画を具体的に伝えるように書く
- レッスン・プランを保存しておいて、次の機会に再利用できる

いろいろなレッスン・プラン

- 中学・高校別にレッスン・プランを見せます
- 参考に zip ファイルにして、ダウンロードできるようにします：

Google「投野 授業」でHPに行けます
英語科教育法のページに貼っておきます