

ORAL COMMUNICATION  
Revised **EXPRESSWAYS I**  
Standard/Advanced Editions

# My Teaching Plans

——ネイティブが提案する指導案——

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**Revised EXPRESSWAYS I Standard Edition**

by Thomas E. McCarthy

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**Lesson 1 Introductions & Greetings**

TT = teachers (either teacher or both) Ss=students

	Page	Person	Activities	Ideas / Suggestions	Time
		JTE	Greets Class & introduces ALT.		5 min.
		ALT	Responds.		
		TT	Checks names.	Ss respond "Here!" or "Present!"	
		Ss	Respond in English.	Write this on the board and ALT can point whenever a student uses Japanese.	
Main Dialog & Comprehension	6	TT	Model the main dialog using own names.	Use a picture from a magazine to represent the person being introduced.	10 min.
		Ss	Copy the main dialog into their notebooks.		
		TT	Plays the main dialog on the CD.	Ss chorally repeat. Together first, then half of the class is A and the other half B.	
		TT	Plays Comprehension questions.	Solicit answers before listening.	
Listening Practice		TT	Plays the CD.	Use a remote control if possible.	5 min.
		Ss	Choose answers.	Enlarge the pictures on a copying machine, cut out and display them on the board with magnets.	
		TT	Check answers with ss.	"(Student's) name, which letter did you write for number 1?"	
Speaking Practice	7	TT	Play the CD.		10 min.
		Ss	Chorally repeat.	Assign roles of A, B, and C to parts of the class.	
		Ss	Write one of the dialogs in their notebooks.		
		TT	Divide the class into groups of three.	"Please push your desks together."	
		TT	Circulate around the class observing and helping.	Don't join a group. Teachers need to be mobile.	
		Ss	Groups can model in front of the class.	Ss can pretend to introduce their favorite idol to a classmate.	
Communication Goal		TT	Play the CD.		15 min.
		ALT	Models self-introduction.		
		Ss	Prepare and present self-introductions.	They should write these in their notebooks, perhaps as homework if time doesn't permit.	
		TT	Ask follow-up questions to the students' introductions.		
		TT	Conclude the class and say good-bye.	"That was fun. See you next time."	5 min.

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**Lesson 7 Weekend Plans**

Day 1

**Greetings and Review**

5 min. Greet Class and take attendance. Review previous lesson(s).

**Main Dialog (page 22)**

15 min. Introduce the main grammar points: (be) going to...

*Note: "Will" denotes an unplanned future action. "Be going to" implies planning and commitment, e.g. I'll get it. (The phone is ringing.) / We're going to get married.*

Teachers model the dialog 1x, then again with their own names and information. Ss copy the main dialog into their notebooks. A teacher writes it on the board. Elicit the meaning of each sentence in Japanese from ss. The teacher circles blocks of meaning on the board.

e.g.:

[what are you] *question* [going to do] *future* [this weekend] *time*.

[I'm] [going to] [play tennis] [with my friends] [on Saturday].

Listen to the CD 1x again. Ss repeat.

Ss practice with a partner. Teachers circulate and listen.

**Comprehension (page 22)**

10 min. Ask ss to look at the Comprehension section. Elicit from ss which answers are possible, which are not likely to the questions (optionally, have ss write them in notebooks).

e.g.:

*Teacher:* Look at question A. What do you think the answer might be? Yes, I can see the word "Saturday" in the dialog. Let's listen to the question.

**Script:**

When is Aki going to play tennis?

Who's Aki going to play tennis with?

Who's going to take Tom driving?

**Listening Practice A (page 23)**

6 min. Ask ss what the people are doing in the pictures.

*Note: You may want to enlarge the pictures on a copying machine and display them. Write the English under each.*

Listen to the CD. Ask ss for answers. Expand/personalize by asking questions.

e.g.:

Are you going to go bowling this weekend?

Are you going to go swimming this summer?

Are you going to go cycling tomorrow?

**Listening Practice B (page 23)**

6 min. Ask ss what the people are doing in the pictures. Ask ss to guess what Jim's schedule will be.

Listen to the CD. Elicit answers from ss. Ask, "How many guessed them all correctly?" "How many got three right?" "How many got two correct?" "How many got one right?"

**Consolidation and Review**

8 min. Ask ss to think about what they will do this weekend. Write on the board, "What are you going to do this weekend?" Have ss ask the person to their left, to their right, in front of them, behind them. Have all the students stand up. ALT asks,

"What are you going to do on Saturday?"

"What are you going to do on Sunday?"

"What are you going to do on this weekend?"

When a student answers, he/she may sit down.

## Day 2

### Greetings and Review

5 min. Greet Class and take attendance. Review the previous material. Listen to Main Dialog and Listening Practice on the CD.

### Speaking Practice A 1 (page 24)

10 min. Write the verbs on the board:  
read, go, watch, listen, practice

Teachers model the dialog using their own information. JTE elicits from ss the meaning in Japanese. Listen to the CD and chorally repeat (*you can divide the class into A and B parts*). Ss write one example in their notebooks and practice with a partner. Teachers circulate and help.

*Note: For noisy classes, you can call on ss randomly to perform the dialog from their desks. Wait for the class to quiet down before allowing the (standing) students to begin.*

### Speaking Practice A 2 (page 24)

10 min. Write the past tense forms of the verbs on the board:  
read, went, watched, listened, practiced

Teachers model the dialog using their own information. JTE elicits from students the meaning in Japanese. Listen to the CD and chorally repeat (*you can divide the class into A and B parts*). Ss write one example in their notebooks and practice with a partner. Teachers circulate and help.

### Speaking Practice B (page 24)

7 min. Write the target sentence on the board:  
\_\_\_\_\_ is going to take me \_\_\_\_\_ tomorrow.

ALT gives an example. JTE elicits from ss the meaning in Japanese.

Listen to the CD and chorally repeat (*you can divide the class into A and B parts*). Have ss write one example in their notebooks. Teachers circulate and help. Call on a few students to present.

### **Communication Goal A (page 25)**

8 min. JTE introduces the idea of follow-up questions:

What are you going to do? → Where? → Who with? (*One or two word questions are ok!*)

JTE & ALT give an example.

Listen to the CD. (*"Hints" come first.*)

Have ss work with a partner and create a conversation. Teachers circulate and help. Ask a couple of students to present their conversation. (*ALT may wish to add some follow-up questions.*)

### **Communication Goal B (page 25)**

10 min. Write on the board:

What did you do Friday evening / Saturday / Sunday ?

Listen to the CD.

Divide the class into small groups. Ss ask each other these questions and fill in the table with the answers their group members give. Teachers circulate and help. Ss present according to the example given at the bottom of the page. (*This is also a good homework assignment.*)

### **A Note About this Schedule:**

*In my real-life experience, the timing of these parts needs to be taken with a grain of salt. My typical two-day lesson goes like this:*

*Day 1: Review, Dialog, Listening Practice and Speaking Practice A.*

*Day 2: Review the Dialog, Listening Practice and Speaking Practice A. Speaking Practice B, Communication Goal, and start on the worksheet.*

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**Lesson 11 Directions**

Day 1

**Greetings and Review**

5 min. Greet Class and take attendance. Review previous lesson(s) “Fast Food, Hobbies.”

**Main Dialog (page 38)**

15 min. Introduce the main grammar points:

go straight, turn right/left, on your right/left

*Note: Try some TPR. JTE can ask ALT to do some things: “Go straight. Turn right. Go straight. Look for the book on your right.” Then switch, ALT gives JTE some commands and then the class.*

Teachers model the dialog 1x, then again with local information, i.e. an area convenience store.

Ss copy Main Dialog into their notebooks. A teacher writes it on the board. Elicit the meaning of each sentence in Japanese from ss. The teacher circles blocks of meaning on the board.

e.g.:

[Please] *permission* [tell me] *verb* [how to get to] *the way* [the Star Hotel.] *place*

Listen to the CD 1x. Listen again and ss repeat.

Ss practice with a partner. Teachers circulate and listen.

**Comprehension (page 38)**

10 min. Ask ss to look at the Comprehension section. Elicit from ss which answers are possible, which are not likely.

e.g.:

*Teacher:* Look at question A. What do you think the answer might be? Yes, I can see the word “Hotel” in the dialog. Let’s listen to the question.

Listen to the CD and check answers. (*Optionally, have ss write the questions in their notebooks.*)

**Script:**

- A. Where does Tom want to go?
- B. How many blocks does Tom have to go?
- C. Which way does Tom have to turn?

**Listening Practice A (page 39)**

6 min. Ask ss about the buildings in the picture.

- 1. Where do you go to see a movie? – *A theater.*
- 2. Where do you go to eat dinner? – *A restaurant.*
- 3. Where can you go to buy a small snack, candy or a soda? – *A convenience store.*

*(You may want to enlarge the map on a copying machine and display it. An OHP works well, too.)*

Listen to the CD. Ask ss for answers. Expand/personalize by asking questions: “What can you do at a restaurant?”

**Listening Practice B (page 39)**

6 min. Play the CD. Stop after each sentence and ask ss where Jim is now. (*The OHP works very well here.*)

**Consolidation and Review**

8 min. Ask ss to practice the dialog on page 38 again. Ask ss to use the map on page 39 to give simple directions.

## Day 2

### Greetings and Review

5 min. Greet Class and take attendance. Review the previous material. Listen to Main Dialog and Listening Practice on the CD.

### Speaking Practice A 1 (page 40)

10 min. Write the conversation on the board. Ss write it in their notebooks.

Listen to the CD and fill in the blanks. Listen again and chorally repeat. (*You can divide the class into A and B parts.*) Ss practice with a partner. Teachers circulate and help.

### Speaking Practice A 2 (page 40)

10 min. Write the conversation on the board. Ss write it in their notebooks.

Listen to the CD and fill in the blanks. Listen again and chorally repeat. (*You can divide the class into A and B parts.*) Ss practice with a partner. Teachers circulate and help.

### Speaking Practice B (page 40)

5 min. Write the target sentence on the board:

\_\_\_\_\_ is \_\_\_\_\_.

ALT reads the example. JTE elicits from ss the meaning in Japanese.

*Note: Write the names of the buildings on cards. Put these on the board with magnets as ss construct sentences. These visuals are very effective*

Listen to the CD and chorally repeat. Ss write examples in their notebooks. Teachers circulate and help. Call on a few students to present

### Communication Goal A (page 41)

10 min. JTE asks ALT directions to some buildings using the sample dialog. Write this on the board:  
Go along Ginza Dori for \_\_\_ blocks. Turn [right/left]. You can see \_\_\_ on the [right/left].

Listen to the CD. Ss practice with a partner and create a conversation. Teachers circulate and help. Have a few of students present their conversation. *(An OHP of the map on page 41 is very helpful.)*

### **Communication Goal B (page 41)**

10 min. Individual ss draw simple maps and explain how to get to local places. Teachers circulate and help. Ss present to their partner or to the class. *(This is also a good homework assignment.)*

## Day 3

### **Greetings and Review**

10 min. Greet Class and take attendance. Review the previous material. Listen to Main Dialog and Listening Practice on the CD. Ask ss to practice Speaking Practice and Communication Goals.

### **Extension Activity 1**

15 min. ALT describes how to get to some local places. Ss guess where ALT is describing. Then ss write the descriptions as a dictation activity. Next, ss each or in pairs, write out their own directions to local areas. Teachers circulate and help. Ss take turns presenting their work. The class guesses the location described.

*Option: Have all the students write out the directions given by the presenters. This encourages ss to listen carefully to their classmates.*

### **Extension Activity 2**

15 min. Following the same procedure as Activity 1, this time describe locations in the school building or even in the classroom.

e.g.: Go to Yuki's desk and turn right. At the second corner turn left. Who is on your right?

### **Review and Consolidation**

10 min. Begin the unit worksheet, especially the listening parts. Whatever is not covered in class can be assigned as homework.

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**Lesson 14 Pets**

First Hour (50 min.)

**INTRODUCING THE TOPIC (page 60)**

Students have their textbooks closed. Write the title of the lesson on the board. Tell the students they will talk about this topic today.

Also write the “phrasal preview” expressions on the board. Read the first expression and have students repeat it. Give an example from your own life “I am allergic to...” Also introduce “I’m not allergic to anything.” In pairs, have students use the expression. Call on each student individually for an example. If the student uses a word in Japanese, write the word in English on the board and ask the student to repeat and use the English word.

Read “He’s tiny and has big bug eyes.” Explain in English that “tiny” means “small.” Show the class a picture of a Chihuahua with “bug eyes” and a picture of a dog that doesn’t have “bug eyes” so that students can tell the difference. Point out that the Chihuahua has tan hair. Write “tan” on the board and explain that it’s light brown/caramel. Also show students a picture of a dog with a lean, muscular body and a dog with a “pushed-in face”. Write “lean,” “muscular” and “pushed in” on the board. Model pronunciation. (*You can find pictures on the Internet.*)

**STARTER (page 60)**

In preparation for the first listening, ask a student to read the English instructions and ask other students to read out the key word pairs. This will focus the students on the task to come. Play the CD and check the answers with a show of hands.

Repeat for the second listening.

## **DIALOG (page 61)**

Tell students to close their books. Tell them that you are going to read a conversation between Manabu and Kylie. Tell students to try to remember/catch some of the words and meanings. Read it once. Ask students to consult each other in pairs: what did they understand? Repeat the conversation once or twice. Students again consult with their partner. Elicit words or meanings from pairs and write it on the board to try and reconstruct the dialog. If the students give information in Japanese, write the English equivalent on the board.

*(This reconstruction exercise helps students focus on words and meanings. It is a rewarding challenge for students to try to catch or guess words and meanings. Students consult with a partner to compare their findings. It is fun to see what the other person has understood. They can then support each other and verify with each other. This gives them security.)*

Ask students to stand up, face their partner and open their textbooks. They decide who will be Kylie and who will be Manabu by *janken*. They practice and change roles.

For the second practice, ask students to NOT read but “look and say.” Demonstrate looking at the page briefly and saying their lines in a more natural way. They should make eye contact when “saying.” Always demonstrate.

## **CHECK FOR UNDERSTANDING (page 61)**

Write these new words on the board: “long-pointed nose,” “thin.” Explain in English by showing a picture or drawing on the board. If you have pictures, ask students: “Does this dog have a long-pointed nose?” “Does this dog have a thin face?”

Ask students to take turns reading from 1 to 4 in pairs. Listen to the CD. Check their understanding with a show of hands.

## **LESSON WRAP-UP**

Tell students to close their textbooks. In pairs, Students consult each other and write down the words that were used in the lesson today. Elicit from EACH pair and write their words on the board. You can add the words that they forgot.

Ask pairs to write a new dialog about their pets. They should use real information from their lives. Assign as homework. If possible students bring a picture of their pet to the next class.

### Second Hour (50 min.)

Give each pair time to practice the dialog they created, They will perform it by “look and say,” not read it.

Each pair stands up and performs. Point out good pronunciation, use of the words learned in the lesson or new words students decided to use in their dialog (*you can write them on the board*). Students show picture if they brought one. Give feedback in English: “Your dog doesn’t have buggy eyes,” “Your dog is really muscular,” etc.

#### **LISTENING PRACTICE (page 62)**

Ask a student to read the instructions in English. Tell students they should NOT look at the dialog on page 61. (*The contents between the dialog and the passage here may be a little different.*) Play the CD. Ask pairs to take turns reading from 1 to 5. Students compare their answers with their partners. Call on different pairs for answers. Ask each pair to do *janken*. The person who loses the *janken* gives the answer. Write the answers on the board.

#### **SPEAKING PRACTICE (page 62)**

Write these new words on the board from the speaking exercise; “expensive,” “to feed.” Explain the meaning in English and write it on the board. For example, “expensive” means it costs a lot of money and we use the word “feed” when we give food to an animal or a small child.

Ask a student to read the instructions in English. Ask a pair to stand up and demonstrate. Ask all students to stand up. Pairs face each other and practice 1, 2 and 3. They sit down when they are finished.

#### **COMMUNICATION TASK 1 (page 63)**

Ask students to look at the “For Your Information” box. They read it in pairs and each student highlights new words. Ask individual students to tell you a new word. Write it on the board.

Ask students to raise their hands if this is a new word for them too. Demonstrate the meaning and/or give the meaning in Japanese and/or give English synonyms. Practice pronunciation. Pairs ask and answer questions 1 and 2.

Call on two individual students to stand up and practice 1 or 2.

### **COMMUNICATION TASK 2 (page 63)**

Read through the “For Your Information” box. Students highlight new words. Elicit new words from them. Explain in English and/or Japanese.

Write the conversation question “Which are better pets, dogs or cats?” on the board. Introduce “I think, In my opinion, Yes, that’s right, I don’t think so, What do you think?”

Students form groups of three. If you have their names on small slips of paper, take three names out of the bag and say they are now a group and should sit together to talk about the topic. Continue until all the groups are formed. Students practice the group communication task for a few minutes.

Ask each group to perform.

### **LESSON WRAP-UP AND REFLECTION**

Each student writes a story about his or her ideal pet. Ask students to use as many words as they can from the lesson to describe their pet’s physical attributes and character.

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