Lesson Plan

Date January 2015
Objective 1st grade students
Language proficiency beginner/low

Place UCI

NEW CROWNED "We're Talking 4" lesson 4.

The initial subject

- Acquiring the expression of asking the price and explaining the price
- Acquiring the expression of calling a person

3. Standards of Evaluation about the subject

<table>
<thead>
<tr>
<th>Points</th>
<th>① Concern, Easiness and Attitude to Communication</th>
<th>② Ability of Expression of Foreign language</th>
<th>③ Ability of Understanding of Foreign language</th>
<th>④ Knowledge and Understanding about Language and Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation</td>
<td>Not being afraid of mistakes, being active about exercising the conversation.</td>
<td>Being able to speaking with no grammar mistakes and right pronunciation and intonation.</td>
<td>Being able to understanding new words and the context of the text.</td>
<td>Being able to writing the words and expression which students learn in this subject.</td>
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</tbody>
</table>

4. Frameworks about Instruction

(1) This subject

The expression which students learn in this subject is used frequently in the daily life. Understanding grammatically is important. However, I would like to make students feeling familiar to the expression, by letting them imagine the situation where the expression is used, have a feeling of being at a live performance and speak the expression many times.

With respect to grammar, they learned "be verb", "verb" and question sentences with "what" in lesson 1, 2 and 3. Because "We're Talking 4" includes "be verb" and "verb", students can review the expression used "be verb" and "verb".

(2) Materials

I would like to make materials which students review easily and with the materials students can understand their own achievement percentage.
We plan to teach all lessons (Lesson1 ~ Lesson9). We are talking (1) for a year. This subject is the basic one on the premise that students have already learned Lesson1 to Lesson3.

### Time (this lesson) | Main learning activity | Evaluation standard & Evaluation way
--- | --- | ---
The 1st lesson | Introduction: bingo, grasping the outline of the text/Development: exercise of the conversation about the key sentences, checking the meaning of new words and the text, memorizing the text (speaking)/Summary: answering questions (writing) | refer to "3 Standards of Evaluation about the subject"

### Developing

- Letting students review the matters they have already learned and learn the new knowledge related to the previous knowledge.
- Giving as many chances as possible.
- For students to review, leaving the new knowledge and words in their handouts

### (the 1st lesson of 1 lesson)

#### (1) Goal

Letting students being eager to communicate and acquiring the sentences below.

< Key sentences >

A: Excuse me. (the expression of calling a person)

How much is this cap? (the expression of asking the price)

B: It's five dollars. (the expression of explaining the price)

#### (2) Development

<table>
<thead>
<tr>
<th>Time</th>
<th>Concrete learning activity</th>
<th>Points in instruction</th>
<th>Evaluation points and ways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1. bingo</td>
<td>1. The aim of a bingo game is the warming up and the preparation of learning English acoustically and visually. Playing a bingo game in a good tempo.</td>
<td></td>
</tr>
<tr>
<td>10 minutes</td>
<td>2. Listening to the text</td>
<td>2. Letting students imagine the situation where the key sentences are used and grasp the outline of the text.</td>
<td></td>
</tr>
</tbody>
</table>

| Development 30 minutes | Breakdown ①: 10 minutes |  1. The activity to acquire the key sentences.  
   The instructor gives each student a piece of white paper. Students draw "the thing they want to sell" with the name of it on the front side of the paper, and write "the price" on the backside of the paper. Using it, students assume roles of sellers and buyers and have conversation with many students.  
   - In order to avoid to speak the same sentence, students exchange their papers after their conversation and find the next partner.  
   - After their conversation, students give comments on their partner's speaking. ("Corporation Learning") |  ① Not being afraid of mistakes, being active about exercising the conversation.  
   - The instructor evaluate each student's speaking by listening.  
   - Being able to understanding new words and the content of the text.  
   - The instructor evaluates student's reply to questions.  
   - Being able to speaking wit no grammar mistakes and right pronunciation and intonation.  
   - The instructor evaluates student's presentation by listening. |
| --- | --- | --- | --- |
| ②: 10 minutes |  2. Students check the meaning of the new words and the text in detail.  
   - Letting students speak in a correct way. |  
   - It is hard to memorize all lines. Hence, the instructor guides students to memorize the lines little by little. | |
| ③: 10 minutes |  3. In a pair, students decide roles of a seller and a buyer, memorize their role's lines and exercise to show their short drama. A couple of pairs show their short dramas to the class. The remaining of the students listen to them. |  |
| Summary 10 minutes |  Students answer the questions on the handouts. |  The instructor make students confirm if they write the expression they speak. |  
   - Being able to writing the words and expression which students learn in this subject.  
   - The instructor evaluates student's writing by collecting their handouts. |

(3) The view points of observing the class

- Does the instructor give students enough chances of speaking?
- Does the instructor make an atmosphere of letting students be eager to do the activities?
- Is "Corporation learning" effective?

(4) Possible student misunderstandings

After "any", students use single form of the object. Some students may misunderstand the intonation of How question. I circulate students and care for these points.
What do you want to sell?

How much is it?
Customer: Excuse me.
  Do you have any (________)?
  *plural form

Clerk : Yes we do.
      How about this one?

Customer: I like it.
      How much is it?

Clerk : It's (________) dollar(s).

Customer: OK.
We're Talking 4

買い物をしよう

◇値段をたずねる・説明する
◇呼びかける

subset 由書がお店で買い物をしています。

Yuka: Excuse me.
Do you have any caps?

Clerk: Yes, we do.
How about this one?

Yuka: I like it. How much is it?

Clerk: It's five dollars.

Yuka: OK.

Talking Point

How much ~? で値段をたずねる。It's ~, などで値段や説明することができます。

Yuka: How much is this cap?

Clerk: It's five dollars.

Exercise

1. 次の語句を使って、買い物の会話を練習しよう。
   - this cap / five dollars
   - this shirt / ten dollars
   - this dish / six dollars
   - these pencils / one dollar

2. ①と②をペアで演じよう。
We’re Talking ④ 買い物をしよう

1 新しい単語 英語を日本語に、日本語を英語にしなさい。
① any ( ) ② much ( )
③ about ( ) ④ dollar(s) ( )
⑤ すみません。（他人に話しかける場合）（2語で）
_________________________________________
_________________________________________

2 新しい表現 （ ）に適切な語を書きなさい。

① それはいくらですか？ —— 100 ドルです。
________________________ is it? __________________ one hundred dollars.
________________________

② これはいくらですか？ —— 100 円です。
________________________ is this? __________________ is one hundred yen.
________________________

3 読み取り（ ）に入る最も適切な英文をア〜ウから1つ選び、記号で答えなさい。

Yuka : 1 ( ) Do you have any caps?
Clerk : Yes, we do. 2 ( )
Yuka : I like it. 3 ( )
Clerk : It’s five dollars.
Yuka : OK.

ア)How about this cap? イ)What is it?
ウ)Excuse me. エ)How much is it?

Class( ) No.( ) Name ( )