

What Colour Are Your Senses (WCAYS)

Stage 2: Expand your Horizons – Teaching Plan

Lesson: Receptive skills practice: reading

Main Objectives: *to practise (1) gist reading (2) intensive reading*

Subsidiary Objectives: *to practise (1) speaking skills (2) writing skills*

Teaching aids: Handouts = WCAYS booklet, WCAYS Stage 2 w/s
Visual = n/a
Other = white board, white board pens

Time: 1 hour

Note:
 1) w/s = worksheet 5) ss = student(s)
 2) h/o = handout 6) T = teacher
 3) p/c = photocopy
 4) cut-outs = as such

Stage name & aim	Procedure	Interaction pattern	Time	Materials
1) Objectives & Eliciting - to inform ss of lesson aims & ease ss into lesson topic	<u>Objectives:</u> write the objective on the board (see above). <u>Elicit info:</u> Hangman for 'international', what does this mean? Hangman for 'multicultural', what does this mean? What is the difference between 'international' and 'multicultural'?	T-SSS SSS-T	5 mins	*white board *marker pen
2) Warm up exercise - to relax ss and inspire interest for lesson topic	<u>Discussion:</u> T writes questions on the board: 1) When you hear the term 'international', what do you think about? 2) How do you think Japan fits into the international world? 3) What do you think foreigners are like? T puts ss in groups of 4 to discuss the questions Groups discuss answer to questions 1 person from each group comes to board and writes findings (T allocates 1 question (1, 2 or 3) ss writes answer to) Representatives presents their groups findings to class Other groups see if they can add anything for that question	T T-SSS SS-SS SSS T-SSS S-SSS SSS-T	10 mins	*white board *marker pen

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<p>3) Vocabulary building</p> <p>- to help ss comprehend vocabulary in next activity</p>	<p><u>Matching:</u> T puts ss in groups of 3 ss match hard vocab with Japanese translation!!</p> <table border="0"> <tr><td>1) emphasis</td><td>(para 1)</td><td>m) 重視</td><td>(第1段落)</td></tr> <tr><td>2) occasion</td><td>(para 1)</td><td>e) 場面</td><td>(第1段落)</td></tr> <tr><td>3) origin</td><td>(para 1)</td><td>a) 起源</td><td>(第1段落)</td></tr> <tr><td>4) generalise</td><td>(para 2)</td><td>c) 一般化する</td><td>(第2段落)</td></tr> <tr><td>5) mono-racial</td><td>(para 2)</td><td>p) 単一民族 (の)</td><td>(第2段落)</td></tr> <tr><td>6) limited</td><td>(para 2)</td><td>g) 制限された</td><td>(第2段落)</td></tr> <tr><td>7) historical</td><td>(para 2)</td><td>n) 歴史的 (な)</td><td>(第2段落)</td></tr> <tr><td>8) ethnicity</td><td>(para 5)</td><td>r) 民族性</td><td>(第2段落)</td></tr> <tr><td>9) count</td><td>(para 2)</td><td>l) 大切である</td><td>(第2段落)</td></tr> <tr><td>10) evidence</td><td>(para 3)</td><td>i) 証拠</td><td>(第3段落)</td></tr> <tr><td>11) ministry</td><td>(para 3)</td><td>q) 省</td><td>(第3段落)</td></tr> <tr><td>12) officially</td><td>(para 3)</td><td>j) 公式に</td><td>(第3段落)</td></tr> <tr><td>13) range</td><td>(para 3)</td><td>s) 範囲</td><td>(第3段落)</td></tr> <tr><td>14) concentrate</td><td>(para 3)</td><td>f) 集中する</td><td>(第3段落)</td></tr> <tr><td>15) pluralistic</td><td>(para 4)</td><td>o) 多元的 (な)</td><td>(第4段落)</td></tr> <tr><td>16) characteristic</td><td>(para 4)</td><td>k) 特徴</td><td>(第4段落)</td></tr> <tr><td>17) individual</td><td>(para 5)</td><td>b) 個々 (の)</td><td>(第5段落)</td></tr> <tr><td>18) diversity</td><td>(para 5)</td><td>d) 多様性</td><td>(第5段落)</td></tr> <tr><td>19) horizon</td><td>(para 5)</td><td>t) 視野</td><td>(第5段落)</td></tr> <tr><td>20) distinction</td><td>(para 5)</td><td>h) 特性</td><td>(第5段落)</td></tr> </table> <p>T asks ss for answers and write on board</p>	1) emphasis	(para 1)	m) 重視	(第1段落)	2) occasion	(para 1)	e) 場面	(第1段落)	3) origin	(para 1)	a) 起源	(第1段落)	4) generalise	(para 2)	c) 一般化する	(第2段落)	5) mono-racial	(para 2)	p) 単一民族 (の)	(第2段落)	6) limited	(para 2)	g) 制限された	(第2段落)	7) historical	(para 2)	n) 歴史的 (な)	(第2段落)	8) ethnicity	(para 5)	r) 民族性	(第2段落)	9) count	(para 2)	l) 大切である	(第2段落)	10) evidence	(para 3)	i) 証拠	(第3段落)	11) ministry	(para 3)	q) 省	(第3段落)	12) officially	(para 3)	j) 公式に	(第3段落)	13) range	(para 3)	s) 範囲	(第3段落)	14) concentrate	(para 3)	f) 集中する	(第3段落)	15) pluralistic	(para 4)	o) 多元的 (な)	(第4段落)	16) characteristic	(para 4)	k) 特徴	(第4段落)	17) individual	(para 5)	b) 個々 (の)	(第5段落)	18) diversity	(para 5)	d) 多様性	(第5段落)	19) horizon	(para 5)	t) 視野	(第5段落)	20) distinction	(para 5)	h) 特性	(第5段落)	<p>T-SSS SSS</p> <p>SSS-T</p>	<p>10 mins</p>	<p>* What Colour Are Your Senses book, Stage 2, p4-5,</p> <p>* What Colour Are Your Senses book, Stage 2 w/s Exercise 1</p> <p>*white board</p> <p>*marker pen</p>
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<p>4) Gist Reading practice</p> <p>- to practise gist reading skills</p>	<p><u>Gist Reading:</u> give students WCAYS w/s 2</p> <p>T tells ss they have 4 mins to decide if the following statement are true:</p> <p>*All non-Japanese people look the same = F</p> <p>*All non-Japanese people speak English = F</p> <p>Ss check answers together in pairs</p> <p>T asks ss for answers and write on board</p>	<p>T-SSS S</p> <p>S-S SSS-T</p>	<p>5 mins</p>	<p>* What Colour Are Your Senses book, Stage 2, p4-5,</p> <p>* What Colour Are Your Senses book, Stage 2 w/s Exercise 2</p> <p>*white board</p> <p>*marker pen</p>																																																																																

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<p>5) Intensive Reading: Gap-fill Questions</p> <p>- to practise reading for details</p>	<p><u>Intensive:</u> tell students to look at Stage 2, Exercise 3 on WCAYS w/s 2 T tells ss they have 15 mins to fill in the gaps with words from the text:</p> <p>1) people (para 1) 2) East (para 1) 3) generalise (para 2) 4) inside (para 2) 5) widely (para 3) 6) range (para 3) 7) characteristics (para 4) 8) unique (para 4) 9) diversity (para 5)</p> <p>Ss check answers together in pairs T asks ss for answers and write on board</p>	<p>T-SSS</p> <p>S</p> <p>S-S SSS-T</p>	<p>20 mins</p>	<p>* What Colour Are Your Senses book, Stage 2, p4-5</p> <p>* What Colour Are Your Senses book, Stage 2 w/s Exercise 3</p> <p>*white board *marker pen</p>
<p>--) Flexi-activity Matching Heading to Paragraphs</p> <p>- to give further reading for details practise to fast finishers</p>	<p><u>Intensive:</u> tell students to look at Stage 2, Exercise 4 on WCAYS w/s 2 T tells ss they have 4 mins to match the headings to the paragraphs:</p> <p>a) So many choices: Paragraph <u>4</u> b) Why it makes no sense: Paragraph <u>1</u> c) Another manner of speaking: Paragraph <u>3</u> d) Have fun with the mix: Paragraph <u>5</u> e) Look under the surface: Paragraph <u>2</u></p> <p>T check ss answers individually</p>	<p>T – SSS</p> <p>S</p> <p>T – S</p>	<p>5 mins</p> <p>(flexi-time)</p>	<p>* What Colour Are Your Senses book, Stage 2, p4-5</p> <p>* What Colour Are Your Senses book, Stage 2 w/s Exercise 4</p>

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<p>6) Writing Practice</p> <p>- to expand focus of topic matter</p>	<p><u>Brainstorm:</u> T tells ss to think of famous landmarks in Japan, write on board e.g. *Japan = Mount Fuji, Okinawa, Kin kokuji, etc</p> <p>T tells ss to think of famous landmarks in other countries, write on board e.g. *Nigeria = Sahara Desert, Calabar Region, Victoria Island *UK = Big Ben, Buckingham Palace, Stonehenge *Peru = Inca Trail, Machu Picchu, Cordillera Blanca, Huayhuash *Egypt = Pyramids, Sphinx, Valley of the Kings *France = Eiffel Tower, Versailles, Arc de Triumph *Brazil = Christ the Redeemer Statue *Italy = Coliseum, Leaning Tower of Pisa *China = Great Wall of China, Terracotta Warriors *UAE = Sheikh Zayed Grand Mosque, Burg Khalifa, Dubai Creek *Greece = Mount Olympus, Pantheon *Turkey = The Sultan Ahmed 'Blue' Mosque, Turkish Baths *USA = Empire State Building, Statue of Liberty, Grand Canyon *Chile = Easter Island, Atacama Desert *Spain = Sagrada Família Church, Gaudi Park, Cathedral-Mosque of Córdoba *Kenya = Mount Kilimanjaro, Savana *Australia = Sydney Opera House, Ayres Rock *India = Taj Mahal, Mount Everest, River Ganges *Mexico = Mayan Ruins, Chichen Itza Pyramid <i>(If possible, show ss pictures of these landmarks)</i></p> <p><u>Writing:</u> T tells ss to imagine a friend in a different country & write them a letter T tells ss the letter should include - a self-introduction (name, age, nationality, school, hometown, hobbies) - interesting things to do in Japan - interesting places to in Japan - interesting things they would like to do in their friend’s country - interesting places they would like to visit in their friend’s country</p>	<p>T – SSS</p> <p>T – SSS</p> <p>S</p>	<p>10 mins</p> <p>10 mins</p>	<p>*white board *marker pen</p> <p>* What Colour Are Your Senses book, Stage 2 w/s Exercise 5</p>
<p>*extension activity / homework</p> <p>- to expand focus of topic matter</p>	<p><u>Writing:</u> Finish writing letter</p> <p><u>Reviewing:</u> In next class, ss swap letters with each other ss read each other’s letter and comment</p>	<p>S</p> <p>S–S</p>	<p>10 mins</p>	<p>n/a</p>