

What Colour Are Your Senses (WCAYS)

Stage 3: Axis of Community – Teaching Plan

Lesson: Receptive skills practice: reading

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

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

Teaching aids: Handouts = WCAYS booklet, WCAYS Stage 3 cut-outs,
Visual = world map (optional)
Other = white board white board pens,

Time: 1 hour

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

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>Brain storm:</u> T asks ss which countries they would like to visit & write in board (display map) T asks ss what things they expect to be different other countries (people/nature)	T-SSS SSS-T	5 mins	*white board *marker pen *world map (optional)
2) Warm up exercise - to relax ss and inspire interest for lesson topic	<u>Categorise:</u> divide class into groups of 4 students T gives half the groups a set of 4 category cut-outs to organise T gives half the groups a set of 3 category cut-outs to organise Ss categorise cut-outs, T draws grid on board T helps groups T allocates one category to each group Group calls out category contents and T writes in grid (T corrects as needed)	T – SSS SSS/T T SSS-T	10 mins	*category cut-outs *white board *marker pen

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<p>3) Speaking practice</p> <p>- to prepare for WCAYS stage 3 reading topic</p>	<p><u>Brainstorm:</u> give students WCAYS w/s 3</p> <p>T tells ss to choose one of the countries they mentioned before</p> <p>T allocates half the groups to do country differences to Japan</p> <p>T allocates half the groups to do country similarities to Japan</p> <p>Ss brainstorm their category / T draws grid on board</p> <p>Ss call out differences, T writes on board</p> <p>Ss call out similarities, T writes on board</p> <p>T asks ss</p> <p>(1) which list is larger? Similarities</p> <p>(2) then why do they only look at the differences when they see a foreigner?</p>	<p>T-SSS</p> <p>SSS/T</p> <p>SSS-T</p>	<p>15 mins</p>	<p>* What Colour Are Your Senses book, Stage 3, p6-7,</p> <p>* What Colour Are Your Senses book, Stage 3 w/s Exercise 1</p> <p>*white board</p> <p>*marker pen</p>																																
<p>4) Vocabulary building</p> <p>- to help ss comprehend vocabulary in next activity</p>	<p><u>Matching:</u> T puts ss in groups of 3</p> <p>ss match hard vocab with Japanese translation!!</p> <table border="0"> <tr> <td>1) numerous (para 1)</td> <td>b) 数多くの (第1段落)</td> </tr> <tr> <td>2) distinguish (para 1)</td> <td>l) 識別する (第1段落)</td> </tr> <tr> <td>3) weigh (para 1)</td> <td>g) 秤にかける (第1段落)</td> </tr> <tr> <td>4) fundamentally (para 1)</td> <td>e) 根本的に (第1段落)</td> </tr> <tr> <td>5) respect (para 2)</td> <td>p) 尊重する (第2段落)</td> </tr> <tr> <td>6) social decency (para 2)</td> <td>i) 社会的良識 (第2段落)</td> </tr> <tr> <td>7) inspire (para 2)</td> <td>k) 引き起こす (第2段落)</td> </tr> <tr> <td>8) war (para 2)</td> <td>d) 戦争 (第2段落)</td> </tr> <tr> <td>9) century (para 2)</td> <td>n) 世紀 (第2段落)</td> </tr> <tr> <td>10) colonialism (para 2)</td> <td>a) 植民政策 (第2段落)</td> </tr> <tr> <td>11) slavery (para 2)</td> <td>h) 奴隷制度 (第2段落)</td> </tr> <tr> <td>12) genocide (para 2)</td> <td>o) 大量虐殺 (第2段落)</td> </tr> <tr> <td>13) community (para 2)</td> <td>f) 共同体 (第2段落)</td> </tr> <tr> <td>14) acknowledge (para 3)</td> <td>j) 認める (第3段落)</td> </tr> <tr> <td>15) common (para 3)</td> <td>c) 共通する (第3段落)</td> </tr> <tr> <td>16) initially (para 3)</td> <td>m) 初めに (第3段落)</td> </tr> </table> <p>T asks ss for answers and write on board</p>	1) numerous (para 1)	b) 数多くの (第1段落)	2) distinguish (para 1)	l) 識別する (第1段落)	3) weigh (para 1)	g) 秤にかける (第1段落)	4) fundamentally (para 1)	e) 根本的に (第1段落)	5) respect (para 2)	p) 尊重する (第2段落)	6) social decency (para 2)	i) 社会的良識 (第2段落)	7) inspire (para 2)	k) 引き起こす (第2段落)	8) war (para 2)	d) 戦争 (第2段落)	9) century (para 2)	n) 世紀 (第2段落)	10) colonialism (para 2)	a) 植民政策 (第2段落)	11) slavery (para 2)	h) 奴隷制度 (第2段落)	12) genocide (para 2)	o) 大量虐殺 (第2段落)	13) community (para 2)	f) 共同体 (第2段落)	14) acknowledge (para 3)	j) 認める (第3段落)	15) common (para 3)	c) 共通する (第3段落)	16) initially (para 3)	m) 初めに (第3段落)	<p>T-SSS</p> <p>SSS</p> <p>SSS-T</p>	<p>10 mins</p>	<p>* What Colour Are Your Senses book, Stage 3, p6-7,</p> <p>* What Colour Are Your Senses book, Stage 3 w/s Exercise 2</p> <p>*white board</p> <p>*marker pen</p>
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<p>5) Intensive Reading: Multiple Choice Questions</p> <p>- to practise reading for details</p>	<p><u>Intensive:</u> tell students to look at Stage 3, Exercise 3 on WCAYS w/s 3 T tells ss they have 15 mins to choose the correct sentence ending:</p> <ol style="list-style-type: none"> 1) Lots of countries have unique features that are... b, different from other nations. 2) After considering everything, we notice that... a, most things are familiar to us, not foreign. 3) Our behaviour to other people... b, can become very terrible. 4) Some people do not want to accept that individuals... c, from different parts of the world are human too with equally valuable ways of life. 5) We should focus more on... a, our common factors. <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</p> <p>SSS-T</p>	<p>20 mins</p>	<p>* What Colour Are Your Senses book, Stage 3, p6-7,</p> <p>* What Colour Are Your Senses book, Stage 3 w/s Exercise 3</p> <p>*white board</p> <p>*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 3, Exercise 4 on WCAYS w/s 3 T tells ss they have 4 mins to match the headings to the paragraphs:</p> <ol style="list-style-type: none"> a) The dark side of humanity: Paragraph <u> 2 </u> b) Global Village: Paragraph <u> 3 </u> c) On closer inspection: Paragraph <u> 1 </u> <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 3 w/s Exercise 4</p>
<p>*extension activity / homework</p> <p>- to expand focus of topic matter</p>	<p><u>Discussion:</u> Most people notice differences more than similarities. Why? What do you look at more: differences or similarities?</p> <p><u>Writing:</u> Think of a famous foreigner you would like to meet Write all the things that you would talk about together</p>	<p>SSSS</p> <p>S</p>	<p>10 mins</p> <p>(flexi-time)</p>	<p>n/a</p>