

# What Colour Are Your Senses (WCAYS)

## Stage 1: Changing your Perceptions – 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 1 w/s,  
Visual = world map,  
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
<b>1) Objectives &amp; Eliciting</b>  - 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> Is the United Kingdom in Asia? Where is it? (point on map) Is the Japan also in Europe? Where is it? (point on map)	T-SSS  T-SSS T-SSS	<b>2 mins</b>	*white board *marker pen *world map
<b>2) Warm up exercise</b>  - to relax ss and inspire interest for lesson topic	<u>Brainstorm:</u> divide class into 2 groups Group 1 brainstorms things related to the United Kingdom Group 2 brainstorms things related to Japan  1 person from each group comes to board and writes findings Representative presents it to class Other group see if they can add	T – SSS SSS  S S-SSS SSS	<b>10 mins</b>	*white board  *marker pen

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<b>3) Vocabulary building</b> - to help ss comprehend vocabulary in next activity	<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) physical form (para 1)</td> <td>l) 物理的な形 (第1段落)</td> </tr> <tr> <td>2) double-decker (para 2)</td> <td>b) 二階建てバス (第2段落)</td> </tr> <tr> <td>3) league (para 2)</td> <td>d) リーグ (第2段落)</td> </tr> <tr> <td>4) appreciate (para 4)</td> <td>i) 味わう (第4段落)</td> </tr> <tr> <td>5) charm (para 4)</td> <td>n) 魅力 (第4段落)</td> </tr> <tr> <td>6) hue (para 4)</td> <td>g) 色彩 (第4段落)</td> </tr> <tr> <td>7) tale (para 4)</td> <td>k) 話 (第4段落)</td> </tr> <tr> <td>8) fellow (para 4)</td> <td>e) 仲間 (第4段落)</td> </tr> <tr> <td>9) perception (para 5)</td> <td>j) 認識 (第5段落)</td> </tr> <tr> <td>10) simply (para 5)</td> <td>a) ただ (第5段落)</td> </tr> <tr> <td>11) accept (para 5)</td> <td>h) 受け入れる (第5段落)</td> </tr> <tr> <td>12) pride (para 5)</td> <td>m) 誇り (第5段落)</td> </tr> <tr> <td>13) interact (para 5)</td> <td>c) 互いに影響し合う (第5段落)</td> </tr> <tr> <td>14) perspective (para 6)</td> <td>f) 視点 (第6段落)</td> </tr> </table> <p>T asks ss for answers and write on board</p>	1) physical form (para 1)	l) 物理的な形 (第1段落)	2) double-decker (para 2)	b) 二階建てバス (第2段落)	3) league (para 2)	d) リーグ (第2段落)	4) appreciate (para 4)	i) 味わう (第4段落)	5) charm (para 4)	n) 魅力 (第4段落)	6) hue (para 4)	g) 色彩 (第4段落)	7) tale (para 4)	k) 話 (第4段落)	8) fellow (para 4)	e) 仲間 (第4段落)	9) perception (para 5)	j) 認識 (第5段落)	10) simply (para 5)	a) ただ (第5段落)	11) accept (para 5)	h) 受け入れる (第5段落)	12) pride (para 5)	m) 誇り (第5段落)	13) interact (para 5)	c) 互いに影響し合う (第5段落)	14) perspective (para 6)	f) 視点 (第6段落)	<p>T-SSS SSS</p> <p>SSS-T</p>	<p>8 mins</p>	<p>* What Colour Are Your Senses book, Stage 1, p2-3,</p> <p>* What Colour Are Your Senses book, Stage 1 w/s Exercise 1</p> <p>*white board *marker pen</p>
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<b>4) Gist Reading practice</b> - to practise gist reading skills	<p><u>Gist Reading:</u> give students WCAYS w/s 1 T tells ss they have <b>4 mins</b> to find the following information: T asks 'Is the text talking about colours?' <b>No, perceptions</b></p> <p>Ss check answers together in pairs 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 1, p2-3,</p> <p>* What Colour Are Your Senses book, Stage 1 w/s Exercise 2</p>																												
<b>--) Flexi-activity</b> - to practise scan reading skills	<p>*What examples of colours can you find in the text? (2 mins) <b>Answers: Para 2+4 = blue , Para 3+4 = red &amp; green Para 4 = purple</b></p> <p>*What examples of people can you find in the text? <b>Answers: Para 2 = Queen Elizabeth, David Beckham (Harry Potter) Para 3 = Emperor Akihito</b></p>	<p>S</p> <p>S</p>		<p>*white board *marker pen</p>																												

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<p><b>5) Intensive Reading: True or False Questions</b></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 <b>15 mins</b> to say if the statements are <b>true</b> or <b>false</b>:</p> <ol style="list-style-type: none"> <li>1) F (para 1)</li> <li>2) F (para 1)</li> <li>3) T (para 2)</li> <li>4) F (para 2)</li> <li>5) F (para 3)</li> <li>6) T (para 3)</li> <li>7) F (para 4)</li> <li>8) F (para 4)</li> <li>9) F (para 5)</li> <li>10) F (para 6)</li> <li>11) T (para 6)</li> <li>12) F (para 7)</li> </ol> <p>Ss check answers together in pairs T asks ss for answers and write on board</p>	<p><b>T-SSS</b></p> <p><b>S</b></p> <p><b>S-S</b> <b>SSS-T</b></p>	<p><b>20 mins</b></p>	<p><b>* What Colour Are Your Senses book, Stage 1, p2-3</b></p> <p><b>* What Colour Are Your Senses book, Stage 1 w/s Exercise 3</b></p> <p><b>*white board</b> <b>*marker pen</b></p>												
<p><b>--) Flexi-activity Matching Heading to Paragraphs</b></p> <p>- to give further reading for details practise to fast finishers</p>	<p><u>Intensive:</u> tell students to look at Stage 1, Exercise 4 on WCAYS w/s 1 T tells ss they have <b>4 mins</b> to match the headings to the paragraphs:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">a) All about the Far East:</td> <td style="width: 50%;">Paragraph <u>3</u></td> </tr> <tr> <td>b) Gaining insight:</td> <td>Paragraph <u>5</u></td> </tr> <tr> <td>c) Colour your mind:</td> <td>Paragraph <u>6</u></td> </tr> <tr> <td>d) What's it all about!?:</td> <td>Paragraph <u>1</u></td> </tr> <tr> <td>e) The way I see it...:</td> <td>Paragraph <u>4</u></td> </tr> <tr> <td>f) All about the Far West:</td> <td>Paragraph <u>2</u></td> </tr> </table> <p>T check ss answers individually</p>	a) All about the Far East:	Paragraph <u>3</u>	b) Gaining insight:	Paragraph <u>5</u>	c) Colour your mind:	Paragraph <u>6</u>	d) What's it all about!?:	Paragraph <u>1</u>	e) The way I see it...:	Paragraph <u>4</u>	f) All about the Far West:	Paragraph <u>2</u>	<p><b>T – SSS</b></p> <p><b>S</b></p> <p><b>T – S</b></p>	<p><b>5 mins</b></p> <p><b>(flexi-time)</b></p>	<p><b>* What Colour Are Your Senses book, Stage 1 w/s Exercise 4</b></p>
a) All about the Far East:	Paragraph <u>3</u>															
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