**Sunshine English Course I Lesson 1 Teaching Procedure**

### 1st period: prior to text-teaching

- **Teacher introduces him or herself acting as a role model for students to copy.**
- **Give students key words such as hobbies, dreams, favorite pop singers, etc, to make things easier for their self-introduction.**
- **Teacher asks questions related to their remarks.**
- **Using the remaining time Teacher tells students about the English lessons they are to take; how it differs from lessons in junior high schools and about what students are expected to do in class** *(i.e., the rules for Kita High English)*

#### Ⅰ. Self-introduction

*Hi, everyone. I’m sensei. I will be teaching you English for this school year. Do you like English? If you do, please raise your hand. If you don't, don't hate me for that. I remember when I first learned English in junior high school. Everything was so different from the Japanese language; pronunciation, accent and the word order, etc. To answer the question “How are you?”, I could only say, “I'm fine, thank you.” even though I was very sick. I didn’t know any other expression. That was the only expression the teacher taught us. And he gave us a lot of tests and homework. So I didn't like English very much. Then why did I study English hard and finally become an English teacher? Because I wanted to see the world. Because I wanted to talk to people from other cultures. And because I wanted to go to foreign countries. These were my dreams as a child. Without such dreams I wouldn’t have studied English so hard. So to have a dream is very important. For me English was not a goal but it was a tool to make my dreams come true.*

#### Ⅱ. Giving students key words for self-introductions

- **Teacher writes key words; name, hobbies, likes, dislikes, blood type, etc on the board, gives students 5 minutes to prepare, and has all the students to describe themselves.**
- **Students don’t have to mention all the key words written on the board.**
- **See to it that each student does it on the spot where they are sitting so they won’t get frightened and nervous in front of others. When they get tongue-tied in the middle of the sentence, help them out by asking answer-inducing questions. When they are finished, ask some questions about their remarks.**
- **Throughout the class, the teacher’s assistance should not be done by using Japanese but by using easier English expressions.**

### 2nd period: introduction of the material

- **Using ‘a Supplementary Handout’, Teacher explains idioms, phrases and structures dealt with in the text, along with pronunciation check.**
- **Have students become accustomed to the usage of expressions in the Handout. Teacher prepares various types of activities, such as Q&A, composition, pair-work skits, etc.**

### 3rd period: continuation of teaching the Handout, using the same method

### 4th period: reading of the text and pronunciation check

- **Have students guess the content with the teacher’s assistance.**
- **Explanation of the content by the teacher.**

### 5th period: continuation of the previous lesson

- **Shadowing**
- **Have students write a brief essay in English on their future dreams, using at least 3 expressions from the Handout.**
- **Assign the essay as homework.**

### 6th period: Presentation of essays, with the teacher asking questions about the content

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[For content beyond the first period, please refer to the full document.]
1. Do not sleep !
2. If you are asked a question, answer the question !  ☐ Do not look at your desk and hope the teacher will get tired of waiting and move on. ☐
3. You must ask questions. ☐ In English ☐ If you don't understand something, say so.
4. When you speak English, communication comes first. ☐ Perfect grammar comes last !
5. Do not be afraid to make mistakes. ☐ Don't be shy ! Keep trying !

** Regarding the students’ lesson preparation, encourage students to check out Supplementary Handouts prior to each lesson.
Please discourage translation of the text, for the emphasis of instruction is on having students guess the content without thinking in Japanese.

### 1. Introduction of the material

#### (2nd+3rd Period)

Before reading the text, I would like to explain words and expressions used in the text. We will also practice pronunciation. Look at your Supplementary Handout. The first expression is "How about ~ing" in Line 1. This is used when you suggest something to someone. If you want to go to a movie with your friend on Saturday, you can say to your friend, "How about going to a movie with me on Saturday?" It's about the same as "Let's go to a movie together on Saturday!" Let's read aloud the example sentence in the Handout. Teacher model-reads the sentence and has students repeat after the teacher 3 times. ☐ Teacher writes on the board the words as follows; go to the karaoke, watch TV together, play tennis after school, take a drive along the beach, and then has students make How-about-ing sentences using the words on the board and then has some students read sentences aloud.

Next, "across the world". Repeat after me. Teacher model-reads the example sentence and has students repeat 3 times. ☐ Let me check the accent of the word 'across'. The accent is on the second syllable. Across. Repeat after me.

Next, "run across". Run across someone means to meet someone unexpectedly, or meet someone where you don't expect to meet that person. Listen and repeat. Follow the same procedure. ☐

Next, "work together" in the text, Line 23. Listen and repeat. Follow the same procedure. A question for you. Was the last time you worked together with someone? And what did you do together? Pick some students. Seeing them struggling for an answer, give a helping hand by asking answer-inducing questions, such as "What did you do at the school festival in junior high school? Did you make something?" ☐

Next, "set up e-mail communications". Listen and repeat. As for 'communication'. The accent is on two different places. One is on the second syllable 'mu', and the other on the fourth 'ca', but the accent on 'ca' is stronger than 'mu'. Repeat. Have students repeat several times. ☐

Next, "exchange something with someone". Listen and repeat. The accent of the word 'exchange' is on the second syllable. Repeat. Next, "in one's place". You can't use 'one's' as it is; 'one's' represents the possessive form of the person who is supposed to take initiative. Listen and repeat. Now, please make a sentence using 'in one's place'. You have 2 minutes. This is individual work. Pick some students to read their sentences to the class.

Next, "That sounds wonderful!" 'That' sounds is not a noun. It is a verb. Everybody, check the word in your dictionary. Wait until they have found it in their dictionary. Repeat after me. Teacher model-reads the example sentences and has students repeat.

Next, "help someone with something". Listen and repeat.

Next, "right away". Listen and repeat. This time, I want you and the person sitting next to you to make a one-minute skit using some of the expressions you've learned in the Handout. This is pair work. You have to work together with the person next to you. In your skit, you have to include "That sounds wonderful!" Give students 10 minutes for the task. Have some pairs perform their skits in front of the class. If there isn't much time left, assign the skit as homework for the two.

Now, look at the second box in the Handout. You will learn the Basic English Sentence Structure, S+V+O+C. Use the board to explain. The first O is usually a person, while the second O is a thing. For example, "He gave me an apple." "He" is S, "gave" is V, "me" is O and "an apple" is O. Let's read the example sentences in the box. Listen and repeat. Then have students orally identify the parts of the example sentences Teacher writes on the board or fill in the blanks as a transition between examples and their own sentences. Then Teacher writes down the verbs often used in this structure on the board, and have students become accustomed to the usage in such a way that they make sentences using the verbs on the board. This is an oral practice.

Next S+V+O+C structure. As for a S+V+O+C structure, O refers to C. Look at the example sentence, "Everyone calls the child a genius." "Everybody" is S, "calls" is V, "the child" is O and "a genius" is C. "the child" is "a genius" in this sentence. So O is equal to C. In this structure, C can be a noun or an adjective. Explain the rule D=C. Teacher writes down the often-used verbs on the board and follows the same procedure as above. As for the rest of the idioms in the Handout, follow the previous procedures, such as assigning composition, pair skits and other activities imaginable.
Ⅱ. Shadowing

- Model reading by the teacher, followed by pronunciation check and chorus reading.

Ⅲ. Have students write a brief essay in English on their future dreams.

Ⅳ. Presentation of essays

- Teacher asks questions about the content after the presentation

Ⅴ. Teacher either picks the students randomly to make a presentation or previously picks out good essays to be presented in class.

Teacher asks questions about the content after the presentation.

- Teacher explains the content as he or she reads aloud the passage, partly rephrasing or simplifying the sentences, occasionally with gestures, for students' better understanding.

- Do you have any pen friends in other countries? A pen friend is a friend you often send a letter or an e-mail to. Usually a pen friend lives somewhere far away. Do you have a pen friend? If you do, please put up your hand. Ask where they live and how often they write to each other.

- Teacher reads aloud the passage until Line 10 without rephrasing, as it's an understandable part.

- Tomomi runs across Cathy, an ALT, in the school library. "Run across someone" means "to meet someone "battari" in Japanese, in other words, to meet someone unexpectedly, by coincidence.

- An ALT is a foreign teacher teaching English in Japanese school. Here at Kita High School, we have two ALTs; Peter sensei and Joel sensei. Teacher reads the text until Line 24.

- In Line 23, "partner school". Do you know what a partner school is? If Asahikawa Kita High School starts a Sister School Project with Sapporo Kita High School, then Sapporo Kita High School will be our partner school. A partner is someone you work with for the same goal. So a husband and a wife are life's partners.

- Teacher resumes text-reading, occasionally stopping for explanation.

- Then, you exchange teddy bears or any other soft toys with your partner school. Now, let's practice how to use "exchange".

- Here pick one student with an electric dictionary and ask the following question. Will you exchange your dictionary with mine? I've wanted to have an electric dictionary. Wait for his answer. If the answer is negative, be persistent to encourage the student to say more.

- Line 29. A "diary" here is not a diary you keep in your desk. A diary here is a diary you write into your computer; an e-mail diary.

- Line 37, "That sounds wonderful!" When you are interested, you say so. Now, I propose to you something nice and exciting. I want you to say "That sounds wonderful!" OK.

- Pick some students. How about going to KFC? I'll buy you lunch. C'mon! Use more feeling if you are happy! Encourage the students to say it with feeling. If the words of encouragement doesn't work, Teacher shows a good example with exaggerated tone of voice and facial expressions.

- Now, look at the box in the text. The message in the first box is a message to Australia from the teddy bear Max. Max is a teddy bear their partner school in Australia has sent to Tomomi's school. The message in the second box is from the teddy bear Tomomi's school has sent to their partner school in Australia. The teddy bear's name is Tomo-chan.

- Finish the rest of the passage, giving explanation where it is necessary.

Ⅵ. Reading of the text and pronunciation check

- Teacher reads the text until Line 24.

- Teacher finishes the remaining passage, following the same procedure.

Ⅶ. Chorus-reading

- Since this is the first time the teacher introduces 'shadowing' to the students, Teacher needs to clarify the definitions of model-reading, chorus-reading and shadowing. Before explaining anything, write a tongue twister on the board; e.g. She sells sea shells on the seashore. Peter Piper picked a peck of pickled peppers. Teacher reads slowly first. Teacher tells students to repeat after the teacher. Again slowly. Teacher then tells students to repeat after the teacher, but this time following only 1 second behind. Do several times -- increasing in speed each time. Allow students to have fun with this activity. Then Teacher can explain model-reading, chorus-reading and shadowing.

- Now we'll practice reading again. At the beginning of the previous lesson, I model-read. Model-reading is when the teacher reads. Chorus-reading is when the teacher reads first and students repeat after the teacher. These are the reading styles you have done in junior high school. Shadowing is a little different. The teacher reads the text first and students follow about 1 second after the teacher, just like when we did the tongue twisters together. Let's read the story! I'll model-read the first paragraph, until Line 10 and you listen.

- Teacher reads to allow students to get re-familiar with the text and pronunciation. Teacher moves on to the dialogue part. This time I'll read until Line 31. After I read each sentence, I want everybody to chorus-read. From Line 32. From here on we'll try shadowing. I'll read and you students follow one second after me.

- Continue in this fashion to the end of the text.

Ⅷ. Chorus-reading and shadowing

- Teacher reads aloud the passage till Line 24. Teacher finishes the remaining passage, giving explanation where it is necessary.

- Now we'll practice reading again. At the beginning of the previous lesson, I model-read. Model-reading is when the teacher reads. Chorus-reading is when the teacher reads first and students repeat after the teacher. These are the reading styles you have done in junior high school. Shadowing is a little different. The teacher reads the text first and students follow about 1 second after the teacher, just like when we did the tongue twisters together. Let's read the story! I'll model-read the first paragraph, until Line 10 and you listen.

- Teacher reads to allow students to get re-familiar with the text and pronunciation. Teacher moves on to the dialogue part. This time I'll read until Line 31. After I read each sentence, I want everybody to chorus-read. From Line 32. From here on we'll try shadowing. I'll read and you students follow one second after me.

- Continue in this fashion to the end of the text.

Ⅸ. Teacher either has students do it using the remaining time or assigns it as homework. Encourage students to use as many newly-taught expressions as they can.