

1. Outline

You will submit:

- an **activity plan** for a 15-minute section of a 90-minute lesson. The lesson takes place in the third week of a course that aims to develop students' spoken fluency and their ability to participate in academic discussions.
- a **rationale** for your activity plan.

2. Activity Plan

Your 15-minute activity plan will cover two stages of the lesson:

Stage 1: Target Language Presentation (about 5 minutes)

Stage 2: Target Language Practice (about 10 minutes)

The full lesson plan is as follows:

Time	Lesson Stages
5 minutes	Quiz: Based on the homework reading ("The Environment and You")
20 minutes	Fluency Activity
5 minutes	Target Language Presentation
10 minutes	Target Language Practice
20 minutes	Discussion 1 (including Preparation and Feedback)
30 minutes	Discussion 2 (including Preparation and Feedback)

The target students will be a group of four intermediate level, first-year university students.

Objectives

- The objective of the "Target Language Presentation" stage of the lesson is to raise students' awareness of how and why to use the target language. The target language for this lesson consists of questions and phrases used to perform the function of Asking for and Giving Reasons:

<u>Asking for Reasons</u>	<u>Giving Reasons</u>
<i>Why...?</i>	<i>It's mainly because...</i>
<i>How come?</i>	<i>One reason is...</i>
<i>Can you tell me why?</i>	<i>Another reason is...</i>

- The objective of the "Target Language Practice" stage of the lesson is to enable students to become confident and relatively fluent at oral use of the target language phrases.

Further information

Before the lesson, students will have completed a homework reading on the lesson topic (“The Environment and You”, included below). Following the Target Language Presentation and Practice stages of the lesson, students will prepare for and take part in two extended discussions on the same topic. In these discussions, students are expected to use the target language phrases frequently and accurately in order to encourage group interaction and to express their ideas.

Your activity plan must:

- a. specify the allocation of time
- b. specify the kinds of interaction taking place (e.g. individual, teacher-to-student, student-to-student, etc.)
- c. clearly describe the procedure for each stage of your activity plan
- d. clearly describe any anticipated problems and possible solutions
- e. allocate time for relevant feedback on student performance

If you wish to submit any supplementary materials, attach them to the same document as the activity plan.

Please note that if your activity plan and rationale pass this stage of the recruitment procedure, you will be asked to conduct this activity as a 15-minute teaching demonstration, in which a group of two to four members of the interview committee will act as intermediate-level students. This will be followed by roughly 30 minutes of questions about your activity plan, your teaching demonstration, and your broader beliefs and principles as a teacher. During the teaching demonstration, you will have access to a whiteboard and markers, but **not** to technology such as computers or audio-visual equipment.

3. Rationale

Your rationale must:

- a. explain how each stage of the activity helps students meet the prescribed objectives with reference to relevant theory and principles
- b. be between 300 and 500 words (rationales that contain fewer than 300 words or more than 500 words will not be considered)

4. Submitting Your Activity Plan and Rationale

Please complete your activity plan and rationale using the “3b. APR-Form” and send it via e-mail by September 25, 2017 12:00 noon (Japan Standard Time) to: edc-recruit@rikkyo.ac.jp

5. Homework Reading:

The Environment and You

Most countries around the world believe global warming is a serious problem, but they don't really know how to solve it. World leaders spend a lot of time talking about the problem of global warming, but many people want to do something now. So, what can people do to become more eco-friendly?

Recycling is one common way to be eco-friendly. For example, most people separate their burnable and unburnable garbage and recycle PET bottles and newspapers. However, in Yokohama, there is a more complex system of recycling. All garbage must be separated into ten different categories. This system has been very successful. It has helped Yokohama reduce waste by 30 percent.

But does recycling really help us become more eco-friendly? There is no clear answer. For example, lots of energy is needed to recycle PET bottles. This is because the plastic needs to be heated to a very high temperature to make new bottles. However, less energy is needed when PET bottles are used to make other products, such as clothing. So, we need to think about what is being recycled and how it is being recycled.

Using less energy for transportation is another eco-friendly idea. Instead of driving cars, many people use public transportation such as buses and trains. Some people prefer riding bicycles to get around the city. Some cities have bicycle sharing systems, such as the Docomo Community Cycle system in Tokyo. People can rent bicycles for one day and return them anywhere in the city.

However, there is still a lot of waste produced in Japan. For example, 25 billion pairs of disposable chopsticks are used every year. This is equal to around 200 pairs per person. Around 90 percent of these are made of wood from China. Forests are cut down and the wood is made into chopsticks. These chopsticks are brought to Japan, used in restaurants, thrown away, and burned. This process produces a lot of carbon dioxide (CO₂).

Another type of waste that some people think is unnecessary is product wrapping. Traditionally, well wrapped products or gifts are a sign of politeness in Japan. Even everyday items are wrapped many times. For example, convenience stores provide separate plastic bags for hot and cold food. But recently, more people are saying 'no' to plastic bags and are using eco-bags instead.

Some stores sell their own eco-bags, while others sell eco-bags from Europe or America. As a result, stylish eco-bags have become very popular. At one department store, bags made by a British designer cost 2,000 yen. They quickly sold out. The same bags were then sold on the Internet for around 20,000 yen. It is possible that some people buy these products just to be fashionable, not to help the

environment.

Some people don't like eco-friendly products. They say that buying products cannot help the environment. Instead, they think we need to use less energy, recycle more, travel less, eat local food, and, most importantly, stop buying things! A recent government survey found that 73 percent of people were happy to recycle items such as PET bottles, but only 28 percent of people had tried to buy fewer products.

But for many people, making small changes, such as not using plastic bags, is the first time that they have thought about how to make the environment better. Changing the way you live is difficult, but buying an eco-bag is an easy first step for anyone. And if eco-shopping continues to be fashionable and fun, perhaps it will help people make bigger changes to their behavior in the future.