

TEACHING PLAN

School: Kuzuha Nishi Junior High School

Teachers: Andy Buchanan, Chizuru Onishi, and Takahito Nishino

1. Date: Monday, February twenty-fourth sixth period

2. Class: Two-One (21 boys and 18 girls)

3. Subject & Textbook (Teaching material): Review & New Horizon English Course 2

4. Aims of this lesson

The students will

- (1) develop their skills in reading.
- (2) be able to talk freely and write about the topic.
- (3) be able to make, ask,
and answer the questions like those in the textbook.

5. Evaluation criteria of this lesson

(1) Interest, willingness, and a positive attitude towards communicating in English

To participate actively in language activities.

(2) Ability to express themselves in English

To be able to speak and write about their thoughts and ideas.

(3) Ability to understand English

To be able to listen to and understand information accurately.

(4) Knowledge and understanding of language

Appropriate knowledge of English grammar, usage, words, etc.

6. About students

Students in class 2-1 are a little shy but they are interested in speaking English and like to communicate with NET. Many students don't have confidence, so we want them to gain confidence through the English lessons. It is necessary that we walk around the classroom and give students advice appropriately because it is hard to write English sentences for many students. Students are close to each other and the buddies help each other. We sometimes need to give advice to students when they don't understand correctly.

7. About teaching

We make time to talk freely for one minute or to discuss one topic for three minutes in the beginning of each lesson because we want students to have as much opportunities to use English they know as possible. Students learned a lot of grammatical items through this year but there are a small number students who have learning difficulties in this class. (* See Grammatical Items) So we help them with IT materials and some worksheets.

8. Materials

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|--------------------|-------------------|-----------------------------|-------------------------|
| (1) Computer | (4) Timer | (7) Speakers | (10) Whiteboard markers |
| (2) Projector | (5) TSD worksheet | (8) TQQT worksheet | (11) Whiteboard erasers |
| (3) Andy's tickets | (6) IC recorder | (9) 40, 30, 10 points cards | (12) NWQ.ppt file |
- (One set per group)

9. Notes

- (1) 'Andy's tickets' are lottery tickets that students can get as rewards throughout the year.
Students write the names, classes, and numbers on the tickets and put them in a box to be drawn in March.
The prizes are souvenirs from NET's country.
- (2) 'Buddies' are pairs during English lessons that help each other throughout the year.
- (3) Students collect their personal name tags before the lesson and return them at the end.

10. Grammatical Items

- S+V+C(past tense) the affirmative and the interrogative sentences
- Past progressive the affirmative, the negative, and the interrogative sentences
- S+V+C(present and past tense) the affirmative and the interrogative sentences
e.g. He looks happy. How does he like?
- Future tense (be going to V)
- How long ...?
- S+V+O+O e.g. Aya showed Tom some pictures.
- S+V+O+C e.g. We call it a moai.
- Infinitive (to V) e.g. I use a computer to play games.
Emi went to library to study English.
I want to find some e-pals.
- have to, don't have to (an auxiliary verb)
- will (an auxiliary verb)
- must, must not (an auxiliary verb)
- if (a conditional clause) e.g. If you can go, please tell me.
- that, when, because (a conjunction) e.g. I think that we need a parking area.
People complained when a bike fell on Kumi.
I am against the plan because we need our parks.
- There is/are the affirmative and the interrogative sentences
- Gerund e.g. I enjoyed playing tennis.
- The comparative and the superlative degree e.g. Godzilla is stronger than King Kong.
Godzilla is the strongest of all monsters.
They fly as high as a bird.

11. Teaching Procedure

Procedure (time)		Students' Activities	Teachers' Assistance	Evaluation
Greeting (15 sec.)	Let's begin	Say, "Hello" confidently.	Say, "Hello."	
Warm up (Phonics quiz) (3min.)	NWQ (New Words Quiz)	Talk to their 'buddies' about how to read the new words shown on the powerpoint. Answer if chosen.	Show new words and ask students how to read them. Choose students to answer. Give out Andy's tickets for correct answers.	(1)
TSD (Thirty seconds Debate) (7 min.)	Debate (Summer vs. winter)	Move desks to face buddies. One student presents their argument for the given topic. Their buddy listens and takes a memo. After 30 sec. their roles are reversed.	Record students debating.	(2) (3)(4)
Debate report (5 min.)	Write reports (3 min.)	Write a report on the given topic.	Play the debate recording and give advice on how to debate better.	
	Speak and listen (2 min.)	Two students read their debate reports to the class. The other students listen and answer the questions asked by NET.	Ask questions related to the students' reports. Give out Andy's tickets for correct answers.	
TQQT (Textbook Quiz Question Time) (32 min.)	Explanation (2 min.)	Listen to NET and try to understand the rules.	Explain and demonstrate how to do the activities.	(2) (3)(4)
	Make groups (30 sec.)	Make groups of four.	Count down 30 sec.	
	Write quiz questions (6 min.)	Make original quiz questions using the textbook.	Give students advice on writing quiz questions.	
	Choose points for questions. (3.5 min.)	Decide as a group how many points each question is worth. • Hardest 40 points • Hard 30 points • Easy 10 points (There must be one of each question.)	Explain and demonstrate how to decide which question is worth how many points. Give advice. Keep time.	
Quiz Time (20 min.)	Ask by turns and answer questions. The group which gets the highest score becomes the winner.	Direct groups to ask questions. Choose groups to answer. Give groups points for correct answers.		
Conclusion (2.5 min.)	Finish the quiz	Count points cards, tell NET how many they have and return them to NET Put their desks back	Give the winners Andy's tickets.	
Greeting (15 sec.)	Let's finish	Say, "See you later" confidently.	Say, "See you later."	