1. Date 17th. March. 2015
2. Grade: 1st HS year  40 students
   Age: 15-16
   Level: beginner
3. Students: Students from Roka high school are motivated to learn English, however they have problems in basic grammar. They can understand what teachers say in English but cannot answer them in sentences.
   Anticipated problem: Students do not have enough vocabulary to express in English. Students have a hard time writing and speaking in English, so they may not be able to write the answers to the discussion. Therefore, I will bring a list of vocabulary that is useful for students.
4. Subjects & textbook: Big Dipper 1
5. Aims of this lesson
   1) Be able to learn the necessity of guide dog
   2) Be able to understand relative pronoun
   3) Develop their reading skills
6. Evaluation criteria of this lesson
   (1) Interest, willingness, and a positive attitude towards communicating in English
      ① to try to answer the question
   (2) Ability to express themselves in English
      ② To be able to speak/write accurately about their thoughts and ideas
   (3) Ability to understand English
      ③ To be able to read/listen to) and understand information accurately
   (4) Knowledge and understanding of language and culture
      ① Appropriate knowledge of English grammar, usage, words
7. Allotment
   1st period  Lesson6 Part1 Introduction to the new story, new words
   2nd period  Lesson6 Part1 Review and learning the story
   3rd period  Lesson6 Part2 Introduction to the new story, new words
   4th period  Lesson6 Part2 Review and learning the story
   5th period  Lesson6 Part3 Review the story
               Introduction to the new story, new words
   6th period  Lesson6 Part3 Review and learning the story
<table>
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<tr>
<th>Introduction of the new story (5 mins)</th>
<th>Teacher show the picture again and let them guess 6-3 story. Teacher asks questions about the picture. Students describe the picture on the board and use new vocabulary.</th>
<th>Show the picture of the text and ask the story they are going to learn.</th>
<th>picture</th>
<th>class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening (5 mins)</td>
<td>Students listen to the CD of the text and answer the question of worksheet. They check answers in pair. Teacher picks up a student and asks their answers.</td>
<td>Have Students listen to the CD of the text and ask the question. Focus on practicing listening.</td>
<td>CD</td>
<td>Individual work → pair work</td>
</tr>
<tr>
<td>Comprehension (20 mins)</td>
<td>Divided students into 6 groups and read the text individually. Students think about the T/F questions of worksheet in a group. Teacher picks up a student and asks their answers and details about questions.</td>
<td>Read the text and answer the T/F questions. Focus on practicing reading and writing.</td>
<td>Worksheet: questions n(3) (1) Answer true or false 1. When he said, &quot;Go, Champy&quot;, Shioya did not know that there</td>
<td>Individual work → group</td>
</tr>
</tbody>
</table>
| Consolidation (5 mins) | Students think about the question (4) and write their ideas on the worksheet.  
Students share the idea with a group. Teacher picks up a student and asks their ideas.  
Teacher talks about the next chapter 6-4 a little and have students guess the next chapter. | Ask the content of text and ask the next chapter.  
Focus on practicing speaking and writing. | Worksheet: question (4)  
What do you think about the intelligent disobedience?  
→ Individual work → group |
When does “Go” mean “Stop”?

One day, Shioya took Champy to a big pothole. He ordered, “Go, Champy.” But clever Champy did not move. He thought, “This hole is dangerous. Why does he want to go through it?” Shioya shouted again, “Go, go!” Champy obeyed Shioya’s command and started to walk. The next moment, Shioya fell down on purpose and cried, “No, no, Champy! Why did you walk into that dangerous pothole?” Shioya scolded Champy.

From that time, Champy would not obey Shioya’s command if there was any danger. “Good boy, Champy!” Shioya was proud that Champy now understood the idea of “intelligent disobedience.”

This is an important quality which every guide dog must have.
Hints for Understanding

名詞を説明するもの

関係代名詞（目的格の which/that）前にある「物・事」を説明する。

1.14  This is an important quality (which) every guide dog must have.

毎日 すべての物をよく
Every guide dog must have the important quality.

Read It Through

A Answer true or false.

1. When he said, “Go, Champy,” Shioya did not know that there was a big hole.
2. Champy obeyed all of Shioya’s commands after Shioya scolded him.
3. “Intelligent disobedience” is important for all guide dogs.

B Fill in the blanks to make examples of “intelligent disobedience.”

1. Champy will ( ) at the edge of the train platform even if Shioya says, “Go.”
2. Champy will ( ) to avoid an accident even if Shioya says “Stop.”

It’s Your Turn!

Work with a classmate.

A: Who is that boy?
B: He is the new student (who(m))

Hints we met at the school festival
our teacher introduced to us
I helped with his homework
ワークシート

(1) 下の絵を見て英文を完成させなさい。
Describe the picture below.
(動詞の形を変えても結構です)
You can change the verb pattern.

Shioya / Champy
a dog trainer / a guide dog
train / learn

(2) 下の絵を見て、英文を完成させなさい。
get used to -ing
(~に慣れる)
Lesson 6-3  Champy: Japan's first guide dog

(1) Vocabulary: guess the meaning of these words.

| clever | dangerous | scold |

(2) Listen to the text and answer the questions.

1. Why did not Champy move in front of the pothole?

   He thought, "This hole is (________________)".

2. Why was Shioya angry with Champy?

   Because Shioya (________________) (________________) in the pothole.

(3) Answer true or false

   1. When he said, "Go, Champy", Shioya did not know that there was a big hole?
   2. Champy obeyed all of Shioya's commands after Shioya scolded him.
   3. "Intelligent disobedience" is important for all guide dogs.

(4) Think! What do you think about the intelligent disobedience?
**Eighth Grade English Lesson Plan**

Kandahtotsubashi Junior High School
Chie ISODA

1. **Textbook/sources**
   NEW HORIZON English Course 2  Unit6 The Story of an Old Clock

2. **Target of the lesson**
   Learn how to express the fact or existence of something, by using “There is/are ...”

3. **Lesson Plan**

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<th>Class Procedure</th>
<th>Classroom Activities</th>
<th>Teacher</th>
<th>Teaching Guide</th>
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<tbody>
<tr>
<td>Greeting</td>
<td>Go over passages from last lesson A (read aloud) 1. If I’m late, I’ll stay home. 2. If you’re hungry, we can have lunch now. 3. If it rains, I’ll stay home. 2. I go to bed early, when I don’t watch TV. 3. It was raining when I went out. 3. Don’t drive when you’re tired. 3. I think it’ll rain because many clouds are in the sky. I think English is easy because it has only 26 letters. I think they’re brothers because they look like each other.</td>
<td>Pay attention to students if they are prepared to study. Review phrases with conjunctions. Teachers do not explain everything, instead, make students think about the remarkable features of the grammatical form. Through dialogue with the students, give them some clue to the feature.</td>
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<tr>
<td>Review (pp. 54 A)</td>
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<tr>
<td>Introduction</td>
<td>Warm-up</td>
<td>T: Let’s go on to the next. Please listen carefully, and guess “What the aim of the class is today.” T: Oh, There is a book by the window... T: There are some books on the desk. T: There is a pen on the desk... T: There are many pens in this bag! Well, what’s the remarkable feature of today’s phrases? Share your ideas.</td>
<td>Ask students to share the opinion. Tell students “Don’t worry about making mistakes”.</td>
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<td>S: “There is”. “There are”.</td>
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**Today’s point:**
There is/are...
(Write on the blackboard)
Listen carefully. I'll show you how to do the activity.

First, choose five items and put them on your desk.
One for each item so that you can use “there is” sentences.
(Put five items and explain.)
And your partners make sentences.
“There is a pen on the desk.” OK?

Ss on the right, you are A
Ss on the left, you are B

Person B, think about what you have in your bag. Choose five items and put them on your desk. One for each item and use “there is”. Ready?

Next, person A, tell your partner what you can see on the desk.
Don’t forget to use “there is”!

Let’s switch the roles.
Person A, think about what you have in your bag. Choose five items and put them on your desk. One for each item and use “there is”. Ready?

Next, person B, tell your partner what you can see on the desk.

Let’s move on.
Next, choose two items and put them on your desk.
But, this time, for each item put more than two and use “there are”.
Like this.
(Put items and show students.)
Your partner will make sentences.
For example, “There are pens on the desk.” OK?

T: Student B, you put your items first, and Student A, you will answer.
When you finish, switch the role.
Any questions?
Let’s begin!
Unit 6
The story of an old clock

In the room ...

Express in English!

There is ...
There are ...

In these bags ...

In the room ...

a pc
a chair
a light

a chest
da desk

a commuter
a stapler
a pen
an eraser
The Story of an Old Clock

The George Hotel

There is a big, old clock in the lobby of our hotel. There are clocks everywhere in the world, but our clock is very special. It's famous for the song Grandfather's Clock.
1. Textbook: UNICORN English Communication 1 (Bun-eido)
2. Class: 10th grade, intermediate, 40 students
3. Aim of the lesson: Lesson 6 "El Sistema: The Miracle of Music"
   (1) To have students learn some of El Sistema's philosophes.
   (2) To have students learn that music has the power to encourage people.
   (5) Part 4 (6) Comprehension (7) Grammar & Exercises
5. Aims of today's lesson: Part 1
   (1) To have students learn about Venezuela, its history and social situation.
   (2) To introduce Dr. Abreu, the founder of El Sistema, and his beliefs in the power of music.
   (3) To have students get to know the following structures and expressions as:
       ① Expressions: bring in ~, have difficulty in ~, week by week, for free, develop into ~
       It was not long before ~
       ② Structures: the past perfect tense
6. Teaching Procedure:

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<th>Activities</th>
<th>Students</th>
<th>Evaluation Point</th>
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<tr>
<td>Teacher</td>
<td>Greetings</td>
<td>Greetings</td>
<td>E</td>
</tr>
<tr>
<td>Introduction</td>
<td>· Give oral introduction of Lesson 6, using pictures</td>
<td>· Listen to the Oral introduction</td>
<td>D, E</td>
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<tr>
<td>(10 min)</td>
<td>· Ask questions</td>
<td>· Answer the questions</td>
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<tr>
<td>Pre-Reading</td>
<td>· Give Ss worksheets</td>
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<td>C, D, E</td>
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<td>(10 min)</td>
<td>· Have Ss think about questions:</td>
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<td>Q1) What will happen to poor people in Venezuela, especially to children?</td>
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<td>Q2) How can those children have the chance to learn music?</td>
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<td>· Have Ss make pairs and talk about the questions</td>
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<td>· Monitor Ss' discussion</td>
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<td>· Have Ss think about questions:</td>
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<td>Q3) When do you want to listen to your favorite music?</td>
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<td>Q4) How do you feel when you listen to it?</td>
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<td></td>
<td>· Answer the questions</td>
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<td>· Talk about the questions</td>
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<td></td>
<td>· Answer the questions</td>
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</table>
Lesson 6  El Sistema: The Miracle of Music

WORK SHEET  A  (Questions)  ____________________________  Name________________________

Q1) What will happen to poor people in Venezuela, especially to children?

Q2) How can those children have a chance to learn music?

Q3) When do you want to listen to your favorite music?

Q4) How do you feel when you listen to the music?

Q5) When and where was the first performance held?

Q6) How did Dr. Abreu start music schools?

WORK SHEET  B  (Grammar)

The present perfect tense / the past perfect tense

(example)  a. The number of members has increased to 100.
           b. Within a year the number of members had increased to 100.

(1) a. The concert has already started.
          b. The concert _________ already _________ when we got to the hall.

(2) a. I have never played the guitar before.
          b. I _________ never _________ the guitar before that.

(3) a. They have known each other for years.
          b. They _________ _________ each other for years before they got married.

(4) a. He ordered the book weeks ago.
          b. He finally received the book he _________ _________ weeks before.