Teaching Plan

1. Lesson Date: March 19th, 2015
2. Class: 1-4
3. Subject: Communication English I
4. Textbook: Lesson 7, CROWN English Communication I
5. Aims of this unit:
   Be able to understand the significance of searching for the mystery of history through exploration of archaeological sites of Cleopatra by Franck Goddio, a French archaeologist.
   Be able to do critical thinking through discussions.
   Be able to understand the grammar in this unit, "seem to ~, it seems that ~, perfect form with passive voice, formal object."
6. Evaluation criteria of this unit
   (1) Interest, willingness, and a positive attitude towards communicating in English
       To study the next chapter and participate actively in language activities.
   (2) Ability to think, judge, and express
       To be able to think, judge, and express about various tasks.
   (3) Skills
       Appropriate reading, listening, writing and speaking skills.
   (4) Knowledge and understanding of language and culture
       Appropriate knowledge of English grammar, usage, words, and background of the story of the textbook.
7. My ideas for guidance
   (1) My idea for dealing with this unit
       To spend 2 hours for 1 Section. To put emphasis on the grammar in this unit, "seem to ~, it seems that ~, perfect form with passive voice, formal object." To learn through pair works and group works.
   (2) Current Status of Students
       Some students study the next chapter and participate actively in language activities but the others don't do it. Students understand the grammatical points but have difficulty in utilizing them and expressing their own ideas using them.
   (3) My ideas for utilizing teaching materials
       To use ICT instruments for explanation of body texts and deepen understanding for student's knowledge.
8. Allotment

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<thead>
<tr>
<th>Period</th>
<th>Learning Activities</th>
<th>Evaluation Criteria &amp; Evaluation Method</th>
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<tr>
<td>1st</td>
<td>Introduction of this lesson, Warm-up, Introduction of Section 1,</td>
<td>Submission of notebook for preparation</td>
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<tr>
<td>Period</td>
<td>Explanation of body text of Section 1</td>
<td>Observation, Answering</td>
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<tr>
<td>2nd Period</td>
<td>Explanation of body text of Section1, Question about Section1</td>
<td>Observation, Answering</td>
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<tr>
<td>3rd Period (This Lesson)</td>
<td>Review of Section1, Introduction of Section2, Explanation of body text of Section2</td>
<td>Observation, Answering, Pair work, Presentation</td>
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<tr>
<td>4th Period</td>
<td>Explanation of body text of Section2, Question about Section2, Review of Section2, Introduction and Explanation of Section3</td>
<td>Observation, Answering, Pair work, Presentation</td>
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<td>5th Period</td>
<td>Explanation of body text of Section3, Question about Section3</td>
<td>Observation, Answering</td>
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<td>6th Period</td>
<td>Review of Section3, Introduction and Explanation of body text of Section4</td>
<td>Observation, Answering, Pair work, Presentation</td>
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<tr>
<td>7th Period</td>
<td>Explanation of body text of Section4, Question and Review of Section4</td>
<td>Observation, Answering, Pair work, Presentation</td>
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<td>8th Period</td>
<td>Review of this lesson, Comprehension, Language Focus</td>
<td>Observation, Answering, Pair work, Periodic Exam</td>
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9. Allotment in the annual teaching plan

Lesson 1 Infinitive and Gerund
Lesson 2 Present Perfect and Verbal Auxiliary
Lesson 3 Relative Pronoun
Lesson 4 what (Relative Pronoun), Past Perfect, and Bare Infinitive
Lesson 6 Relative Adverb
Lesson 6 Participle Construction
Lesson 7 (This Unit) seem to ~, it seems that~, Perfect Form in Passive Voice, and Formal Object
Lesson 8 Subjunctive Past
Lesson 9 Partial Negation
Lesson 10 Third Conditional

10. Device for Guidance

Utilize ICT instruments effectively for explanation of body text.
Let students do pair works and group works to enhance autonomy, the ability to think, and the power of expression.
Let students do slash reading and shadowing for students for pronunciation drills and hearing.

11. This Period

(1) Aims of this period

Be able to understand "seem to ~, it seems that~, Perfect Form in Passive Voice, and Formal Object" and express in English using them.
### Teaching Procedure

<table>
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<th>Time</th>
<th>Student’s Activities</th>
<th>Points of Attention for guidance</th>
<th>Evaluation</th>
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| **Introduction**<br>5 minutes | Good morning, class. Good morning, Mr. Takanami.  
<Review of Section 1 of Lesson 7>  
Let's try shadowing for Section 1.  
Today, we are going to learn Section 2 of Lesson 4.  
Open your textbook to page 46.  
First of all, let's pronounce the new words. Please repeat after the CD. | Check if students pronounce or not.  
Check if students pronounce or not. | Observation and Voice Production  
Observation and Voice Production |
| **Main Body** | **<Pair Work>**  
Have students make pairs and question each other. One of the pairs asks questions about section 1 and the other student answers the question. Have some pairs do the questions and answers in front of the class.  
**<Section 2 of Lesson 7>**  
Slash Reading. Have students read after the CD. Let's read the passage of Section 2. Please repeat after the CD. | Check if students actively participate in the activities. | Observation, Answering, and Presentation |
| 43 minutes 5 minutes | Make students close the textbooks and hear the CD. Have the students understand the summary of the section answer the T or F questions. | Check if students pronounce or not. | Observation and Voice Production  
Observation and Answering |
| **30 minutes** | **<Explanation and understanding of body texts and students' activities for them>**  
1. Have a student answer that objective of relative is omitted between “things” and “we.”  
2. Have a student answer that “,” after “Alexandria” makes appositive type of sentence. In the sentence, “a beautiful palace in Alexandria” equals “one of the greatest cities in ancient Egypt.”  
3. Have a student answer that “If” points “Alexandria” in the former sentence. Have a student answer that “located” modifies “an important city” backward.  
4. Explanation about “fourth century” which is ordinal number.  
5. Explanation about “a series of~.”  
   Explain that there were many earthquakes in the eastern Mediterranean area in the fourth century.  
   Have the students discuss why Alexandria sank under the sea after the series of earthquake in pairs.  
6. Explain about “seem to~” which is a grammatical point of this lesson. Show the next points in slide show.  
   The form is “seem to+original form of verb.”  
   Used in case that we are not for sure the situation. Show VTR of the situation of “seem to~” in the slide show. Have the students understand why we can say, “He seems to be Masaru” by showing a slide show. Have the students choose “He seems to be unhappy” or “He seems to be happy” by showing the two situation. | Check if students actively discuss or not. | Observation and Answering |
| Have the students make conversation in pairs. One of the pairs tell the other that “You seem to be ~” looking at his face.  
<Example of conversation>  
A: You seem to be sad. What happened?  
B: Today, my dog “Taiji” died because of cancer.  
A: Oh, I’m so sorry to hear that. How long has he lived?  
B: He has lived almost 10 years.  
A: May he rest in peace.  
Pick one of the pairs and have them show their conversation in front of the class.  
⑦ Have a student answer that “that” in “The light house that” is a subjective relative pronoun.  
⑧ Have the students understand “the Seven Wonders of the World” using pictures in ICT.  
Have the students understand the meaning of “with.”  
Have the students understand the meaning of “—.”  
Have the students understand the meaning of “together with—.”  
⑨ Have the students summarize the first paragraph. |
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<tbody>
<tr>
<td>Check if students actively make conversations or not.</td>
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<tr>
<td>Observation and Answering</td>
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<td>Summary 2 minutes</td>
<td>Summarize today’s lesson and preannounce the next lesson.</td>
<td>Simply and Exactly Observation and Answering</td>
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### 12. Observing point

- To check if the students were interested in the lesson or not.
- To check if the lesson was on-target.
- To check if the lesson was by CLT.
- To check the use of ICT instruments.
There are still many things we do not know about Cleopatra. We know that she lived in a beautiful palace in Alexandria, one of the greatest cities in ancient Egypt. It was an important city located between Europe and Asia. In the fourth century A.D., however, the city was destroyed and sank under the sea after a series of earthquakes. Everything seemed to be lost. The lighthouse that was one of the Seven Wonders of the World...
<Example of conversation>
A: You seem to be sad.
   What happened?
B: Today, my dog "Taiji" died because of cancer.
A: Oh, I'm so sorry to hear that.
   How long has he lived?
B: He has lived for almost 10 years.
A: May he rest in peace.