Teaching Plan

1. Date: 16th March 2015
2. Age:
3. Language proficiency level: middle intermediate (half of the students passed 3rd grade of Eiken)
4. Specific needs: Some of the students need help to understand grammar, but the teacher and the assistant teacher will support them by walking around and answering questions.
5. Subjects & Textbook: New Crown2 We’re Talking4 What is your homework?
6. Objectives of this lesson: The students will
   (1) be able to understand and express the sentences of Auxiliary verb “have to ~ and don’t have to”.
   (2) be able to pronounce new words and idioms correctly and understand the meanings.
   (3) be able to get accustomed to stress, rhythm and intonation through speaking activities and listening.
   (4) be able to understand English instructions through many activities and express their opinions in English.
7. Evaluation criteria of this period (L=listening, S=speaking, R=reading, W=writing)
   (1) Interest, willingness, and a positive attitude towards communicating in English
   LS(Tb participate actively in language activities.
   S1(Try to speak positively using Auxiliary verb that include “have to ~” and “don’t have to ~”.
   (2) Ability to express themselves in English
   SW1(Tb speak and write the skills appropriately and to be able to speak(write) their thoughts and ideas.
   S2(Tb respond to questions appropriately.
   (3) Ability to understand
   R1(Tb be able to read(listen to) and understand information accurately.
   L1(Tb listen to questions and respond appropriately.
   (4) Knowledge and understanding of language and culture
   SW2(Appropriate knowledge of English grammar, usage, words and cultures.
8. Possible Problems for this lesson
   Students won’t use the right form of the verb “have” with different subjects.
9. Solutions
   Write the conjugation of “have” on the power point for each pronoun.
10. Allotment: We’re Talking4 What is your homework?
1st period: What is your homework? (The present lesson)
    — This is the first lesson in a new unit called “We’re Talking”. Before this students studied units entitled: Lesson4 “Enjoy sushi”. 
11. Aims of this period: the students are expected to
(1) comprehend passages in the texts and answer the comprehension questions.
(2) be able to express feelings using Auxiliary verb “have to ~ and don’t have to”.

12. Textbook

Paul: What’s the history homework?
Meiling: Let’s see. We have to read Chapter 9 in the textbook.
Paul: And for Japanese?
Meiling: We don’t have to do any homework. But don’t forget. There’s an exam next wee
Paul: Oh, no!

13. Teaching Procedure

<table>
<thead>
<tr>
<th>Procedure (time)</th>
<th>Teacher’s Activities &amp; Teaching points</th>
<th>Students’ Activities</th>
<th>Evaluation</th>
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</thead>
<tbody>
<tr>
<td>Greeting (1 min)</td>
<td>Take attendance, and greeting.</td>
<td>Greet.</td>
<td></td>
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<tr>
<td>Warm Up (10 min)</td>
<td>Practice Bingo and Sing Monthly song together.</td>
<td>Have the students ready for activities.</td>
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<tr>
<td>Review (5 min)</td>
<td>Give the students a handout about grammar practice drill and show how to use it.</td>
<td>Repeat after teacher and practice speaking and writing individually by using grammar practice drill.</td>
<td>SW²</td>
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<tr>
<td>Confirmation of homework (3 min)</td>
<td>Confirm the students’ notebook one by one and give them some advice. Teacher walks around and checks to make sure students did HW.</td>
<td>Prepare their notebook.</td>
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</table>
| Presentation of the textbook (10 min) | Read the skit from the textbook with ALT. Ask some questions to the students. (Top-down)
(1) What happened?
(2) What were they doing? | Listen and look at the teachers’ skit without their textbook.
Listen to the teachers’ skit and answer the contents orally with a partner. | L¹ |
| Reading comprehension (10 min) | Explain how to pronounce new words and speak “intonation and stress”. (Bottom-up) | Repeat after the teacher together.
Read with their partners. | R¹ |
<p>| Introduction of New Structure (3 min) | Show the pictures of verbs on power point and ask the students what the people are doing. This is a pre-teaching activity in which they will learn vocabulary to use in the next activity. | Look at the pictures and answer them in English as a whole group. | S² |</p>
<table>
<thead>
<tr>
<th>Activities (7 min)</th>
<th>Make pairs and ask each other by using Auxiliary verb in some situation. PAIR WORK</th>
<th>Closing (1 min)</th>
<th>Greet</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Give and explain the students the activity at power point and a demonstration. (Destiny Game I).</td>
<td>Collect the students' cards so teacher can check grammar. Give the students homework and about the next class, greeting.</td>
<td>Make groups and number in group and look at some sentences at power point and act according to some sentences. GROUP WORK</td>
</tr>
</tbody>
</table>
Paul: What’s the history homework?

Meiling: Let’s see. We have to read Chapter 9 in the textbook.

Paul: And for Japanese?

Meiling: We don’t have to do any homework.

But don’t forget. There’s an exam next week.

Paul: Oh, no!

【Japanese】

ポール：歴史の宿題は何ですか？

メイリン：えーっと。（私達は）教科書の9章を読まなくてはいけません。

ポール：日本語の方は（宿題はありませんか）？

メイリン：（私達は）何も宿題はやる必要はありません。でも忘れないで。来週にテストがあります。

ポール：えー、なんてこった！