TEACHING PLAN

1. Date: 3/19/2015

2. Class: 8th graders (2nd graders in Junior High School)

3. Subject & Textbook (Teaching material): Lesson 7 Good Presentations (NEW CROWN2): Sanseido

4. Aims of this lesson: The students will
   (1) be able to understand the comparative and the superlative.
   (2) know more about making good presentations.
   (3) do a search of the most popular things in the class.

5. Evaluation criteria of this lesson:
   (1) Interest, willingness, and a positive attitude towards communicating in English
      ① to listen carefully to the others
      ② to compare something and talk actively
      ③ not to be afraid of making mistakes when read the textbook aloud
      ④ not to be afraid of making mistakes when write English
   (2) Ability to express themselves (oneself) in English
      ① to be able to speak accurately comparing something
      ② read in good pronunciation, accent, intonation
      ③ to be able to write accurately comparing something
   (3) Ability to understand English
      ① to be able to listen to and understand information accurately
      ② to be able to read and understand information accurately
   (4) Knowledge and understanding of language and culture
      ① appropriate knowledge of English grammar, usage, words, etc

6. Allotment:
   1st period (this lesson)  Introduction of the comparative  (1)(2)(3)
   2nd period              Introduction of the superlative  (1)(2)(3)
   3rd period              Introduction of the comparison of equality  (1)(2)(3)
   4th period              Textbook L7-1  (1)(2)(3), (2)(2)
   5th period              Textbook L7-2  (1)(2)(3), (2)(2)
   6th period              Textbook L7-3  (1)(2)(3), (2)(2)
7. Brief summary of what has been taught:

In the very first class in 7th grade, they practiced how to answer today's day, date, and weather. In every class, students do "Listening Training Book" and "BINGO BOOK" as routine work. Each grammar is taught in power point. Students are used to introduction of grammar that we do in today's class.

8. Aims of this period: The students are expected to be able to understand the comparative.

9. Teaching Procedure

<table>
<thead>
<tr>
<th>Procedure (time)</th>
<th>Students' Activities</th>
<th>Teachers' Assistance</th>
<th>Evaluation</th>
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</thead>
<tbody>
<tr>
<td>(Greeting)</td>
<td>Say today's day, date, and weather</td>
<td>Give questions</td>
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<tr>
<td>Warm Up (6 min.)</td>
<td>Look at the &quot;Chat Sheet&quot; and have chat with the partner</td>
<td>Check time Help slow learners</td>
<td></td>
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<tr>
<td>Routine Work (16 min.)</td>
<td>Open the &quot;Listening Training Book&quot; and solve questions</td>
<td>Spin the CD Help slow learners Check the answers</td>
<td>(1)①</td>
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<tr>
<td></td>
<td>Open the &quot;BINGO BOOK&quot; Listen and enjoy BINGO</td>
<td>Pronounce the words</td>
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<tr>
<td>Introduction of today's material (10 min.)</td>
<td>1. Watch the Video 2. Watch the video again, and dictate some words in the song 3. Sort Sentences in different forms 4. Analyze the grammatical pattern 5. Look at the screen and answer the questions, and repeat the sentences</td>
<td>Using a power point, introduce the comparative Quizzes: 1. Ask a question 2. Give an answer 3. Make the students repeat the sentence</td>
<td>(1)①②</td>
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<tr>
<td>Explanation of new grammar (5 min.)</td>
<td>Take dictation and focus on forms</td>
<td>Give out handouts</td>
<td>Read the sentence aloud and check the answers</td>
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<td>Listen to teacher's explanation</td>
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<td>Using a power point, explain the comparative</td>
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<td>Look at the screen and copy</td>
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<tr>
<td>Practice (10 min.)</td>
<td>Practice the script</td>
<td>Read the script</td>
<td>(1)</td>
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<td></td>
<td>Make a pair and talk</td>
<td>Help slow learners</td>
<td>(2)</td>
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<td></td>
<td>Write down what they talked</td>
<td></td>
<td>(4)</td>
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<tr>
<td>Consolidation (2 min.)</td>
<td>Answer the teacher's question</td>
<td>Check what the students learned again</td>
<td></td>
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</tbody>
</table>

10. Possible unanticipated problems or misunderstanding:

   Technology might not work. I will bring my laptop so that I can show the video. I also printed out the power point slides to show if the computer should break down. I always prepare another CD player in the shelf. I have extra copies of the handout. Slow learners might be bored or fall asleep. I have to cheer them up and keep motivating them.

   Students might not know what the grammar point is. I emphasize comparative forms by changing colors in the power point, or make them analyze on the handout. Students might misunderstand what part of speech can be comparative. I will explain that only adjective and adverb can be comparative.

   Students might make all kinds of adjective and adverb comparative. I will explain that in the 3rd period.