# Teaching Plan

**Date:** Mar. 18th, 2015

1. **Subject & Textbook**
   - *New Crown English Series 2* (Sanseido)
   - **LESSON7** Good Presentations (10 lessons)

2. **Aims of the whole lesson**
   - to learn how to use the comparative degree and the superlative degree
   - to learn how to use the positive degree

3. **Evaluation criteria of the unit**

<table>
<thead>
<tr>
<th>Point of view</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evaluation criteria of the unit</strong></td>
<td>Interest, willingness, and a positive attitude towards communicating in English</td>
<td>Ability to express themselves in English</td>
<td>Ability to understand English</td>
<td>Knowledge and understanding of language and culture</td>
</tr>
<tr>
<td><strong>Evaluation criteria of the unit</strong></td>
<td>① to have an interest in what the teacher talks and try to understand it</td>
<td>① To be able to ask questions or make a speech using the comparative degree, the superlative degree and the positive degree</td>
<td>① to be able to read sentences using the comparative degree, the superlative degree and the positive degree</td>
<td>① To have appropriate knowledge about the comparative degree, the superlative degree and the positive degree</td>
</tr>
<tr>
<td></td>
<td>② To try to write and speak with knowledge they got without being afraid of making mistakes</td>
<td>② to be able to listen to and understand sentences using the comparative degree, the superlative degree and the positive degree</td>
<td>② to have appropriate knowledge about the stress and pronunciation of words in Lesson 7</td>
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</tr>
<tr>
<td></td>
<td>③ Making some effort to continue their conversation and speech</td>
<td>③ To be able to write long sentences using the comparative degree, the superlative degree and the positive degree</td>
<td>③ To be able to understand questions about sentences in the textbook</td>
<td>③ To be able to understand questions in the textbook</td>
</tr>
</tbody>
</table>

| The concrete criteria | ① Looking at the teacher's face while they listen to the instruction | ① some linguistic errors like the lack of articles, but understandable | ① To be able to understand questions about sentences in the textbook | ① To be able to understand questions in the textbook |
| | ② To participate actively in various language activities | ② some linguistic errors like the lack of articles, but understandable | ② To be able to understand questions in the textbook or the examination | ② To understand the stress and pronunciation of words and try to pronounce as it is |
| | ③ To continue to speak English using some fillers | | | |
| **The concrete criteria** | ① To understand questions in the textbook | ① To be able to understand questions about sentences in the textbook | ① To be able to understand questions in the textbook or the examination | ① To be able to understand questions in the textbook |
| | ② To understand the stress and pronunciation of words and try to pronounce as it is | ② To be able to understand questions in the textbook or the examination | ② To understand the stress and pronunciation of words and try to pronounce as it is | ② To understand the stress and pronunciation of words and try to pronounce as it is |
4 My teaching point of view

(1) The analysis of this unit

In this unit, Emma, Ken and Meiling (all students in junior high school in Japan) try to make a good presentation about what they got interested in. Through learning their presentation ways, I want to make students interested in how to show information effectively. At the last part of this unit, I will show my students three kinds of presentations and tell them the way to choose the appropriate way of presentation to provide various kinds of information.

Also, we are going to learn the comparative degree, the superlative degree and the positive degree. It’s the first time for students to learn these three linguistic forms, so I try to teach them simply and make it easy to understand by using ICT.

(2) The point of view about students in this class

The target students are 2nd graders in Japanese public junior high school. Their language proficiency level is beginner. They began studying English just one and half years ago. So appropriate scaffolding is necessary so that they can understand what the teacher is talking. There are 20 students in this class. It’s a smaller class than other normal classes. However, there is a big gap of understanding between students. So, making the most of the advantage of the small class, I would like to support slow learners individually. In the lesson 7, they have studied how to use the comparative degree.

(3) The point of view about teaching materials

I prepare some activities to get students involved in the process of speaking English. Also, I would like to use PowerPoint. With this kind of resources, I want to make my instruction easy to understand for students, especially slow learners. If the PowerPoint doesn’t work, I will draw pictures or make gestures as a back-up plan of scaffolding.

5 Grammar point in this class

<table>
<thead>
<tr>
<th>form</th>
<th>meaning</th>
<th>pronunciation</th>
<th>possible mistakes</th>
</tr>
</thead>
<tbody>
<tr>
<td>adjective / adverb · er + than, more + adjective / adverb + than</td>
<td>to compare something and find which is greater, better, etc</td>
<td>-er / -ar/, than/ ðən /</td>
<td>missing of than</td>
</tr>
</tbody>
</table>

The associated language skills

<table>
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<th>form</th>
<th>meaning</th>
<th>pronunciation</th>
<th>possible mistakes</th>
</tr>
</thead>
<tbody>
<tr>
<td>as + adjective / adverb + as</td>
<td>to compare something and find the equality among things</td>
<td>as/əs/</td>
<td>missing of the latter as</td>
</tr>
<tr>
<td>adjective / adverb · est + in/of</td>
<td>to compare something and find what is the greatest, best, etc</td>
<td>-est/est/ in/in/ of/əv/</td>
<td>missing of in/of</td>
</tr>
</tbody>
</table>
### 6 Allotment (10 lessons)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>3 main learning activities</th>
<th>concrete criteria and the way to check it</th>
</tr>
</thead>
</table>
| 1st    | • Warm up(Song・BINGO)  
• Introduction of Lesson 7  
• Introduction of the comparative degree | A① (observation) |
| 2nd    | • Warm up(Song・BINGO)  
• Introduction of the comparative degree  
• Activity using the comparative degree | A① (observation)  
A②B① (activity) |
| 3rd    | (this lesson)  
• Warm up(Song・BINGO)  
• Reviewing the comparative degree  
• Activities using the comparative degree | D② (observation) |
| 4th    | • Warm up(Song・BINGO)  
• Introduction of the superlative degree and the positive degree  
• Activity using the superlative degree and the positive degree | A① (observation) |
| 5th    | • Warm up(Song・BINGO)  
• Introduction of more most (ICT)  
• Introduction of Lesson 7 p79 | A① (observation)  
D② (observation) |
| 6th    | (this lesson)  
• Warm up(Song・BINGO)  
• Reading Lesson 7 p78 (Q&A) Lesson 7 p79  
Listening Practice  
• Speaking activity | C①②  
(Listening Practice, Q&A)  
A②B① (activity) |
| 7th    | • Warm up(Song・BINGO)  
• Reviewing Lesson 7 78～79  
• Introduction of Lesson 7 p80 | A① (observation)  
D② (observation) |
| 8th    | • Warm up(Song・BINGO)  
• Reading Lesson 7 p80 (Q&A) Lesson 7 p81  
Listening Practice  
• Test | C①②  
(Listening Practice, Q&A)  
D① (test) |
| 9th    | • Warm up(Song・BINGO)  
• Introduction of Lesson 7 p84  
• Reading Lesson 7 p84 | D② (observation)  
C① (Q&A) |
| 10th   | • Warm up(Song・BINGO)  
• Introduction of Lesson 7 p85  
• Reading Lesson 7 p85 | D② (observation)  
C① (Q&A) |
7 this lesson  (3rd lesson in this unit)

(1) Aims of this lesson
- review how to use the comparative degree, the superlative degree and the positive degree in a communicative way

(2) Teaching Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Procedure &amp; students' activities</th>
<th>Teacher's Activities &amp; Teaching Points</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| 15   | ❑ Warm-up  
      - GREETING  
      - Singing a song  
      - BINGO         | o make positive atmosphere  
                          o get students used to speaking English  
                          and prepared for the next language activities |            |
| 5    | ❑ Review how to use the comparative degree  
      - The teacher just checks if the students really understands how to use the comparative degree. | o The teacher shows students some pictures and ask questions.  
                                                                                        (e.g.,)  
                                                                                        Please look at these pictures, and I have some questions.  
                                                                                        Which animal runs faster?  
                                                                                        Which is heavier?  
                                                                                        o to get students interested, prepare some famous and famous pictures | A (observation) B |
| 10   | ❑ Controlled practice  
      - The students make sentences using the comparative degree. | o The teacher shows the students some sentences and tells them to make sentences using the comparative degree.  
                                                                                        (e.g.,)  
                                                                                        Here are some sentences. Please make them into the sentences with the comparative degree.  
                                                                                        Ken runs fast. (than Takashi)  
                                                                                        Taro is tall. (than his brother) |            |
| 10   | ❑ Guided practice  
      - Information-gap activity  
      The students make a pair and write sentences with the information they each has.  
      The example of worksheet | o The teacher gives Sheet A and Sheet B to each pair. Then make them talk each other and write sentences using their information.  
                                                                                        (e.g.,)  
                                                                                        Each person in a pair has different information. Please ask each other and make sentences using information.  
                                                                                        The students asks information and write sentences like this,  
                                                                                        “Bob is taller than Mike.”  
                                                                                        “Mike is heavier than Bob.” |            |
Communicative practice

- The students see lots of pictures in PowerPoint, and make three sentences using the comparative degree. Then they make groups and share their ideas.

- The teacher shows the students many pictures using PowerPoint, and make them write three sentences. After that, the teacher tells the students to make groups and share their ideas. In a group, the students have to choose the best sentence. At last, the teacher asks each group to show their best sentences.

(e.g.,)

Please make a group of three to five and show your ideas to other students. You need to choose the best idea of all group members' ideas. Please share your best ideas with the whole class.
<Task 1> Let's make sentences using the comparative degree!

Ken runs fast. (than Takashi) → ________________

Taro is tall. (than his brother) → ________________

My dog is cute. (than that dog) → ________________

<Task 2> Let's describe a situation between Bob and Mike using the comparative degree!

You have ... Bob's information.

Mike
180cm
65 kg
has two dogs
30 years old

<Task 3> Let's make three sentences with pictures below, and share them with group members!

| Your ideas |
|__________________________|
| ________________________ |
| ________________________ |
| ________________________ |

Other members' ideas

| ________________________ |
| ________________________ |
| ________________________ |
| ________________________ |