TEACHING PLAN

1. Date: April
2. Class: 2nd year, class 5 (40 students)
   - Students are very active and eager to learn English.
   - Their English level is not so high. They are not good at speaking or listening to English.
   - A few students cannot follow studying, so I should pay attention to them or have a follow-up lesson later.
   - Anticipated problems: They are afraid of making mistakes and hesitate to talk or answer questions. Nobody wants to answer questions.
   - Solution to anticipated problems: I have them discuss with pairs first to check answers or think about answers before having them speak to class.
3. Subject & Textbook (Teaching material): Lesson 8 Before Another 20 Minutes Goes By
   Crown English Communication II, Sanseido
4. Aims of this lesson:
   The students will
   (1) understand the situation of antipersonnel mines in the world.
   (2) be able to get main ideas and write a summary.
   (3) be able to tell their opinion about the situation of antipersonnel mines.
   (4) be able to think deeply about the people in the hard situation, and write a story about them.
5. Evaluation criteria of this lesson:
   (1) Interest, willingness, and a positive attitude towards communicating in English
      ① to participate actively in language activities
      ② to do homework
   (2) Ability to express themselves (oneself) in English
      ① to summarize the story using words in the text
      ② to be able to give appropriate answers for questions about the story
      ③ to be able to write about and tell their thoughts and ideas about removing mines
      ④ to share information with peers
   (3) Ability to understand English
      ① to be able to demonstrate receptive skills in order to understand information accurately
         through related grammar and vocabulary skills.
   (4) Knowledge and understanding of language and culture
      ① appropriate knowledge of English grammar (the passive voice), usage, and words related to
         antipersonnel mines.
      ② understand how people make efforts to remove mines
      ③ understand which countries still have antipersonnel mines.
6. Allotment:

1st period  
section 1-2: vocabulary

2nd period (this lesson)  
vocabulary review, read section 1&2 (main idea)

3rd period  
vocabulary review, section 1&2 in detail, reading aloud

4th period  
review of section 1-2, vocabulary of section 3-4

5th period  
vocabulary review, read section 3&4 (main idea)

6th period  
vocabulary review, read section 3&4 in detail, reading aloud

7th period  
summary, story telling (1st person narrative)

7. Aims of this period: The students are expected to

(1) use words they have learned and tell their prediction about the story

(2) get the main idea for each section

(3) understand the situation of antipersonnel mines

8. Teaching Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Procedure</th>
<th>Students' activity</th>
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<tbody>
<tr>
<td>Greetings</td>
<td>Stand up</td>
<td>T= a teacher, Ss= Students</td>
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<tr>
<td>Introduction</td>
<td>1. Informal icebreaker (2min)</td>
<td>With Power Point</td>
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<tr>
<td>(5 min.)</td>
<td>2. Tell students today's objectives</td>
<td>1. T shows today's topic:</td>
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<td>&quot;use target vocabulary and predicts what the story is about&quot;</td>
<td>&quot;How was your weekend?&quot;</td>
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<td></td>
<td>&quot;Read the passage and get the main idea&quot;</td>
<td>Ss tell as much information as possible in</td>
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<td>&quot;make a 1-sentence summary about the passage&quot;</td>
<td>pairs.</td>
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<td></td>
<td>2. T shows objectives on screen</td>
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<td></td>
<td></td>
<td>Ss check.</td>
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<tr>
<td>Review</td>
<td>1. Pronunciation: (mine/explode/misery/victim</td>
<td>1. Ss repeat after T. T shows vocabulary on</td>
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<tr>
<td>vocabulary</td>
<td>mine-cleaning/effort/disarm/eliminate/robot)</td>
<td>screen.</td>
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<tr>
<td>(8 min.)</td>
<td>2. Guess vocabulary from definition</td>
<td>2. T says a definition of each word and Ss</td>
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<td>&quot;in pairs&quot;</td>
<td>guess the meaning. They work this in pairs</td>
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<td></td>
<td></td>
<td>as a competition. T shows the answer on</td>
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<tr>
<td></td>
<td></td>
<td>the screen.</td>
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<tr>
<td>Introduction</td>
<td>1. Activate students' schema.</td>
<td>1. T asks Ss to talk about what the story</td>
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<td>of today's</td>
<td>- Word Splash</td>
<td>is about using the key words on the screen.</td>
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<td>material</td>
<td>Use key words we practiced in a pronunciation part and predict the story.</td>
<td>The model sentence is &quot;I think we're going</td>
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<tr>
<td>(10 min.)</td>
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<td>to read about ______________.&quot;</td>
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<td>Ss keep saying their opinion using key</td>
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words in pairs for two minute.—T asks a few pairs what they talked about.

<table>
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<tr>
<th>New reading &amp; Comprehension (20min.)</th>
<th>1. Read section 1 (1 min)</th>
<th>1. Ss read section 1 silently and discuss the main idea with a partner. They need to make key sentence about the story. T asks a few pairs and writes down their ideas on the blackboard.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Get the main idea and share</td>
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<td>2. T and Ss do the same thing for section 2.</td>
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<tr>
<td>- in pairs, in class</td>
<td>- in pairs, in class</td>
<td>3. T demonstrates how to do it using section 1. Ss listen and watch what T is doing on the screen. T asks Ss to do the same thing using the first paragraph of section 1. T observes how they are doing. T asks Ss which sentence they marked.</td>
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<td>3. Read carefully and underline the sentences with marks: *, !, ?</td>
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<td>Consolidation (5 min.)</td>
<td>1. Brief comprehension check by asking some questions.</td>
<td>1. T asks Ss to tell the main idea stories. &quot;What is section 1 about?&quot; &quot;What is section 2 about?&quot; T asks what each figure means showing pictures on the screen. Ex) &quot;What was the meaning of 120 million?&quot;</td>
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<td>2. Homework announcement</td>
<td>2. T tells that homework is to read each section carefully and mark *, !, ?.</td>
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<td>3. Greetings</td>
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*If the projector does not work, I will write down key vocabulary on a blackboard and do the same activity. When I demonstrate how to read in detail with marks, I will have them look at their textbook and explain slowly.
Lesson 8  Before Another 20 Minutes Goes By

Section 2

4 Efforts are being made to eliminate mines. The Ottawa Treaty, which aims to end the use of antipersonnel mines, went into effect in 1999 and has now been signed by more than 150 countries. Mine-clearing operations are ongoing.

5 The important question, however, is whether governments and NGOs can possibly clear that many mines. The answer is simple: this work can never be done without the help of a large number of people.

6 Hirose Shigeo thinks he has a way to help. Japan makes nearly 70 percent of the robots produced in the world, and Hirose has been building robots for many years. He has been helping with the international effort to get rid of mines using robotics since the early 1990s. In 1996, he published his first research paper on mine-removing robots.

7 The first robot that Hirose developed for finding and removing mines was called Titan IX, a one-meter-long, 90-centimeter-wide robot. With its four legs, this robot can walk around on rocks and sand to find and disarm mines. Hirose is now developing a snake-type robot which can go through bushes without putting pressure on mines.

Memo
Lesson 8  Before Another 20 Minutes Goes By

Section 1

Antipersonnel mines are designed to hurt or kill people. They are very difficult to find and remove. Japanese scientists have joined the world effort to find and destroy mines. Hirose Shigeo has invented several mine-clearing robots.

Antipersonnel mines are laid on or under the ground so that they explode when they are stepped on. They have only one purpose: to kill and injure people. Those who survive often live lives of misery, poverty, and discrimination.

Mines cannot see or hear. They cannot tell a soldier from a child, a grandmother, a cow, or an elephant. When anything touches them, they explode. They remain active for a very long time — 50 years, maybe even a century.

No one knows how many mines there are all over the world; there may be as many as 120 million. There are nearly 25,000 victims of mines every year. That is, one person is being killed or injured every 20 minutes.

Memo