Teaching Plan (Final)

I. Text: **NEW CROWN ENGLISH SERIES 3 (SANSEIDO) LESSON 6 "Uluru"**

II. Age / Language level: 2nd grade (13-14 years old) / Beginner

III. Specific needs: Some students are highly motivated but others are afraid of making mistakes.

IV. Possible problems: Students will speak Japanese during interview.

V. Solution: Demonstrate before interview and give them sentence frames to make sure what they'll say.

VI. Aims of this lesson: After lesson 6, the students will

1) be able to understand and use new words and following expressions:
   I'll show you some pictures. (S+V+O+O), You look happy. (S+V+C)

2) be interested in Australian cultures and get knowledge of Australia.

VII. Evaluation criteria of this lesson

1) Interest, willingness, and a positive attitude towards communicating in English
   - To participate actively in language activities

2) Ability to express themselves in English
   - To be able to speak (write) accurately about their thoughts and ideas

3) Ability to understand English
   - To be able to read (listen to) and understand information accurately

4) Knowledge and understanding of language and culture
   - Appropriate knowledge of English grammar, usage, words and Australian cultures

VIII. Allotment:

1st period: Introduction to the story about Australia and new structures (S+V+O+O)—(1)①
2nd period: Content comprehension (p.66), reading practice—(2)①,(3)①
3rd period (this lesson): Introduction to the new story and new structures (S+V+C)—(1)①
4th period: Content comprehension (p.67), reading practice—(2)①,(3)①
5th period: Review the texts and new words, and practice new structures—(1)①
6th period: Listening practice, and Reading test—(2)①
7th period: Answer comprehensive questions of Lesson 6, and summarize Lesson 6—(3)①(4)①

IX. Aims of this period: In this lesson, the students are expected to

1) comprehend passages in the texts and answer the comprehension questions.

2) be able to express feelings using SV+ adjectives.
<table>
<thead>
<tr>
<th>Procedure (time)</th>
<th>Students' Activities</th>
<th>Teacher's Activities &amp; Teaching Points</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greeting (1 min.)</td>
<td>Greet</td>
<td>Take attendance, and greeting</td>
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<tr>
<td>Warm Up (5 min.)</td>
<td>Practice small conversation</td>
<td>Have the Ss ready for pair activity</td>
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<tr>
<td>Introduction of Today's Phrase (10 min.)</td>
<td>Practice how to pronounce vocab Walk around and find partner A: How do you feel when you ___? B: I feel ___ when I ___. How about you? A: I feel ___ when I ___.</td>
<td>Show pictures of emotions Pronounce vocabularies and repeat Have Ss write their own sentences—☆ 1 Demonstrate the interview with S Have Ss interview at least 3 in 4 min—☆ 2 Have Ss write friend's answers—☆ 3</td>
<td>(1)☆</td>
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<tr>
<td>Presentation of New Material CD listening (12 min.)</td>
<td>Listen and watch, understanding the situation Listen to the CD and answer the questions orally. Repeat after the T Open a textbook and answer the reading question.</td>
<td>Describe the pictures of the text and explain the situation Asks some questions for listening. (1) What is Emma's present? (2) How does Ken look? Explain and pronounce new words Asks some questions for reading. (1) What did the native Australian use a boomerang for? Check and correct each answer. Read the passage aloud</td>
<td>(1)☆</td>
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<tr>
<td>Reading comprehension (5 min.)</td>
<td>Repeat after the T</td>
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<tr>
<td>Reading practice (8 min.)</td>
<td>Repeat after the T</td>
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<td>Practical Exercise (10 min.)</td>
<td>Try to write their ideas using S+V+C sentences on the sheet. Chosen Ss tell their ideas in front of the class.</td>
<td>Have the Ss make their own S+V+C sentences to describe the content of text. (1) How does Ken feel when he gets a present from Emma? (2) How did Emma feel when she bought a present for Ken? Walk around the classroom and choose a few students</td>
<td>(1)☆</td>
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<tr>
<td>Closing (1 min.)</td>
<td>Farewell</td>
<td>Give the students homework</td>
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</table>
☆ 1. How do you feel~?

1. I feel _______________ when I have a lot of homework.
2. I feel _______________ when I take a test.
3. I feel _______________ when winter comes.
4. I feel _______________ when ____________________.
5. I feel _______________ when ____________________

happy excited angry sad nervous

☆ 2. Let’s interview your friends!

A: How do you feel when _____?

B: I feel ___ when ____. How about you?

A: I feel ___ when _____.

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<thead>
<tr>
<th></th>
<th>Friend’s name</th>
<th>feeling</th>
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<tbody>
<tr>
<td>You have a lot of homework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You take a test</td>
<td></td>
<td></td>
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<tr>
<td>winter comes</td>
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</tbody>
</table>

☆ 3. Let’s write sentences about your friends.

1. __________ feels __________ when ________________________.
2. ____________________ when ______________________________.
3. ____________________ when ______________________________.
**Word Corner — 集**

<table>
<thead>
<tr>
<th>Word</th>
<th>Happy</th>
<th>Excited</th>
<th>Sad</th>
<th>Unhappy</th>
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**Practice**

**For Hunting**

People of Australia used boomerangs. The native.

Kem: What is it?

Emu gave me this present.

Ken: You look happy.

**Words**

Get a boomerang. The native.

building

note

represent

execute

presentation

hunting