Teaching Plan

1 Date: March 18, 2015
2 Class: 9th grade (11 boys, 15 girls)
   Two classes are divided into three groups in order of students’ number. Since the
groups are not based on the degree of achievement, there is a big difference in
their English abilities. Some students are not good at English, but most of them
have a positive attitude toward learning English.

3 Teaching material:
   - textbook: New Treasure English Series Stage 2 (Z-KAI)
     Lesson 13-1 Tell me what it means.
   - worksheet for activity

4 Objectives of this lesson:
   - During this lesson, the students will be able to participate in language activities
     with the help of their friends.
   - After this lesson, the students will be able to make use of indirect questions.

5 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 and write accurately about their thoughts and ideas
   (3) Ability to understand English
       To be able to read and listen to the information accurately
   (4) Knowledge and understanding of language and culture
       Appropriate knowledge of new vocabulary and indirect questions
       Appropriate knowledge of Japanese names

6 Allotment: 1st period: Comprehension and Grammar (Today’s lesson)
   2nd period: Comprehension the discourse
   3rd period: Dictation and Writing

7 Brief summary of what the students already learned
   The students have already learned the structure of the direct question using
   what/when/where/what/which/how in the present tense and in the past tense.

8 Possible student misunderstandings
   When the students change the direct question into the indirect question, they might
   make mistakes the following.
In the third person singular, the verb always ends in -s.
Example: Direct question: What does she like?
→Indirect question: × Please tell me what she likes.
○ Please tell me what she likes.

In the simple past tense of the indirect question, the regular verb ends in -ed.
Example: Direct question: What did she watch on TV last night?
→Indirect question: × Please tell me what she watched on TV last night.
○ Please tell me what she watched on TV last night.

In the simple past tense of the indirect question, the irregular verb changes the verb form.
Example: Direct question: Where did you go last night?
→Indirect question: × Please tell me where you went last night.
○ Please tell me where you went last night.

9 Back-up plan for dealing with unanticipated computer problem
In case of computer problem, I use a picture card instead of using power point.

10 Teaching Procedure

<table>
<thead>
<tr>
<th>Procedure &amp; Time</th>
<th>Teacher’s Guidance</th>
<th>Students’ Activities</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-up Review (4min.)</td>
<td>· Ask several students direct questions using what/where/where/how. · Explain about today's lesson</td>
<td>· Answer the questions · Listen to the explanation</td>
<td>(1)(2)</td>
</tr>
<tr>
<td>Oral introduction (1 min.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation of new material</td>
<td>· Play the CD twice · Have students read the text aloud</td>
<td>· Listen to the CD · Repeat after the teacher together</td>
<td>(1)(3)</td>
</tr>
<tr>
<td>CD listening &amp; chorus reading (5 min.)</td>
<td>· Make students in pairs · Give students a worksheet · Give students instruction on 2 steps of the activity · Demonstrate the 1st and the 2nd step using question no.1</td>
<td>· Make pairs · Receive a worksheet · Listen to the instruction · Change the direct question into the indirect question for the 1st step and answer the question for the 2nd step · Finish 2 steps from question no.2 to 5 in pairs</td>
<td></td>
</tr>
<tr>
<td>Activity 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehension of the content (10 min.)</td>
<td>· Give students 2 minutes to finish question no.2 to 5 in pairs</td>
<td>· Each pair answers the questions in class · Listen to the instruction</td>
<td>(1)(2)(4)</td>
</tr>
<tr>
<td>Present the meaning of the name</td>
<td>· Share the answers in class · Show teacher’s name in Chinese characters on the board and explain the</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning new words (5 min.)</strong></td>
<td><strong>Activity 2 (15 min.)</strong></td>
<td><strong>Consolidation (5 min.)</strong></td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------</td>
<td>---------------------------</td>
<td></td>
</tr>
<tr>
<td>meaning of the name &lt;br&gt;• Have students write their name on the paper and explain the meaning of their name in pairs &lt;br&gt;• Have 3 students explain the meaning of their partner's name in front</td>
<td>• Have students make groups of 3 &lt;br&gt;• Give instruction and demonstrate &lt;br&gt; 1 interviewer &lt;br&gt; 1 interpreter &lt;br&gt; 1 celebrity &lt;br&gt;&lt;example&gt; Interviewer: What did you do last weekend? Interpreter: He would like to know what you did last weekend. Celebrity: I played tennis with my friends. &lt;br&gt;• After the interviewer asks 3 questions, have students switch their roles &lt;br&gt;• Have several groups present their interview in front</td>
<td>• Ask students some indirect questions &lt;br&gt;• Give an assignment for the next lesson</td>
<td>• Write their own name on the paper and explain the meaning of their name each other in pairs &lt;br&gt;• Students have to listen to the partner's explanation &lt;br&gt;• 3 students present the meaning of their name &lt;br&gt;• Pronounce the words &lt;br&gt;• Match the pictures with the new words</td>
</tr>
</tbody>
</table>
Maria: Will you show me how to write your name in Japanese, Yumi?

Yumi: Sure.... Here you are.

Maria: That's beautiful! Tell me what it means.

Yumi: It means "evening beauty," I guess.

Maria: Can you write my name "Maria" in Japanese?

Yumi: How about this?

Maria: It's very simple.

Yumi: I wrote it in katakana. I didn't use Chinese characters.

Maria: Oh. Tell me why you chose katakana.
Lesson 13-1  Change the direct questions into the indirect questions

Please look at page 204.

Example

1  ① Direct question : Who are they?
   Indirect question : Please tell me ___________________________.

   ② Answer the question: ___________________________.

2  ① Direct question : What is Yumi doing?
   Indirect question : Please tell me ___________________________.

   ② Answer the question: ___________________________.

3  ① Direct question : What does Maria think of Yumi’s name in Chinese characters?
   Indirect question : Please tell me ___________________________.

   ② Answer the question: ___________________________.

4  ① Direct question : What does Yumi’s name mean in English?
   Indirect question : Please tell me ___________________________.

   ② Answer the question: ___________________________.

5  ① Direct question : Why did Yumi write Maria’s name in katakana?
   Indirect question : Please tell me ___________________________.

   ② Answer the question: ___________________________.

6  Write your name down in Chinese characters and explain the meaning of your name in English.

   Your name ___________________________.

   The meaning ___________________________.
Let's have an interview with the celebrity!

There are 3 roles: 1 interviewer, 1 celebrity and 1 interpreter

- The celebrity is Japanese and he/she doesn't understand English well.
- The interviewer asks 3 direct questions.
- The interpreter changes direct questions into indirect questions.
- The celebrity answers the questions.

Example
Interviewer : What did you do last weekend?
Interpreter : He would like to know what you did last weekend.
Celebrity : I played tennis with my friends.

Play three roles.
Decide the role and write your name

<table>
<thead>
<tr>
<th>interviewer</th>
<th>interpreter</th>
<th>celebrity</th>
</tr>
</thead>
<tbody>
<tr>
<td>American</td>
<td>Japanese</td>
<td>American</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Make 3 direct questions

.
.
.

Change the direct questions to the indirect questions

.
.
.