Lesson Plan

1. Subject: English Communication 1

2. Textbook: All Aboard! Communication English 1 (Tokyo-shoseki) Lesson 2 A Letter to Australia

3. Students: 10th grader (40 students), high beginner

   This class has 40 students. Most of them had difficulty in studying English in junior high school. So their grammatical knowledge that was taught in junior high school is not perfectly established. Especially they seem to have a trouble with reading or writing English in detail. Although most of the students feel anxiety in learning English, some students are highly motivated to learn English. A lot of students that have different English level are mixed in the class. They like communicative activities and can enjoy them.

4. Material

   It is the letter from Mike to his parents in Australia, written about his new lifestyle in Japan. Mike refers to what the wadaiko is and what the difference is between the wadaiko and the drums in a letter style. The grammatical target of this lesson is progressive form.

   In lesson 1, students learn about 3 international students that appear in the entire textbook. Mike who is the main character in lesson 2 is also introduced in lesson 1. The grammatical target of lesson 1 is past tense.

5. Aims of this lesson

   The students will be able to:

   (1) participate the activities and cooperate with peers positively
8. Potential problems

The words 'dear' and 'write soon' are the specific expression when we use in the letter, but some students might misunderstand those words can be used in general context. Also, 'passion' and 'universal' are ambiguous words which are difficult to get the meanings. Using pictures and giving students some follow-up comments will help them to understand the words more accurately.

Some students feel not confident about speaking and listening English. So some of the activities that require students to do discussion or share the ideas might be difficult task for such students. The teacher should encourage them by giving advice individually or managing atmosphere that allows them making mistakes.

9. Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher’s activities</th>
<th>Students’ activities</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>➢ Greeting</td>
<td>➢ Greeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Warm-up: recitation test</td>
<td>➢ Warm-up</td>
<td>This test is the requirement by the school.</td>
</tr>
</tbody>
</table>
As usual, I would like to start with recitation test. Today I’ll test from no. 1 to no. 5.
First, let's practice in pairs. Students who sit in the right row, please say Japanese first, and students who sit in the left row, please translate it into English without looking.
I’ll give you few minutes to do.

Now let's start the test. When I call your name, please stand up and translate my Japanese into English. Mr. **, ...

Ok. Everyone did very good job.

Practice

Take a test

Prepare for the recitation test by practicing a similar situation as the test

Review and confirm the progressive form
a letter to one of my classmate. (Write classmate on the white board) I wrote it when I was in a junior high. (Write junior high) Can you guess what I wrote on the letter? He likes me a lot and ask me to be his girlfriend but... (Write I'm sorry. I won't be your girlfriend) you can write what you actually wrote or you can write just a topic like 'about holiday.' You don't have to make a correct sentence. Just words or phrases are ok.
I'll give you 2 min to finish it. Go!

Now let's make pairs and share your experiences! You can use the sentence frame below. Like, "I wrote a letter to my classmate when I was a junior high school student. I wrote..." After this, you have to share your partner's idea to another person, so you have to listen carefully!
I'll give you 1 min to share. Ready go!

Now please find another pair and make a group of 4. Please share what your partner said about his/her letter. Like, "Moe wrote a letter to her parents when she was 10..."
I'll give you another 2 min to share. Go!

Please stop talking. What did you hear in your group? Share an idea that you think most interesting.
Next, 'drum.' Please read the definition...

15

> Prediction and listening: word cards

Now let's go back to your first pair again. I'll give you word cards for each pair. Those are the words/phrases that you will see in this lesson. Is there any word that you don't know? Let's check the meaning of the words with your partner. I'll give you few minutes.

What is the word that you don't know?

This is the last activity for today. We are going to listen to the lesson. Before we do, please think about the vocabulary words. What do you think we will read about today? Talk with your partner.

Now let's share in class! What do you think? (ask 2-3 students to share the idea)

OK! Now let's listen. The title is "A Letter from Australia."

What did you hear? Is your prediction correct? Talk with your partner.

Take a note

> Prediction

Motivate them for the listening activity
Activate schema by giving them opportunities to predict what the listening is about through looking at word cards with clues

Check the words' meaning in pairs

Tell the word that they don't know and check the meaning in a class

Make a prediction in pairs

Share a prediction in class

Listen
Lesson 2  Day 1

(teacher created)

Name: ______________________

Write about your experience ...

Who?  When?  What?

I wrote a letter to ________________ when ____________________
I wrote ______________________________

Vocabulary

Dear  drum  passion

universal  Write soon,