LESSON PLAN

1. Date: June 8, 2015
2. Time: 17:45~18:30
3. Class:
   (1)
   (2) Grade: The 2nd-year, Class 2-1 (23 students)
   (3) Language proficiency level: Low level (Beginner)
   (4) Students’ background:
       Many students in this high school don’t have much motivation to study. Especially
       English is the hardest subject for them because they have to use different language to
       express themselves. So it is essential for teachers to make classes easier to
       understand and more interesting to learn.

4. Text: *All Aboard! Communication English I (TOKYO SHOSEKI)*
       Lesson 3 Kawai Culture

5. Aims of This Lesson:
   (1) To have the students (hereafter Ss) interview each other about what they are going to
       do this weekend, using the language materials that they have learned
   (2) To help Ss learn how to use the following grammar points:
       a) You can see anime costumes there every summer.
          Maybe you can find out more about their *kawai* culture then.
          I can’t wait!
       b) I am going to visit Japan very soon as a homestay student.
       c) I will meet Japanese anime fans and talk with them in Japanese.
       d) You should come.
   (3) To have Ss know the popularity of Japanese anime culture and Japan Expo in Paris

6. Allotments:
   1st Period: Oral interaction regarding Japanese anime and the characters
               Listening comprehension of the outline in the text
   2nd Period: Introduction of the new words and idioms
               Reading comprehension of the whole lesson
   3rd Period: Reading aloud
               Completing the summary and trying True or False questions
   4th Period: Understanding how the grammar points are used by completing some
               conversational sentences
   5th Period: *Interview activity to ask each other’s plans for this weekend*
   6th Period: Interview activity to ask what their friends can do and can’t do.
7. Aim of this Period (5th period):
   Function: Ss will be able to ask each other about their schedule this weekend using “Subject + be going to + base verb.”

8. Language Points:
   Form: Subject + be going to + base verb
   Meaning: Future
   Intonation (pronunciation): What are you going to do this weekend? I’m going to ...
   Possible student misunderstandings: “Be verb” and “-ing” will be missed.

<table>
<thead>
<tr>
<th>Examples of student misunderstandings</th>
<th>How I will address these</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) I (missing “be”) going to _</td>
<td>1) Use different colors to emphasize be verb and –ing on power point</td>
</tr>
<tr>
<td>2) I’m go (missing –ing) to _</td>
<td>2) Say “Be careful not to miss “be verb” or –ing, which are common mistakes.”</td>
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</tbody>
</table>

9. Skills to be taught: Speaking and writing
   Possible student misunderstandings: Students may lack vocabularies.

<table>
<thead>
<tr>
<th>Examples of student misunderstandings</th>
<th>How I will address these</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) I’m going to play … (Ss can’t say what they want to say)</td>
<td>1) Model with my examples</td>
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<tr>
<td></td>
<td>2) Give useful examples of vocabularies with pictures.</td>
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</table>

10. Teaching Procedure:

<table>
<thead>
<tr>
<th>Aim [time]</th>
<th>Teacher</th>
<th>Students</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Make a good atmosphere and check the class [2 minutes]</td>
<td>① Greets Ss ② Takes attendance</td>
<td>① Greet T ② Say “Here” or “Present”</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Handouts</td>
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<tr>
<td>2. Have Ss get familiar with English sounds and letters [10 minutes]</td>
<td>① Gives handouts ② Plays a song and tell students to fill in the blanks ③ Checks the answers</td>
<td>① Get a handout ② Listen to a song and fill in the missing words ③ Correct the mistakes</td>
<td>CD and CD player</td>
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<td>Powerpoint</td>
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<tr>
<td>3. Have Ss be aware of today’s aim [1 minute]</td>
<td>① Tells Ss the aim of today’s lesson: To be able to ask each other about their plans this weekend</td>
<td>① Listen to T and understand the aim</td>
<td>Powerpoint</td>
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<td></td>
<td>Powerpoint</td>
</tr>
<tr>
<td>4. Input the target grammar implicitly</td>
<td>&lt;Guessing Game&gt; ① Has Ss make pairs with a person who is sitting next to the student</td>
<td>① Get a partner</td>
<td>Countdown</td>
</tr>
<tr>
<td>3 minutes</td>
<td>3. Shows only icons and has Ss guess T and T's husband's plan for this weekend in pairs in 30 sec.</td>
<td>2. Listen to T and catch the information</td>
<td></td>
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<tr>
<td>4. Tells T's weekend plan and has Ss catch the information. Example sentences: a) On Saturday, I'm going to clean my room and play the flute. b) My husband is going to go jogging and play baseball. c) On Sunday, my husband and I are going to go shopping, see a movie and eat sushi for dinner.</td>
<td>3. Look at the icons and guess what T and T's husband are going to do this weekend in pairs in 30 sec.</td>
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<tr>
<td>5. Asks the class the information they've got</td>
<td>4. Answer T and check the answers</td>
<td></td>
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</tbody>
</table>

5. Have Ss notice the target grammar explicitly [3 minutes]

<p>| 1. Tells T's weekend plans again, asking Ss to catch the words T will use a lot | 1. Listen to T carefully and catch the repeated words |
| 2. Has Ss share the ideas with partners in 15 sec. | 2. Share the ideas with partners |
| 3. Asks the words to the class | 3. Tell their ideas to the class |
| 4. Shows Ss the grammar point and has them notice &quot;be verb + going to + base verb&quot; is used for future tense | 4. Look at the screen and understand the structure of the grammar point |
| 5. Shows 3 sentences with grammatical points high-lightened with color code and has Ss repeat after T | 5. Repeat after T |
| 6. Shows Ss wrong sentences and has them find what is missing | 6. Look at the sentences and think about what |</p>
<table>
<thead>
<tr>
<th>6. Have Ss learn how to use the target grammar [5 minutes]</th>
<th>in each sentence in pairs in 15 sec. Example sentences: a) I going to clean my room. b) I'm go to clean my room.</th>
<th>is missing in each sentence in pairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>① Make pairs ② Listen to T ③ Decide a role in pairs</td>
<td>⑦ Answer T's questions and remember that “be verb” and “-ing” are needed</td>
<td></td>
</tr>
<tr>
<td>④ Pair activity (Round 1) ⑤ Makes pairs again ⑥ Explains the rules of the activity ⑦ Has Ss decide a role in pairs *The person who has longer hair will be student A. *Student A only gives questions Student B only answers. ⑧ Shows sentence frames with pictures and asks the class to fill in the blanks A: What is / are ___ going to do this weekend? B: He / She is going to ___. They are going to ___. ⑨ Has Ss repeat the completed sentences ⑩ Has Ss do the drill practice in pairs in 30 sec. ⑪ Changes pictures. ⑫ Has Ss switch the roles and do it again in 30 sec. ⑬ Has Ss make a quick review of what the pictures are about *Calls some pairs and has them do the same drill in the class</td>
<td>④ Think about the answers ⑤ Repeat after T ⑥ Do the drill practice in pairs ⑦ Look at the screen ⑧ Switch the roles and do it again ⑨ Some pairs called by T do the same drill in the class; others listen carefully.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Have Ss get familiar with using the target</th>
<th>&lt;Give 1, Get 1&gt; ① Gives another handout ② Has Ss fold the handout into half.</th>
<th>Handouts</th>
</tr>
</thead>
<tbody>
<tr>
<td>① Get a new handout ② Fold it into half</td>
<td>Power point</td>
<td>Power point</td>
</tr>
<tr>
<td>Step</td>
<td>Task</td>
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<td>③</td>
<td>Has them make a brief note of their plans for this weekend in 1 min. *Tells them to write 3 things</td>
<td></td>
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<tr>
<td>④</td>
<td>Shows a dialogue and has them repeat it twice *Tells students to pay attention to the points below: Caring about the intonation in the 2nd time</td>
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<tr>
<td>A:</td>
<td>What are you going to do this weekend?</td>
<td></td>
</tr>
<tr>
<td>B:</td>
<td>I'm going to __. What are you going to do this weekend?</td>
<td></td>
</tr>
<tr>
<td>A:</td>
<td>I'm going to __.</td>
<td></td>
</tr>
<tr>
<td>B:</td>
<td>Have a nice weekend!</td>
<td></td>
</tr>
<tr>
<td>A:</td>
<td>You, too!</td>
<td></td>
</tr>
<tr>
<td>⑤</td>
<td>Explains the rules of the activity, showing how to do it with one of the students</td>
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<tr>
<td>⑥</td>
<td>Has Ss stand up and find partners *Every time, the person who has longer hair will be student A.</td>
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<tr>
<td>⑦</td>
<td>Has Ss use the model dialogue they've just practiced and exchange 1 idea with their partners *Tells them to take notes in each time</td>
<td></td>
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<tr>
<td>⑧</td>
<td>Has Ss change partners and do the same thing 2 more times *Tells them to go back to their seats when finished</td>
<td></td>
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<tr>
<td>③</td>
<td>Make a brief note of their plans for this weekend *Write 3 things</td>
<td></td>
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<tr>
<td>④</td>
<td>Repeat after T twice, paying attention to the intonation of the target sentences in the 2nd time</td>
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<tr>
<td>⑤</td>
<td>Listen to T One of the students shows a model with T; the others watch it.</td>
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<tr>
<td>⑥</td>
<td>Stand up, find partners and decide a role in pairs</td>
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<tr>
<td>⑦</td>
<td>Exchange 1 idea with their partners *Take notes in each time</td>
<td></td>
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<tr>
<td>⑧</td>
<td>Change partners and do the same thing 2 more times *Go back to their seats when finished</td>
<td></td>
</tr>
<tr>
<td>8. Have Ss get familiar with writing sentences with the target grammar [8 minutes]</td>
<td>① Has Ss write their plans and their friends' plans in full sentences</td>
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<tr>
<td>9. Have Ss reflect what they learned [5 minutes]</td>
<td>① Has Ss circle an item which shows the level of their understanding the most on a self-evaluation part on their handouts to have them reflect themselves</td>
<td>① Draw a circle on a self-evaluation part and reflect themselves.</td>
</tr>
<tr>
<td></td>
<td>② Gives some feedback to Ss about today's lesson ③ Collects the handouts so that T can evaluate or correct errors later.</td>
<td>② Listen to T ③ Give T handouts</td>
</tr>
<tr>
<td>Step</td>
<td>Give One:</td>
<td>Get One:</td>
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<tr>
<td>1</td>
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</tbody>
</table>

Write 3 things about what you are going to do this weekend.

Share your ideas and write your partner's answers!

Name

Long Answer

Short Answer

Perfect | Fine | Not Good

Self-Evaluation

Teacher created
Guessing Game
1. Make pairs
2. I'll show you some icons about my plan and my husband's plan for this weekend.
3. Please guess what our plans are in 30 sec.

Listen
Now, listen to teacher's weekend plans and catch the information.
Listen again

Listen to teacher’s weekend plans again
This time, catch the words which are used a lot!

Talk to your partner

“What words were used a lot?”

in 15 sec.

Let’s Share in the Class!

“What words were used a lot?”

Point: Future Tense

be verb + going to + base verb

am clean
is play
are go
Repeat
1. I’m going to clean my room → I am
2. My husband is going to play baseball.
3. I and my husband are going to see a movie.

Be careful!!
Discuss in pairs in 15 sec.
You can’t say ...
× I going to clean my room.
○ I’m going to clean my room.
× I’m go to clean my room.
○ I’m going to clean my room.
⇒ Don’t miss “be verb” and “-ing”!

Pair Activity <Round 1>
1. Make pairs again
2. Decide a role:
   The person who has longer hair = Student A
3. Student A only gives questions
   Student B only answers.
4. Looking at each picture I’ll show you,
   ask and answer 3 questions in 30 sec.

Example
1) A: What is ___ going to do this weekend?
   B: [He / She] is going to ___.
2) A: What are ___ going to do this weekend?
   B: They are going to ___.

1) Tom
2) Tom and Nancy

Again!
Student A only gives questions
Student B only answers
In 30 sec.

1) A: What is ___ going to do this weekend?
   B: [He / She] is going to ___.
2) A: What are ___ going to do this weekend?
   B: They are going to ___.

1. Tom
2. Nancy
3. Ken and Bob

read     eat     play
Pair Activity <Round 2>
1. Change the role:
   Student B only gives questions
   Student A only answers.
2. Looking at each picture, I’ll show you, ask and answer 3 questions in 30 sec.

1) A: What is __ going to do this weekend?
   B: [He / She] is going to __.
2) A: What are __ going to do this weekend?
   B: They are going to __.
   watch relax go

Quick Review

Write Your Own Plan
1. Fold the handout into half.
2. Make a brief note of your plans for this weekend
3. Write 3 things in 1 min.

Repeat a Dialogue
A: What are you going to do this weekend?
B: I’m going to surf the internet.
   What are you going to do this weekend?
A: I’m going to do my part time job.
B: Have a nice weekend!
A: You, too!

Give 1, Get 1 (Rules)
1. Find a partner.
   Every time, the person who has longer hair will be the student A.
2. Use the model dialogue we’ve just practiced and exchange 1 idea with your partner.
3. Then change partners and do the same thing 2 more times.
4. Take notes in each time
5. Go back to your seats when finished
Give 1, Get 1 (Example)
A: What are you going to do this weekend?
B: I'm going to _______.
   What are you going to do this weekend?
A: I'm going to _______.
B: Have a nice weekend!
A: You, too!

Give 1, Get 1
A: What are you going to do this weekend?
B: I'm going to _______.
   What are you going to do this weekend?
A: I'm going to _______.
B: Have a nice weekend!
A: You, too!

Share Your Friends' Plans
Have you heard some interesting plans?
Which plans do you also want to try?

<Sentence starter>
"____ is going to ____ this weekend".
"____ and ____ are going to ____ this weekend".