Teaching Plan for English

Date: August 14
Class: 2nd grade (12 boys, 8 girls)
Language proficiency level: Beginning
Time: 15:45~16:35 (50 min)

1 Information about the students

Almost all the students pursue higher education. Most of them have a positive attitude and participate very hardly. Boys and girls of this class are very friendly with one another. They like to do a pair work and help each other in a nice atmosphere.

2 Textbook

NEW CROWN ENGLISH SERIES 2 (SANSEIDO)

Lesson 3

3 Aims of this lesson

After this lesson, the students should be able to:

(1) To think about the future of the earth’s environment.

(2) To understand future tenses such as “will” and “be going to” and use them correctly.

(3) To understand a conjunction, that, and use it that is not a conjunction.

(4) Talk about their own and their friends’ future and plans

4 Allotment

1st period: Introduction, 1st stage Part 1 practice
2nd period: 2nd stage Part 1 the text of the book
3rd period: 1st stage Part 2 practice
4th period: 2nd stage Part 2 the text of the book
5th period: 1st stage Part 3 practice
6th period: 2nd stage Part 3 the text of the book
7th period: 1st stage USE Read (Today’s lesson)
8th period: 2nd stage USE Read

5 Aims of today’s period, New Material

After this period, the students should be able to:

(1) Understand how three presenters express how to save the earth and our future

(2) To think and discuss what environmental issues we have on the earth

(3) Future tense (will, be going to)
### Teaching Procedure

**Skills**
- L: Listening
- R: reading
- W: writing
- S: Speaking

**Evaluation**
- A: interests, concerns, attitude
- B: ability to understand
- C: ability to express
- D: knowledge

<table>
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<tr>
<th>Procedure (time)</th>
<th>Activities</th>
<th>Skills</th>
<th>Points of Evaluation</th>
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<tr>
<td><strong>Objective (2)</strong></td>
<td>&quot;Today we are going to practice reading. In today's lesson you can use future tense. And also you will learn about some environmental problems.&quot;</td>
<td>L</td>
<td></td>
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</table>
| **Warm up (3)** | Show two pictures  
Ask question  
1. T shows Ss the Maldives' picture. And ask question.  
   "What country is this?"  
   Give some of clues.  
   "The capital is Male, and the country is made by 26 small islands."  
   "Yes, it is."  
2. T shows Ss Costa Rica's picture. And ask question.  
   "What country is this?"  
   Give some of clues.  
   "The capital is San Jose. The first of only a few nations without a standing army."  
   "Yes, it is."  
When Ss cannot get the answer, T tells the answer. | L | Whether Ss show interest by guessing the questions. A |
| | 1. Ss might be not able to answer this question. |
| | "Is it Maldives?"  
2. Ss might be not able to answer this question. |
<p>| | &quot;Is it Costa Rica?&quot; | S | |</p>
<table>
<thead>
<tr>
<th>Activity</th>
<th>Activity Description</th>
<th>Instructions</th>
<th>Notes</th>
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</table>
| **Worm up 2 (5)** Pair work | "Make a pair, and answer the questions."
  T gives a handout.
  Check Ss answer
  "Where are Maldives?"
  "Where is Costa Rica?"
  "How big is Maldives?"
  "How big is Costa Rica?"
  "What is the population of Maldives and Costa Rica?"
  "What is the major industry of Maldives and Costa Rica?"
  "What is Maldives and Costa Rica's official language?" | Make a pair
  Cooperate and answer some questions.
  Point to the location of the Maldives.
  Point the location of Costa Rica.
  "Is it 115 sq mi (298 km²)?"
  About 20 thousands sq mi (51 thousands km²)
  "Is it about 340 thousands?"
  "Is it about 4.6millions?"
  "Is it tourist?"
  "Is it agriculture?"
  "Is it Divehi?"
  "Is it Spanish?" | LS
| **Practice new grammar (5)** Pair work | "You and your partner can go to one of the two countries.
  Which country will you go?"
  T gives some model.
  "I will go to the Maldives, because I like small islands."
  "Let's talk with your partner."
  "Which country will you go?"
  "Why will you go to Maldives?"
  When Ss make grammatical mistakes such as tense, subject, T will correct them. When Ss cannot add the reason, T will not make a demand. | Ss talk with their partner where they will go.
  "We will go to Maldives."
  "It looks beautiful."
  Some students might say I will go to Maldives. Or We go to Costa Rica. And some Ss might not be able to add the reason why they want to go there. | WS
| | | Whether Ss can use future tense and talk with their partner.
| | | Whether Ss can add the reason why they decided to go there.
| | | A,B,C,D
<table>
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<tr>
<th>Key words (9)</th>
<th>Group work</th>
<th>S</th>
<th>Whether Ss can try to use English and talk with their friends. A, B, C</th>
</tr>
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</table>
| Group work   | "Make a group. Every group has 4 people."
|              | "What environmental problems do you know? Please discuss in your group."
|              | When Ss do not use English, T does not mention it. T shows some pictures of environmental problems and helps Ss. (Key words) sea level rise, clean energy, global warming, pollution, endangered animals, clean energy, electricity | S | W |
| Comprehension1 (10) | "Please open your textbook to page 30 and 31. Read this page in 1 minute. Start"
| Group work   | "Stop, and write answers to your comprehension question on your handout."
|              | "Share your answer in your group."
<p>|              | Check the answers | R | W |
| Comprehension2 (6) | &quot;Connect the three presentations to proposal-based, introduce-based or shared type with the reasons with your friends.&quot; If you do not understand question, look at page 31 &quot;Pst-reading1&quot; | R | S |
| Group work   | Ss will give some environmental problems. Ss do not know the meaning of environment. Some time they might use their native language. Ss might not have enough knowledge about environmental problems. | S | W |
|              | Classify the three presentations, share with the group. Ss might not know some words such as based, shared, and type. Open page 31 there is the same question in Japanese. | R | S | Whether Ss try to answer the questions and share them. A, B, C |</p>
<table>
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<tr>
<th>Appreciation (5)</th>
<th>&quot;Which is the most impressive opinion for you? Why do you think so?&quot; If you do not understand question, look at page 31 &quot;Pst-reading2&quot;</th>
<th>· Choose the most impressive opinion from the three with reason. Ss cannot say the reason. · share the idea with a partner Ss might not understand some words such as impressive, opinion.</th>
<th>R</th>
<th>Whether Ss can write the answer the question with reasons. Whether Ss share their opinion. A,B,C,D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conclusion</td>
<td>&quot;Give me your opinion? Which speech do you want to listen?&quot;</td>
<td>Share their opinions in the class. Some Ss might not be able to say their opinion in front of class.</td>
<td>S</td>
<td>Whether Ss can say their opinion in all class. A,C</td>
</tr>
</tbody>
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Lesson 3 『For our future』

USE Read  P30, 31

(1) Where is Maldives? Mark M on the map.
(2) Where is Costa Rica? Mark C on the map.

(3) Chose from the bottom

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<thead>
<tr>
<th></th>
<th>Maldives</th>
<th>Costa Rica</th>
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<tbody>
<tr>
<td>How big?</td>
<td></td>
<td></td>
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<tr>
<td>Population?</td>
<td></td>
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<tr>
<td>Major industry</td>
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<td>Official language</td>
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- About 20 thousands sq mi (51 thousands km²)
- About 340 thousands
- Tourist
- Spanish

- About 115 sq mi (298 km²)
- About 4.6 millions
- Agriculture
- Divehi

(4) Which country will you and your partner go together, Maldives or Costa Rica?
Why do you choose the country?
Step 1 (Text book P30 In-reading 2)

1. Where is Nasheed's village going to be in the future?

2. What kind of energy can our feet make?

3. Why are many animals in danger?

Step 2 (Text book P31 Post-reading 1)

Proposal - Title ( )

(Reason) ____________________________

Introduce - Title ( )

(Reason) ____________________________

Shared - Title ( )

(Reason) ____________________________

Step 3 (Text book P31 Post-reading 2)

The most impressive opinion for you - Title ( )

Reason ____________________________

(From New Crown)