Lesson Plan for English Communication
I

1. Date: August 10, 2015
2. Class: 1st year high school students,
   Class 3 and Class 4 (Mix two classes and divide them into three classes by their levels.)
   20 students, low-intermediate: TOEIC 350-380
3. Textbook: VISTA English Communication I (Sanseidou) Lesson 10: Tsujii, the Great Pianist
4. Objectives of this textbook unit: The students will
   (1) learn about “adjective clause (when /where)” and “It is ~ (for A) to V…”
   (2) be able to explain their memorable past events:
   (3) be able to explain the summary of textbook content
5. Allotment:
   The 1st period: Grammar introduction and controlled practice (“It is ~ (for A) to V…”)
   The 2nd period: Guided practice and communicative practice (“It is ~ (for A) to V…”)
   The 3rd period: Grammar introduction and controlled practice (“adjective clause (when /where)”,)
   The 4th period: Guided practice and communicative practice (“adjective clause (when /where)”)
   The 5th period: Lesson 10 Part 1 (p86-p87) reading
   The 6th period: Lesson 10 Part 2 (p88) reading
   The 7th period: Lesson 10 Part 3 (p89) reading
6. A brief summary of what was taught before this lesson:
   * “It is ~ (for A) to V…”
   * The forms of adjective clause using “when” and “where”
     Noun + relative adverb(when/where) + subject + verb
   * “When” replaces a time and “where” replaces a place
   * Introduction of pronunciation /wan/ and /hwan/
7. Objectives of this lesson: The students will
   (1) be able to understand how to use “adjective clause (when /where)” accurately
   (2) be able to tell others about memorable past events
   (3) be able to distinguish the difference between /wan/ and /hwan/
8. What to be taught in this lesson:
   * Form of language points: “adjective clause (when /where)”
   * Possible student misunderstanding and other problems of the language points: Students may
     misunderstand that “when” replaces a place and “where” replaces a time.
     me. Also, they learned essential clause of relative pronoun (who/which/that), so they can be confused
     the differences between relative adverb and relative pronoun.
   * Skills: Linguistic accuracy in spoken sentences, aural understanding of others
   * Possible student misunderstanding and other problems of the skills:
     Students might use Japanese during the activities and it would be difficult to check whether students use
     the target grammar accurately because there are 20 people in this class. In order to solve these problems,
I use Fishbowl to encourage students to use “when” and “where” a lot and have students themselves check whether they can use adjective clause and pronounce “when” and “where” correctly or not.

9. Students characteristic (specific need):
Two classes are divided into three groups, which is based on their levels. This class is the lowest one of three, so the teacher needs to have students acquire basic academic proficiency carefully and sometimes slowly. While some students express their opinions actively or read textbook aloud, others do not or cannot. In order to encourage them to study willingly, it would be important to make safe environment which they can give their views or share their ideas comfortably and confidently.

10. Procedure of this lesson:
Ss → Students,       T → Teacher

<table>
<thead>
<tr>
<th>Procedure, (Time)</th>
<th>Teacher’s Activity</th>
<th>Students’ Activity</th>
<th>Purpose</th>
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<tbody>
<tr>
<td>Opening (2min.)</td>
<td>-Greet Ss.</td>
<td>-Greet T.</td>
<td>Building rapport</td>
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<tr>
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<td>“Good afternoon, everyone.”</td>
<td>“Good afternoon, Chihiro.”</td>
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<td></td>
<td>“How are you feeling today?”</td>
<td>“I’m great thank you, and you?”</td>
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<td>“I’m great too, thank you. What’s the date today?”</td>
<td>“It’s August 10th.”</td>
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<td>“What day is it today?”</td>
<td>“It’s Monday.”</td>
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<td>-Check Ss’ attendance.</td>
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<tr>
<td>Warm-up (6min.)</td>
<td>-Show Ss the objectives of this lesson and explain.</td>
<td>-Understand the objective of this lesson.</td>
<td>Activating schema</td>
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<td></td>
<td>- You will:</td>
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<td></td>
<td>• be able to understand how to use “adjective clause (when/where)” accurately</td>
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<td>• be able to tell others about memorable past events</td>
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<td>• be able to distinguish the difference between /wɔn/ and /hwɔn/</td>
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<td>-Show Ss some event and place words which they will see in Communicative practice and they may not sure on a PowerPoint slide.</td>
<td>-See some words on a slide and make sure of having some pictures on worksheets.</td>
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<td>-Let Ss match the words with pictures which on worksheets</td>
<td>-Match the words with pictures which on worksheets.</td>
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<td></td>
<td>-Check the answers and add explanation for each picture briefly.</td>
<td>-Check the answers.</td>
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</table>
| Review (13min.) | -Let Ss open the textbook to page 90 and let Ss make pairs and review the grammar points.  
-Check the answers/  
-Ask Ss what the difference between “when” and “where” are. Ss might misunderstand how to use “when” and “where,” so explain clearly that “when” replaces a time and “where” replaces a place.  
-Explain the pronunciation difference between /wʌn/ and /hwʌn/ and let them pronounce.  
-Ask Ss the form of adjective clause.  
-Ask Ss how adjective clause modifies nouns.  
-Let Ss know they will do fill-in-the-blanks exercises.  
-Model how to do this activity with two example sentences with a student.  
-T reads “This is the town (where) I was born.”  
-Add explanation or let Ss explain such as “I put ‘where’ in this blank because ‘the town’ is a place name.”  
-Let the student fill in the blank and read. | -Open the textbook to page 90 and talk in pairs to remember the grammar points.  
-Check the answers.  
-Answer the difference between “when” and “where.” e.g.) “when” explains a time “where” can modify something related to places.  
-Understand the difference and pronounce “when” and “where” in two ways.  
-Answer the form of adjective clause. e.g.) Noun + relative adverb(when/where) + subject + verb  
-Answer how adjective clause modifies nouns. e.g.) An adjective clause comes after the noun and modifies it. | Checking Ss’s understanding of target language |
- Add explanation or let Ss explain such as “We can put ‘when’ in this blank because ‘the day’ is time.”

- Let Ss do fill-in-gap exercises on PowerPoint slide with pairs. Tell them to take turns.

- Walk around the class and give Ss praise if they answer correctly.

- Check the answers in the whole class. Let Ss answer.

- Ask whether Ss have questions or not.

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Guided practice (10min.)

- Let Ss know that they will do guessing game and let Ss make pairs.

- Give Ss some cards. Each card has name of event, time and place such as Halloween, Friday and museum.

- Explain the direction of the activity and model with a student.
  - “One student takes a card and describes an event, a time and a place by using “when” or “where” and the other student guess.”

- T says “This is a day when I can get lots of presents from my family or friends. This is a day when I was born. This is a day when I feel happy.”

- Let a student guess what event, time or place T is describing.

- Let the student read the event, time and place by using “when” or “where.”

- Make pairs.

- Listen to T and understand the direction of the activity.

- A student guess and answer “Birthday”

- The student reads “This is a place where we can see beautiful pictures. This is a place where I visited last week in LA. This is a
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<th>Communicative practice (14min.)</th>
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<td>- Let Ss know that they will do the activity of telling others about their memorable past events.</td>
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<td>- Show an example sketch. Let Ss brainstorm and sketch their memorable past events for 2-4 minutes.</td>
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<td>- Have Ss make groups of 3 and decide A, B, and C for each person.</td>
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<td>- Explain the direction of the activity and model with one group.</td>
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<td>- Give A 1 minute to talk B about his/her memorable past event with his/her sketch by using “when” and “where.”</td>
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<td>- Have C monitor and check whether A use “when” and “where” correctly or not and put checkmarks on check sheet each time C hears “when” and “where.”</td>
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<td>- Tell Ss to take turns.</td>
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- One student takes a card and describes the event, time and place by using “when” or “where.”
- The other student guess what an event, a time and a place the partner is describing and answer.
- Take turns over and over.

- Brainstorm and sketch their memorable past events for 2-4 minutes briefly.
- Make group of 3 and decide A, B, and C for each person.
- Listen to T and understand the direction of the activity.

Communicating with others by using the target grammar.
<table>
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<tr>
<th>Expanding (optional; If there is enough time)</th>
<th>Closing (5min.)</th>
<th>Improving communicati ng skills in writing.</th>
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<td>- Let Ss write about their memorable past event.</td>
<td>- Ask Ss whether they have any questions.</td>
<td>Checking Ss’s understanding of target language</td>
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<tr>
<td>- Write about memorable past event.</td>
<td>- Review what Ss learned in this lesson.</td>
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<td>- Make a brief announcement of the next class.</td>
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<td></td>
<td>- Greet Ss.</td>
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<td></td>
<td>- Ask some questions.</td>
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<td></td>
<td>- Listen to T.</td>
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<td></td>
<td>- Listen to T and take memo.</td>
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<td></td>
<td>- Greet T.</td>
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</table>
Lesson 10 Tsuji, the Great Pianist

The 4th Period
Grammar
- Adjective clause (when/where)-

Objectives:
- You will:
  - be able to understand how to use "adjective clause (when /where)" accurately
  - be able to distinguish the difference between /wan/ and /hwan/
  - be able to tell others about memorable past events

Warm-up:

Review (textbook P90):
- Difference between "when" and "where"
  A. "when" replaces a time and "where" replaces a place.
- Pronunciation difference of "wh" sound
  A. /wan/ and /hwan/
- The form of adjective clause
  A. Noun + relative adverb (when/where) + subject + verb
- How adjective clause modifies nouns
  A. An adjective clause comes AFTER the noun and modifies it.

Review (fill-in-the-gap):
- This is the town (where) I was born.
- I remember the day (when) we first met.
- Summer is the (season) when we can go swimming.
- California is the (place/state) where I'm studying right now.
- Tokyo is the (city/place) where my sister lived.
- February is the (month) when his mother came back from her vacation.
- Tuesday is the (day) when I have a boxing lesson.
- IKEA is the (place) where I have never been.
- Canada is the (place) where my brother and I want to go.

Guessing Game [Time]:
- Make pairs & decide A and B.
  A: Take one card and describes an event or a time by using "when."
  "This is a day when I can get lots of presents from my family or friends."
  "This is a day when I feel happy."
  "This is a day when I was born."

  B: Guess and answer.
  "Birthday."
**Guessing Game [Place]**
- B: Take one card and describes a place by using "where."
  - This is a place where we can see beautiful pictures.
  - This is a place where I visited last week in LA.
  - This is a place where we can see sculptures at times.
- A: Guess and answer.
  - "Art museum."

**Guessing Game [Time]**
- This is a day when S + V ~.
  - a month / a season / a time
- This is a place where S + V ~.
  - a country / a city / a restaurant

**Memorable past event!**
- Make a sketch of your memorable past event(s) AMAP
- Make groups of 3 and decide A, B, and C for each person.
- A: Talk B about your memorable past event with the sketch using "when" and "where."
- C) Monitor and check whether A uses "when" and "where" correctly or not
- 2) Put checkmarks on check sheet each time C hears "when" and "where."
- Take turns

**Writing [Make sentences]**
- Let's try to write your memorable past events using "when" and "where."
  - e.g.) December 13th is the day when I was born.
  - Denny's is the place where my family celebrated my birthday.

**Closing**
- Any questions?
- Could you understand how to use "adjective clause (when /where)" accurately?
- Could you distinguish the difference between /wan/ and /hwan/?
- Could you tell others about memorable past events?
- Next class: Textbook and notebook (Reading)
That's all for today!
See you guys!
<table>
<thead>
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<th>Christmas</th>
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<td>December</td>
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<td>Spring</td>
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<td>Winter</td>
<td>Friday</td>
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<td>Valentine's Day</td>
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<td>Father's Day</td>
<td>Monday</td>
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<td>Fall (Autumn)</td>
<td>January</td>
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<td>Sunday</td>
<td>July 4th</td>
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<td>Birthday</td>
<td>April Fools' Day</td>
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<td>Mother's Day</td>
<td>August 22nd '15</td>
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<td>California</td>
<td>Tokyo</td>
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<tr>
<td>School</td>
<td>Japan</td>
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<td>Hawaii</td>
<td>Library</td>
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<td>Park</td>
<td>Pippin</td>
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<td>Starbucks</td>
<td>Disneyland</td>
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<td>Zoo</td>
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<td>Bank</td>
<td>In-N-Out</td>
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<td>Theater</td>
<td>Las Vegas</td>
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<td>Panda Express</td>
<td>Post office</td>
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<td>Kitchen</td>
<td>Hospital</td>
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<td>Garden</td>
<td>Gym</td>
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<td>where</td>
<td>when</td>
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Noun + Relative adverb (when/where) + subject + verb

Write a \( \sqrt{ } \) each time you hear "when" and "where" in correct form.