# Final Evaluation Lesson Plan

**Teacher's Name:**

**Course Name:** English Communication 2

**Lesson Title:** Crossing the Border - Médecins Sans Frontières - Reading Lesson

**Textbook:** Crown 2 (Sanse do)

## I) Background Information About Students:

- **Grade:** 11th grade
- **Proficiency Level:** Intermediate
- **Special Needs:** N/A
- **Class Size:** 26 students

## II) Description of Recent Work:

This is the third part of the unit. Students have already finished part one and two.

## III) Overall Lesson Objective:

The students will be able to express their opinion about untrue situations, sharing the idea about "If you were in this situation, would you take the oxygen mask away from the boy or leave the oxygen mask on the boy?" The 2nd conditional is the target grammar.

## IV) Lesson Steps and Sequencing:

<table>
<thead>
<tr>
<th>Step</th>
<th>Purpose</th>
<th>Teacher's Task &amp; Instructions</th>
<th>Students' Task &amp; Grouping</th>
<th>Est. Time</th>
</tr>
</thead>
</table>
| **Warm-up**   | To make the class's purpose clear            | T shows the agenda of the day                     | 1) Make groups of four  
2) Ss check what they will be able to do after this lesson | 2m        |
| **Grammar Review** | To help students express their ideas later | 1) Show an example sentence and let Ss pay attention to the form  
2) Have Ss get used to the form with rhythm chunk | 1) Listen to the teacher's instruction seeing the sentence  
2) Practice rhythm chunk with gestures | 3m        |
| **Reading Review** | To help Ss understand the day's reading | Show the place, the people and the situations of this lesson | 1) One student points Sri Lanka listening to others' directions  
2) Listen to the teacher's explanation | 3m        |
| **Reading (Digest)** | To make Ss understand the day's reading | 1) Show the reading's digest  
2) Make Ss illustrate the story | 1) Check the digest  
2) Illustrate the story on the handout  
3) Share drawings with others of their group | 3m        |
| **Write own opinions** | 1) To make the story related to Ss and make them think about the lesson deeply  
2) To make Ss get ready for sharing their own opinions in pairs | 1) Let Ss choose one from the two options  
2) Let Ss express the reasons about the choice showing T's own examples | 1) Make a choice about their opinion of the two options  
2) Write two reasons about their choice | 3m        |
| **Sharing in pairs** | To make Ss get ready for expressing their own opinions before others | 1) Show the procedure of this activity  
2) Give sentence's structure  
3) Show T's own examples | 1) Share with shoulder partner. They can see what they wrote.  
2) Next, with face partner. They should try not to see what they wrote.  
3) Finally, with cross partner. They can't see what they wrote.  
*1 minute for each step (Student A speaks for 30s, and then B speaks for 30s.  
*The listener take notes while listening. | 4m        |
| **Sharing with the class** | To make Ss express their opinions to others and compare them | 1) Make volunteers tell their opinions  
2) Write them in Power Point | Tell their own opinions | 2m        |
| **Homework** | To check Ss understanding and | After submitting: T and ALT make comments | At home: Ss submit their writing on Schoology |
Citation: (1) Textbook: Crown 2 (Sanseido) (2) Handouts: Teacher created (3) Power Point: Teacher created (and Emily’s one)

To Meg: In fact, I made a blunder because of being nervous and lack of preparation though your advice was perfect. I’m sorry.
1) Grammar: 2nd Conditionals

untrue in the present / future

Ex1) If I were an American, I would be happier with (an English / a Japanese) song.
>> But the fact is you’re not an American.

Ex2) If I were a (man / woman), I would become tired with shaving my (beard / armpits).
>> But the fact is you’re not a (man / woman).

Ex3) If I were Koichi’s child, I would be very happy, but I might get a little tired.
>> But the fact is you’re not his child (unfortunately).

Meaning: the statement refers to present or the future

Use: the statement is not true; it’s only a hope or prediction.

Form: If clause with simple past or could + verb, clause with would / could / might + verb

Be Careful!

WOULD
- shows own desire or a prediction of something happening

MIGHT
- shows a possibility of something happening
2) Reading
Read the passage about Dr. Kanto Tomoko, who has worked for "Doctors Without Borders" and illustrate the story below.

The most difficult thing about our work at Madhu was making decisions. We had to think about the local situation, because looking at the situation through Western or Japanese eyes could lead us to make wrong decisions. Since our medicines as well as our medical equipment were very limited, we had to look at each situation as it happened and choose the best thing to do.

I clearly remember the day when a woman brought her five-year-old boy to our hospital. I saw immediately that he was beyond help. We gave him oxygen, but he was pale, his breathing was difficult, and the oxygen mask made him uncomfortable. He was not improving. We were using our last tank of oxygen. We didn’t know when the next tank was coming. If another person needing oxygen arrived, maybe this tank could save his or her life. I made my decision and made a sign to the nurse who was working with me to turn off the oxygen. The nurse simply couldn’t do it. I waited five seconds and then turned it off myself. I did it because I thought it best to leave the child in the hands of God. Was that the right decision? I still don’t know.

Your illustration
3) Share ideas!

Your Turn!

1) If you were in this situation, which choice would you make, and why?

Choices:

- [ ] Take the oxygen mask away from the boy
- [ ] Leave the oxygen mask on the boy

Please give 2 examples why you would make that decision.

ex) Because (it is ... / I (don’t) want to ... / I think ... / I believe ... / etc.)

1. ____________________________

2. ____________________________

2) Share your ideas with

1) shoulder partner *You can see what you wrote / A: 30s, B: 30s
2) face partner *Try not to see / A: 30s, B: 30s
3) cross partner *Do without seeing / A: 30s, B: 30s

Sentence Structure

If I were in this situation, I would

( take the oxygen mask away from the boy / leave the oxygen mask on the boy ),

because (REASON 1). Also, (REASON 2).

<table>
<thead>
<tr>
<th>Name</th>
<th>Choice (Circle one)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Ex)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Makoto</td>
<td>Take / Leave</td>
<td></td>
</tr>
<tr>
<td>1 (shoulder)</td>
<td>Take / Leave</td>
<td></td>
</tr>
<tr>
<td>2 (face)</td>
<td>Take / Leave</td>
<td></td>
</tr>
<tr>
<td>3 (cross)</td>
<td>Take / Leave</td>
<td></td>
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