Teaching Plan

1. Date: August 19, 2016

2. Teaching class: 2nd year of JHS (Beginner level)

3. Specific needs:
   ① Most of my students are “at risk students”. Before they came to my school, some of them had not studied or attended school regularly because of their family issues or problems about themselves. So, their English level is lower than average. However, they study English positively. Small step activity helps them to achieve the objectives.
   ② We always teach with “team teaching” style. T2s help slow learners if they need help.
   ③ The students take “10 words test” at the beginning of every lesson. They have words lists and they have to practice the words on their notebooks beforehand.

4. Textbook: NEW CROWN ENGLISH SERIES2 (SANSEIDO) Lesson2

5. Summary of what was taught in the lesson before:
   ① Students learned past form of be-verb in the previous lesson.
   ② Students already learned present progressive tense last year.

6. Objectives of this lesson: After the lesson, students should be able to
   ① differentiate past progressive tense from present progressive tense, and use past progressive tense.
   ② write and speak past progressive tense sentences.
   ③ express themselves using past progressive tense sentences.

7. Evaluation:
   ① To use English positively in each activity.
   ② To express situations or themselves properly with using past progressive tense.
   ③ To understand past progressive tense properly.
   ④ To pronounce and write English accurately.

8. The language points:
① form: past form of be verb (was/were) + -ing form of verb
② meaning: to describe on-going action in the past

9. Possible student misunderstandings and other problems

<table>
<thead>
<tr>
<th>Possible misunderstandings</th>
<th>Solution</th>
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</table>
| Forget some verb forms of -ing (use → using, run → running...etc) | Check each other's answers in pair work
|                               | Review together with PPTs |
| Can't tell the difference between present progressive tense and past progressive tense | Have students notice the difference in introduction |

<table>
<thead>
<tr>
<th>Possible problems</th>
<th>Solution</th>
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<tbody>
<tr>
<td>Have no idea of making sentences</td>
<td>Teacher gives students idea box (some examples)</td>
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<td>Teacher gives them sentence frames</td>
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<td>Hesitate to speak because of anxiety</td>
<td>Teacher gives students scaffolding (shows his example → pair work → group work → mingling)</td>
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10. Teaching procedure:

<table>
<thead>
<tr>
<th>Step and Time</th>
<th>Students</th>
<th>Teacher</th>
<th>Note</th>
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<tbody>
<tr>
<td>Greetings (2 mins)</td>
<td>• Greet and answer teacher's questions.</td>
<td>• Greets and asks students about date, weather, and so on.</td>
<td>Students practice for the word test. Teacher helps the slow learners.</td>
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<tr>
<td>Warm-up ※ Word test (8 mins)</td>
<td>• Practice the words. • Take the test.</td>
<td>• Encourages students to practice writing English words. • Check the test.</td>
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<tr>
<td>Introduction (5 mins)</td>
<td>• Listen to teacher's story. • Answer the questions.</td>
<td>• Shows some pictures and tells the story (including past progressive tense sentences in the story). • Asks some questions about the story. Ex) &quot;What was he doing at 9a.m.?&quot;</td>
<td>Teacher uses PPTs Teacher tries to talk interactively (be careful not to speak one-way). Students don't have to answer in a sentence (Just a word is OK).</td>
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<td>Controlled practice (15 mins)</td>
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<tr>
<td>• Listen to teacher's explanation.</td>
<td>• Explain the grammar (past progressive tense).</td>
<td>• Teacher uses PPTs.</td>
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<td>• Listen and repeat</td>
<td>• Practices reading.</td>
<td>• Students must use past progressive tense in each sentence.</td>
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<td>• Students must answer in 10 seconds.</td>
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<td>• Look at the pictures and answer the questions on the sheet (individual work).</td>
<td>• Looks at the pictures and write the answer on the sheet.</td>
<td>• Teacher helps the slow learners and pairs.</td>
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<td>• Has students check with partners. (pair work)</td>
<td>• Teacher checks some verb forms of ~ing.</td>
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<td>• Answer the questions.</td>
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<tr>
<th>Guided practice (15 mins)</th>
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<td>• Explain the activity and shows an example.</td>
<td>• Teacher uses PPTs.</td>
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<td>Ex) &quot;I was studying English then.&quot;</td>
<td>• Teacher gives students idea box to make a sentence.</td>
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<td>• Reads the dialogue.</td>
<td>• First, students ask with their partners. Then, students stand up and mingle, ask each other.</td>
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<td>• Checks the activity.</td>
<td>• Students play janken winner → ask first loser → answer first</td>
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<td>• Students take a memo while listening, but they don't have to write full sentences.</td>
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<td>• Students sign their names each other after the activity.</td>
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<td>• Teacher helps the slow learners.</td>
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<td>• Write what they were doing last Sunday on their sheets.</td>
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<td>• Practice dialogue.</td>
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<td>• Ask each other.</td>
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<td></td>
<td>&quot; What were you doing at 3p.m. last Sunday?&quot;</td>
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<td></td>
<td>&quot; I was studying English then.&quot;</td>
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<td>• Take memo.</td>
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<td>• Get friend's signatures.</td>
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<td>• Write sentences.</td>
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<td>• Asks students what their friends were doing.</td>
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<td>Conclusion (5 mins)</td>
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<td>• Review today's lesson.</td>
<td>• Reflects today's class.</td>
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【past progressive tense (過去進行形)の文】

Kojiro was eating dinner then. (小次郎はその時夕食を食べていました。)

☆「～しているところでした」と、過去のある時点で進行中だった動作を表現するトキには、
過去進行形を使う。

☆作り方：過去進行形の文は、be 助詞の過去形十動詞の ～ing 形で表現する。

【Let's practice!】 Look at the pictures, and fill in the blanks. Use past
progressive tense.

(1) She ( ) the piano. (play)
(2) They ( ) TV. (watch)
(3) He ( ) a computer. (use)
(4) They ( ) in the park. (run)

【Let's Talk!】 What were you doing at 3p.m. last Sunday?
ex) I was studying English then.

①Write your own answer.

②Practice the dialogue.

A: What were you doing at 3p.m. last Sunday? (あなたは先週の日曜日の3時に何をしていましたか？)
B: I was studying English then. (私はその時英語を勉強していました。)
③ Let's talk with your classmates. After talking, get their signatures.

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<tr>
<th>name</th>
<th>memo</th>
<th>Signature from friend</th>
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④ Choose 5 friends and write 5 sentences.

ex) Emily was reading Harry Potter books then.

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