Lesson Plan for English Communication I

1. Class: 2nd year high school students, 22 students from class 3 and 4 (2 classes are divided into 3 language class groups as there is no large gap in proficiency among the groups)

2. Students' English proficiency level: basic (CEFR A1)

3. Material: VISTA English Communication I (Sanseido) Lesson 5 “Baobabs in Madagascar”
   Eibunpou Kyousitsu (Kirihara) *used in controlled practices

4. Objectives of this unit:
   Students (1) can state their needs using want to- or need to-
   (2) can introduce their favorite place using to- infinitive
   (3) can state reasons of their actions using to- infinitive
   (4) can state order of events using “first”, “then” and “after that”

5. Allotment
   The 1st period: Grammar controlled practice (noun infinitive)
   The 2nd period: Reading part 1
   The 3rd period: Grammar/key sentence guided practice
   The 4th period: Grammar controlled practice (infinitive as adjective)
   The 5th period: Reading part 2
   The 6th period: Grammar/key sentence guided practice
   The 7th period: Grammar controlled practice (adverbial infinitive)
   The 8th period: Reading part 3
   The 9th period: Grammar/key sentence guided practice

6. A brief summary of what has been taught before this lesson
   - want to-, need to-, and other forms where to- infinitive is used as verbs
7. Objective of this lesson:
   Students will be able to write an e-mail about their recommendations for tourist places, using to-infinitive as adjectives and words such as “first”, “then” and “after that”

8. What to be taught in this lesson:
   - usage of to-infinitives as adjectives
   - usage of “first”, “then”, “after that”

9. Students characteristic (specific needs):
   Nohsan High School is an agricultural school where students learn horticulture and food production. They have very limited English language proficiency: many of them do not remember what they have learned in their junior high schools. The focus in class is on reviewing basic grammar and making them more confident in English. Therefore, they need careful and clear explanation of language forms and much scaffolding before they engage in communicative activities, in which target language form is much focused.

10. Lesson procedure:
   Ss→Students    T→Teacher

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<tr>
<th>Step</th>
<th>Purpose</th>
<th>Teacher’s task &amp; instructions</th>
<th>Students’ Task &amp; Grouping</th>
<th>Material Needed</th>
<th>Possible Problems</th>
<th>Est. Time</th>
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<tbody>
<tr>
<td><strong>Topic introduction</strong></td>
<td>to give context to activity today</td>
<td>show an e-mail from teacher’s friend; Tell them the objective: “Make a tour plan and e-mail Justin.” Have Ss brainstorm some ideas</td>
<td>Brainstorm some ideas in pairs</td>
<td>(1) PPT slide with e-mail text</td>
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<td>5’</td>
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<tr>
<td><strong>Explanation of language point</strong></td>
<td>To have Ss understand sentence</td>
<td>Hands out worksheets Ask Ss to find</td>
<td>Find the sentence and write it</td>
<td>(1) Worksheet Ss might have hard time</td>
<td></td>
<td>10’</td>
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<tr>
<td>Structure</td>
<td>One sentence which is suitable for recommendation (&quot;step 1&quot;) Briefly explain the sentence structure on the board Have Ss work on controlled practices on the sheet</td>
<td>On their worksheet Listen to the explanation Work on the controlled practices</td>
<td>(2) Whiteboard finding one; tell them to look for a tourist place in the passage</td>
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<tr>
<td>Teacher's demonstration of the task</td>
<td>To scaffold students for the task T puts the sentence on the PPT; Tell them that they need to plan a tour and have them work on the sheet (&quot;step 2&quot;)</td>
<td>Work on the worksheet (&quot;step 2&quot;)</td>
<td>(1) PPT slide to write T's example (2) textbook</td>
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Hi Justin,
One place to visit in Japan is ___.
First, you should go to ___.
And then, a nice place to eat is ___.
After that, you should buy souvenirs. A good place to shop is ______.

<p>| Group writing | To have Ss use infinitives in real-world task Have Ss get in groups of 3-4 tell Ss that they can use T's example and change it a little bit | Get in groups of 3 or 4 Brainstorm in groups and write e-mails | (1) worksheet (2) Laptops for students Some groups finish much faster; encourage them to give more details | 15' |</p>
<table>
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<tr>
<th><strong>Exchanging Opinion</strong></th>
<th>To have students discuss and help each other</th>
<th>Have Ss exchange their worksheet with the next group Tell them to make a suggestion or, if not, mark sentences they think are good</th>
<th>Exchange the worksheet with next groups Write a suggestion or mark sentences they think is good</th>
<th>(1) worksheet</th>
<th>10’</th>
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<tbody>
<tr>
<td><strong>Wrapping-up</strong></td>
<td>To give students sense of achievement for their work</td>
<td>Collects the worksheet Show appreciation for their suggestion and tell them that T’s really going to send him an e-mail Assign HW</td>
<td>Hand T the worksheet At home: write an e-mail which introduces Tokyo</td>
<td>None</td>
<td>5’</td>
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Lesson 5 “Baobabs in Madagascar”

One thing to see in Madagascar is “Baobab Avenue.” The avenue evolved in the following way. First, the natives burned the forest. Then they prepared the land for farming. After that, many trees and plants died. But the baobabs survived. They keep water under their bark.
An E-mail to Hajime’s friend

**Step 1** How do you introduce a good place? Find one useful sentence from the textbook.

Introducing place: One place _____ _____ in Japan is Tokyo.

Introducing food: A good place _____ _____ is Tsukemen Michi.

Introducing a shop: A good place _____ _____ is Ario Kameari.

**Step 2** How can you make a tour plan? Find 2 useful words/phrases from the textbook.

First ___________  ___________

Second ___________

**Step 3** Make group’s plan!