

Lesson Plans in English

Lesson 1 – Bouldering? How Nice!

Text pp. 13-16

- Aim:** ① To learn, understand and use the present tense (“be” verb / regular verbs).
 ② To learn how to show empathy.
 ③ To learn how to introduce yourself.

Course Hour: 2 hours/lesson

Part 1 T=teacher, S=student

Activity	Lesson	Notes
Greetings & Attendance	T: Good morning, everyone! Welcome to class. How are you today? Ss: I'm [We're] fine, Mr./Ms. _____ T: This is our first lesson. Now I'm going to take attendance. When I say your name, please raise your hand. Ready? (T takes attendance.)	Suggested time: (2分)
Start Up (Intro)	T: Let's begin. How many students play sports? Please raise your hands. (Ss raise their hands.) T: Wow! That's a lot of people! S1, what sport do you play? S1: Baseball. T: That's great! How about you, S2? S2: I play badminton. T: Really? So do I! (T continue asking selected Ss which sport they play.) How about school clubs? How many students are in school clubs? Please raise your hands. (Ss raise their hands.) T: That's almost everybody! S3, which club do you belong to? S3: The <i>shogi</i> club. T: That must be interesting. How about you, S4? S4: I'm in the computer games club. T: That must be a popular club. Everybody plays computer games! (T continue asking selected Ss which clubs they belong to.) T: In today's lesson we're going to learn how to introduce yourself. For example, what sports you like or what clubs you belong to. To start, let's put everyone in pairs. Please sit with a partner.	Suggested time: (7分)

<p>(Start Up) (Toolbox)</p>	<p>(Ss sit in pairs.) T: Does everyone have a partner? S5, what about you? No? OK, sit with S1 and S2. (S5 sits with S1 and S2) T: Don't open your books yet. First, we'll go over some important words and phrases. I'll say each item two times slowly. Please, repeat after me. (T says the words and phrases in the box under the visuals and in the "Toolbox" on the right. T says each expression twice, after which Ss repeat.) T: Now open your books to Page 13. There are six pictures of student activities. Work with your partner and match the language under the pictures with the pictures. Any questions? OK, please begin. (Ss work in pairs and match language with pictures.) T: OK, let's check your answers? What is the language for Picture 1? Any volunteers? S1 and S2, what do you think? (S1 and S2 answer.) T: Very good. OK, let's go to Picture 2? Any volunteers? S3 and S4, what do you think? (Continue with this format and elicit answers for each picture.)</p>	
<p>Key Expressions</p>	<p>T: Now we're going to study the Present tense and learn how to talk about our club activities and things we want to do at school. Let's look at the dialog between the two students at the bottom of the page. I'll read each line twice and everyone repeat after me. (T reads dialog line by line twice, Ss repeat after each line.) T: I want you to practice the dialog with your partner. If you finish quickly, change roles and repeat the dialog. See if you can say the dialog without looking at your textbook. Good luck! Please begin. (Ss practice the dialog, changing roles. T circulate and assist, if necessary.)</p>	<p>Suggested time: (23 分) ※課末の Grammar for Communication の説明や活動を適宜このコーナーで関連させることもできる。</p>

(Dialog B)	<p>T: Final question. What does the other person want to do in high school? S5 and S6, do you have the answer? (S5 and S6 answer.)</p> <p>T: Terrific! He/She wants to～ / Not exactly. Does another pair want to guess? The answer is ～.</p> <p>T: OK, let's go to Dialog B. Who is speaking? S7 and S8, do you know? [Continue using the above format for Dialog B and Dialog C]</p> <p>T: We've finished all the dialogs. Good job! Let's go to the next section.</p>	
<p>Functional Expressions</p> <p>(Pair Work)</p> <p>《Expansion Activity》</p>	<p>T: Now we're going to study some expressions to show you are interested in what someone is saying. Are you ready? Look at the English expressions in the top box. I'll say each one twice. Please repeat them after me. (T says the expressions one by one, twice. Ss repeat each expression after T.)</p> <p>T: Good. Now look at the "Pair Work" dialog. I'll say each dialog line twice. Then repeat each line after me. (T says each line of the dialog twice, Ss repeat.)</p> <p>T: Now I want you to practice the dialog with your partner. You can change the club and change the expression to show that you're interested. You decide! For example, "What club are you in?", "I'm in the drama club." "Great!" When you finish a dialog, switch parts. You should all try to talk about your school club. Go! (Ss practice dialogs in pairs, switching roles.)</p> <p>T: Time's up. Who wants to act out their dialog for us? Volunteers? Great! S1 and S2, please stand up and show us your dialog. (S1 and S2 act out their dialog for the class.)</p> <p>T: Excellent! Anyone else want to try? How about you, S3 and S4? (S3 and S4 act out their dialog. / Continue asking pairs to act out their dialogs as time permits.)</p>	Suggested time: (3分)

Useful Expressions	<p>T: Now let's look at the sentences in the "Useful Expressions" box.</p> <p>Read along as I say them. I'll say each sentence twice. Follow in your books, but please don't speak.</p> <p>(T says Useful Expressions, twice for each sentence. Ss read along in the textbook.)</p> <p>T: OK, this time please close your books and say each sentence after me. Are you ready?</p> <p>(Ss close books, repeat each sentence after T.)</p> <p>T: Excellent!</p>	Suggested time: (4分)
Wrap-up	<p>T: This is the end of today's lesson. You've all worked very hard.</p> <p>Please review what we studied today. Next class, you'll talk more about yourself. And we'll practice showing interest in other people. I'll see you next class. Good-bye, everyone!</p> <p>The end of Part 1</p>	Suggested time: (1分)

Part 2

Activity	Lesson	Notes
Greetings & Attendance	<p>T: Good morning, everyone.</p> <p>Ss: Good morning, Mr. [Ms.] _____.</p> <p>T: How is everyone today?</p> <p>Ss: Fine, thank you and you.</p> <p>T: I'm terrific! Let's get started. First, I'll take attendance.</p> <p>Please, say "Here!" when I call your name.</p> <p>(T takes attendance. Ss say "Here!" when their name is called.)</p>	Suggested time: (2分)
Interview	<p>T: Let's begin. First, everyone find a partner and sit together.</p> <p>(Ss sit with a partner.)</p> <p>T: Does everyone have a partner? S5, what about you? OK, sit with S1 and S2.</p> <p>(S5 sits with S1 and S2.)</p> <p>T: OK. Before we open our books, we're going to study some</p>	Suggested time: (27分)

<p>important questions. I will say each questions two times. Please repeat after me. Don't worry, I'll speak slowly. Let's begin. (T says each line of the dialog twice, Ss repeat.)</p> <p>.....</p> <p>T: That was great! Now, everyone, turn to Page 15. First, you will write the answers for yourself for each question at the top of the page. Your partner can help you. Or you can ask me for help. If you can't read the words, ask me "How do you say this?" If you can't spell a word, please ask, "How do you spell ~?"</p> <p>(T writes the two questions on the board: How do you say this? How do you spell ~?)</p> <p>T: Does everyone understand? OK, remember you can help your partner. Now, answer the questions for yourself. Go!</p> <p>(Ss work in pairs and write the answers to the questions for themselves. T circulate and assist Ss, encouraging them to <u>ask for help</u> by pointing to the questions on the board.)</p> <p>.....</p> <p>T: Is everyone finished? Good! Now you're going to interview three students and write their answers in the boxes in the table. When you finish interviewing three students and writing their information, you can sit down. Remember to ask for spelling with this question.</p> <p>(T point to "How do you spell ~?" on the board.)</p> <p>T: Any questions? No? OK, please interview three people their clubs and what they want to do at school. Go!</p> <p>(Ss interview each other and fill in the table. When they have finished interviewing three people they can sit down. Try not to leave one pair standing. When most Ss have sat down, finish the activity by saying "Time's up!" As Ss speak, T circulate and assist Ss, encouraging them to <u>ask for spelling</u> by pointing to "How do you spell ~?" on the board.)</p> <p>T: Time's up! Now I will say a student's name and I want you to give me their information. Ready? Let's begin. Tell me about S9.</p> <p>S1: He is in the bouldering club.</p> <p>S2: And he wants to climb Mt. Fuji in high school.</p>	<p>※ワークシートを使用することもできる。</p>
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(Check Yourself)	<p>T: Excellent! I want to climb Mt. Fuji, too. OK, how about S10? (Ss give information about S10. / Continue asking for information about selected Ss as time permits.)</p> <p>T: Before we finish Page 15, please score yourself in “Check Yourself” at the bottom of the page. If you finished interviewing three students and spelled all of the information correctly, circle 100 on the scale. If you didn’t finish three students or made some spelling mistakes, circle the point that you think matches you. (Ss circle the number they think matches their success in the activity.)</p>	
<p>Grammar for Communication</p> <p>(Number 1)</p> <p>《 Expansion Activity 》</p>	<p>T: Now turn to Page 16. We’re going to make some sentences using the grammar in this lesson. But first, let’s make small groups with 4 or 5 students. (Ss form small groups of 4-5.)</p> <p>T: We’re going to make some sentences using the Present tense and “be” verb. Look at Number 1. In the picture, there is a girl with a big smile. She is saying, “I am happy now.” Please repeat the sentence after me. (T says the sentence twice, Ss repeat.)</p> <p>T: Now, let’s say another sentence. “You are happy now.” Please repeat after me. (T says the sentence twice, Ss repeat.)</p> <p>T: Good! Now let’s play a gesture game. In each group, one person will make a facial expression, for example, angry or sad. The other students try to guess the person’s feeling. You should say, “You are angry now!” or “You are sad now!” If a student guesses the correct feeling, then he or she is “Safe!” The remaining students do “rock, scissors, paper” to decide who does the next facial expression. If you don’t know a word in English, please ask, “How do you say ~in English?” (T writes the question on the board: How do you say ~in English?)</p> <p>T: Try to give everyone a chance to make a facial expression. Are there any questions? Does everyone understand? OK. Please</p>	<p>Suggested time: (15 分)</p> <p>※文法は日本語で解説してもよい。</p> <p>※このコーナーは、Key Expressions のコーナーで扱うこともできる。</p> <p>※文法を使った活動例</p>

<p>(Number 2)</p> <p>《Expansion Activity》</p>	<p>do “rock, scissors, paper” and decide who does the first facial expression. Go!</p> <p>(Ss do “rock, scissors, paper” and decide S1, who will do the first facial expression. Ss guess S1’s feeling using, “You are angry/sad/happy/ etc.” T circulate and assist groups. T encourage Ss to ask for words they don’t know in English by using the question on the board.)</p> <p>T: Is everyone finished? Who hasn’t had a chance to show their feeling? Hands up, please.</p> <p>(Unfinished Ss put their hand up.)</p> <p>T: OK. You can have ~more minutes. Go!</p> <p>(Ss continue the activity in the remaining time.)</p> <p>T: Time’s up! Did you guess everyone’s feelings in your group? It’s really important to understand people’s feelings by “reading” their faces!</p> <p>.....</p> <p>T: Now let’s look at Number 2. Please repeat the sentence after me. (T says, “I study English for two hours every day.” two times, Ss repeat.)</p> <p>T: Good! We’re going to practice this sentence in a kind of group game. First, sit in a circle in your group.</p> <p>(Ss make a circle in their group.)</p> <p>T: Now choose one student to start. Do “rock, scissors, paper” and the winner will begin. Go!”</p> <p>(Ss do “rock, scissors, paper” and decide S1.)</p> <p>T: Every group has a student? Good. We’ll call this student S1. Now I’ll explain the rules. You are all going to say what you do every day and for how long you do it. For example, “I sleep for six hours every day.” S1 will start and say one sentence. Then the next student will say a new sentence, for example, “I run for thirty minutes every day.” You will go clockwise in your group and keep saying sentences until a student can’t think of another sentence. This person is “out” and moves out of the circle. The first person who is “out” should count the total number of sentences your group makes. The last person to make a sentence is the winner.</p>	<p>※文法を使った活動例</p>
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<p>《OPTIONAL》</p>	<p>But be careful! If you say the same sentence that another student has already said, you are “out”! You will have ~ minutes to make sentences.</p> <p>Does everybody understand? Are there any questions? None? OK, go!</p> <p>(S1 in each groups makes the first sentence. Ss go clockwise and continue making until sentence until S2 cannot think of another one. S2 is “out” and must count the total number of sentences for the group. Continue until only one student is left making sentences. This student can continue until the time is up.</p> <p>T circulate and make sure that Ss are doing the activity correctly. T assist, if necessary.)</p> <p>T: Time’s up! OK, check how many sentences your group made.</p> <p>(Ss discuss in their groups and confirm the total number of sentences.)</p> <p>T: OK. Group 1, how many sentences did you make?</p> <p>(S1 in Group 1 answers.)</p> <p>T: Next, Group 2, how many sentences did you make?</p> <p>(S1 in Group 2 answers. / T continue until every group has said the number of sentences they made.)</p> <p>T: It looks like Group 7 had the most sentences – 14! Very good. Everyone, a round of applause!</p> <p>(Ss clap for Group 7’s effort.)</p> <p>.....</p> <p>T: I’d like to hear some of your sentences. Please decide the most interesting sentence in your group. The student who made it will say it for me.</p> <p>(Ss decide who made the best sentence in their group.)</p> <p>T: Ready? Group 1 what was your most interesting sentence?</p> <p>S1: I eat breakfast for one hour every day.</p> <p>T: Wow! That’s a long time. You must have a very delicious breakfast! How about you, Group 2?</p> <p>(T continue asking for questions until each group has reported.)</p> <p>T: I enjoyed hearing everyone’s sentences! OK. Let’s move on.</p>	
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Quick Check	<p>T: We have a few minutes left so let's do one more activity. Please look at the "Quick Check" box at the bottom of the page. Work in your group and change the verbs in the blanks to match the subject. Any questions? You have ~minutes. Please, begin.</p> <p>(Ss complete number 1.)</p> <p>T: Ready? What is the answer for number 1. Anyone want to try? S1, what do you think the answer is?</p> <p>(S1 answers question.)</p> <p>T: Great! OK, let's look at number 2. Anyone want to answer? How about you, S2?</p> <p>(S2 gives answers for the second sentence.)</p> <p>T: Good! / Good try. Anyone else want to answer?</p> <p>(T continue eliciting answer for all four questions.)</p>	Suggested time: (5分)
Wrap-up	<p>T: Well, that's it for today. Please review this lesson and, next class, we'll start a new lesson. Good-bye, everyone!</p> <p>The end of Part 2</p>	Suggested time: (1分)