

# Lesson Plan

Yoshiko YAMADA

- I. Time and Date: 6th Period (14:25-15:15), Wednesday July 14, 2021
- II. Place(Instructor): 2-B(Sam) and Yobi 2-1(Yamada)
- III. Class: 2-B (40 students)
- IV. Text: Perspective English Communication II, Lesson 2 “The Mission of the Olympics”
- V. Lesson Objectives: Students will be able to:
  - understand the mission of the Olympics and think about what sports can bring to us
  - use new vocabulary items and grammatical knowledge
  - **write and speak about a person who they respect with their reasons**
- VI. Allotment: 13 periods, this being the twelfth
  - 1<sup>st</sup> period: Introduction, Part 1 (Vocabulary, Understanding the contents, Reading practice)
  - 2<sup>nd</sup> period: Part 1 (Review), Part 2 (Vocabulary, Understanding the contents)
  - 3<sup>rd</sup> period: Part 2 (Review, Reading practice),
  - 4<sup>th</sup> period: Part 3 (Vocabulary, Understanding the contents, Reading practice)
  - 5<sup>th</sup> period: Part 3 (Review, Reading practice), Part 4 (Vocabulary, Understanding the contents)
  - 6<sup>th</sup> period: Part 4 (Review, Reading practice)
  - 7<sup>th</sup> period: Summary and Grammar questions
  - 8<sup>th</sup> period: Speech preparation 1: Reading a sample script, Brain storming and research, Making an outline
  - 9<sup>th</sup> period: Speech preparation 2: Script writing
  - 10<sup>th</sup> period: Speech preparation 3: Teacher’s demonstration, Peer editing, Submit the final draft
  - 11<sup>th</sup> period: Speech preparation 4: Feedback on writing, Speech practice
  - **12<sup>th</sup> period: Individual speech day 1: Making a speech and evaluating others**
  - 13<sup>th</sup> period: Individual speech day 2: Making a speech and evaluating others

## VII. Teaching Procedure:

Stage	Time 50min	Activities		Assess -ment	Notes
		Teacher (T)	Student (S or SS)		
Preparation	2	T makes sure if SS are in the right room and who is the first speaker. T distributes peer evaluation sheets with SS. T tells MCs (2 students) to get ready.	SS make sure if they have everything they need for their speech.		The class has been divided to 2 groups. (The other half is evaluated by FLT.) 2 students have been assigned for MCs at each room.
Greeting and Introduction	6	T shares today's goals as a speaker and as a listener with SS. T tells MCs to start. T adds explanation on peer-evaluation.	SS listen to T.  MCs come to the front. MCs introduce themselves and explain about peer-evaluation. MCs welcome the first speaker.		MC script has been given to MCs beforehand.
Speech (Performance Test)	35	T evaluates each student's speech using the rubric. T supports speakers or MCs when needed.	SS give a speech in order. SS evaluate other students' speeches on the peer-evaluation sheet.	B A	Show a picture of the person who they respect on the screen.
Wrap up	5	T gives a feedback to SS. T lets SS know that speech day 2 is this Friday.	MCs close today's session.		Ask SS if they have achieved today's goals.

### Assessment:

A: Attitude: Interest, willingness and a positive attitude toward communicating in English

B: Expression: Being able to speak and write appropriately

Being able to read the text in the pronunciation that is internationally acceptable

C: Knowledge: Being able to grasp the main idea of the text

Being able to use new vocabulary items correctly