








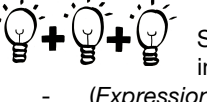


Grade 2 Program 5: To actively contribute to a group presentation

Theme: Your group is a team. You must give a presentation. The audience is a group of students from other countries. They want to visit nice places in Japan. You have to cooperate to introduce a great place in Japan. You will give a group presentation.

L1	L2	L3	L4	L5	L6	L7	L8	L9	L10	L11
<p>Program 5 Theme Goals: ◇ To understand the contents of the program ◇ To cooperate to make and present a word web about Japanese places and things in order to decide on a presentation topic (A)</p> <p>Skill 1/2/3/4 (Introduction) Students read the program theme.</p> <p>Teachers make a presentation about the ALT's hometown.</p> <p>Students share ideas about places in Japan in a meeting to make webbing poste in groups of 3-4. Students present webbing posters to other groups.</p> <p>S1: We thought of many cities. First... S2: We wrote about some Japanese foods. First... S3: We have many ideas about Japanese sports... S4: We will make a presentation about food, sports, and people in Osaka.</p>										
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T2: (<i>With feeling</i>) There is a good restaurant near here. T1: Shall we go there? T2: Yes, let's.</p> <p>Students do activities from the textbook (p. 44).</p> <p>Listen: Teachers read the script in a way that uses lots of expression to gain interest.</p> <p>Speak: Students try to read with lots of expression.</p> <p>Try: S1: You should go to this park! There are many students. There is a girl. She is playing guitar!</p> <p>Activity: Students try to say interesting things about the city they chose in L1.</p>	<p>Interesting Openings 2 Goal: To be able to understand what interesting information is being given (U)(E)</p> <p>Skill 1/2 Teachers perform skit from text (p. 45) with books closed. Then students read text. Teachers ask the questions at the bottom of page and add: Why is Yuki interested in this book?</p> <p>Teachers point out that Mike makes an interesting opening and tells Yuki interesting information about the book.</p> <p>Students practice reading the text with expression.</p> <p>Teachers give several short presentations about places in other countries.</p> <p>T1: Look at this picture! This is Paris, France. There are many beautiful buildings here. For example, there is a large arch. Its name is Arch de Triumph!</p> <p>T2: What is interesting about this place?</p> <p>Activity: Students say interesting openings/information about the city their group chose in L1</p>	<p>Interesting Information 1 Goal: To understand how to give interesting information about places and events. (K)</p> <p>Skill 1/2/3 Teachers introduce the basic dialog from the text. Then do the activities on page 46. Teachers introduce the ALT's hometown (or another foreign city): T1: We will talk about New York City. There are many famous sports teams in New York City. There are two baseball teams, the Yankees and the Mets. When people watch these teams, they are happy. You should watch a baseball game when you go to New York City.</p> <p>Students try to give interesting information about the city their group chose in L1.</p>	<p>Interesting Information 2 Goal: To understand interesting information given by others. (U)</p> <p>Skill 1/2/4 Students read the text on page 47 then answer the comprehension questions. Teachers ask students to make a short speech from Ms. Wood's conversation. A: There's an interesting story in Gulliver's Travels. On his way back to England, Gulliver visited Japan. When he stayed in Japan, he visited "Nangasac" and "Xamoschi." Some people think they're Nagasaki and Kannonzaki in Yokosuka.</p> <p>Students read the sample presentations in their worksheets. They write about what they thought the interesting information was (in English or Japanese).</p> <p>Students practice reading the text aloud so the contents are clearly expressed.</p>	<p>Presentation Practice 1 Goal: To be able to make interesting openings and tell interesting information in a group presentation. (E)</p> <p>Skill 1/2/3/4 Teachers review skills. Students prepare their presentation contents. Students practice presenting in groups and give each other advice about the contents and delivery.</p>	<p>Putting it together! Goal: To be able to make a group presentation with attention to team work and cooperation. (E)</p> <p>Skill 1/2/3/4 Teachers give a sample presentation with extra attention to sentences that use "if". Teachers give a sample presentation with extra attention to the way each presentation links between each person's part, the opening and the closing of the group presentation. (See samples). Students make groups of three and use the three short speeches on pages 48-49 to practice by making openings and transitions for the presentation. Groups present to others.</p>	<p>Presentation Practice 2 Goal: To cooperate with others to give a group presentation. (E)</p> <p>Skill 1/2/3/4 Teachers review skills. Students practice presenting in groups. Students prepare group openings, transitions, and closings.</p>	<p>Program 5 Review Goal: To understand the key phrases and structures from the program. (K)</p> <p>Teachers review the major grammar points, new words, and important phrases from Program 5.</p>	<p>Where should they go? Goal: To give a group presentation</p> <p>Skill 1/2/3/4 Groups give presentations to half of the class or all of the class.</p>	<p>Paper Test</p> <p>Writing</p> <p>Reading</p> <p>Listening</p> <p>Knowledge</p>



←Formative Assessments→

 <p>Skill 1: Interesting Openings Students give openings that tell about the presentation and also attract the interest of the audience.</p> <ul style="list-style-type: none"> - Do you know some Traditional Japanese foods? - Are you hungry now? - I am going to talk about Japanese foods in Kyoto. 	 <p>Skill 2: Interesting Information Students express what they think is interesting information about their topic.</p> <ul style="list-style-type: none"> - (<i>Expressions previously learned and from this program</i>) 	 <p>Skill 3: Giving Advice Students make recommendations to the listeners.</p> <ul style="list-style-type: none"> - You should... - When/if you go to... you must... 	 <p>Skill 4: Thinking about the listener The speaker uses speaking manners such as clear voice, checking that the audience understands and non-verbal communication (<i>gestures and pictures</i>)</p> <ul style="list-style-type: none"> - Use of posters, gestures - Do you understand?
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