

Teaching Plan

- 1 Date / Time Friday, October 24, 2025 / 9:45~10:35
- 2 Grade Class 9-A (9th grade, 10 students)
- 3 Textbook NEW HORIZON English Course 3,
Unit 5 What makes a good leader?

4 Goals of this Lesson

—In order to get students at Honouliuli Middle School in Hawaii interested, students can organize facts, their own thoughts, and feelings about the qualities of someone they admire. They can then communicate this to the students in Hawaii using simple words and sentences and respond to questions from others by adding detailed information.

5 Lesson Criteria

Knowledge and skills	Abilities to think, make decisions and express themselves	Independent attitude toward study
<Knowledge> · Students understand the form, meaning, and usage of contact clauses and relative clauses with the relative pronouns “who,” “that,” and “which” in subject and object positions. <Skills> · Students have acquired the skill to communicate about a person they admire using contact clauses and relative clauses with the relative pronouns “who,” “that,” and “which” in subject and object positions.	Students organize facts, their own thoughts, and feelings about a person they admire and introduce this person to Hawaiian students. Students convey this by using simple words and sentences and answering questions from others while adding detailed information.	Students try to organize facts, their own thoughts, and feelings about a person they admire and introduce this person to Hawaiian students. Students try to convey this by using simple words and sentences and answering questions from others while adding detailed information.

6 Teaching Procedure of this Lesson (9 hours)

Period	Learning Contents and Activities	Criteria	Evaluation Method
1	■ Students understand the lesson objectives and		

	<p>develop a learning plan.</p> <p>① Students confirm that they will share information about the appeal of the person they admire to spark interest among students in Hawaii.</p> <p>② Students listen to and understand the ALT' s descriptions of someone they admire.</p> <p>③ Students share information about the person they admire with a partner.</p> <p>A: <u>I respect Shohei Ohtani. He is one of the great Japanese baseball players today.</u></p> <p>B: Oh, that's nice! I'm a fan of his.</p> <p>A: <u>Do you have any people you respect?</u></p>		
2	<p>■ Students share in pairs facts about the person they admire.</p> <p>① Pairs share information about the person they admire.</p> <p>② By understanding the content of Part 1, students grasp the form, meaning, and usage of contact clauses.</p> <p>③ Using sentences from Part 1 as a reference, pairs share facts again about the person they admire.</p> <p>④ Students review what was achieved, what was not achieved, and areas for improvement against the evaluation criteria on the reflection sheet, and clarify the next task.</p> <p>A: <u>The person I respect is Shohei Ohtani. He is one of the great Japanese baseball players today. He made Major League Baseball history and won many awards.</u></p> <p>B: Oh, that's nice! I'm a fan of his.</p> <p>A: Do you have any people you respect?</p>		
3	<p>■ Students answer questions from their partner about the person they admire.</p> <p>① The teacher interacts with students about the person they admire, and students share with a partner.</p> <p>② Through understanding the content of Part 2, students grasp the form, meaning, and usage of the relative pronoun "who", and confirm what is necessary to continue and develop the conversation.</p> <p>③ Students use the dialogue in Part 2 as a</p>		

	<p>reference, answer questions from their partner, and share information about the person they admire in pairs.</p> <p>④Students review what was achieved, what was not achieved, and areas for improvement against the evaluation criteria on the reflection sheet, and clarify the next task.</p> <p>A: The person I respect is Shohei Ohtani. He is one of the most famous Japanese baseball players today. <u>He is the player who made Major League Baseball history and won many awards.</u></p> <p>B: When did he start baseball?</p> <p>A: <u>He started when he was seven years old.</u></p> <p>B: Why do you respect him?</p> <p>A: <u>Because he has been working very hard as a baseball player.</u> Do you have any people you respect?</p>		
<p>4 · 5</p>	<p>■Students organize and share specific facts about the person they admire.</p> <p>①The teacher interacts with students about the person they admire, and then students share with a partner.</p> <p>②Through understanding the content of Read and Think 1 and 2, students grasp the form, meaning, and usage of relative clauses with “that” / “which” (in subject and object positions), and confirm ways to present a person’s achievements (e.g., specific episodes).</p> <p>③To help others understand the appeal of the person they admire, students use mapping to organize specific facts and share them in pairs.</p> <p>④Students review what was achieved, what was not achieved, and areas for improvement against the evaluation criteria on the reflection sheet, and clarify the next task.</p> <p>A: The person I respect is Shohei Ohtani. He is one of the most famous Japanese baseball players today. He is the player who made Major League Baseball history and won many awards. <u>He was the MVP in 2021, 2023, and 2024. Also, in 2023, he gave three baseball gloves to every elementary school in Japan.</u></p>		

	<p>B: When did he start baseball? A: He started when he was seven years old. B: Why do you respect him? A: Because he has been working very hard as a baseball player. Do you have any people you respect?</p>		
6	<p>■ Students organize and share specific facts, their own thoughts, and feelings about the appeal of the person they admire.</p> <p>① The teacher interacts with students about specific facts concerning the person they admire, after which students share this information in pairs.</p> <p>② To help others understand the appeal of the person they admire, students use mapping to organize specific facts, their own thoughts, and feelings.</p> <p>③ Based on the organized content, students share again in pairs. (Video recording)</p> <p>④ Students review what was achieved, what was not achieved, and areas for improvement against the evaluation criteria on the reflection sheet, and clarify the next task.</p> <p>A: The person I respect is Shohei Ohtani. He is one of the most famous Japanese baseball players today. He is the player who made Major League Baseball history and won many awards. He was the MVP in 2021, 2023, and 2024. Also, in 2023, he gave three baseball gloves to every elementary school in Japan. <u>He is on the Dodgers Team now. I want to be like him in the future.</u></p> <p>B: When did he start baseball? A: He started when he was seven years old. B: <u>Why did he give baseball gloves to all elementary schools?</u> A: <u>Because he hoped that children would love baseball.</u> B: Why do you respect him? A: Because he has been working very hard as a baseball player. Do you have any people you respect?</p>		

<p>7 (Today)</p>	<p>■ Students share the appeal of the person they admire by answering questions from others and adding detailed information.</p> <p>① Students share their thoughts on the appeal of the person they admire with their partner, using the notes on the mapping sheet.</p> <p>② Students listen to and compare two conversations (ALT and JTE, ALT and ALT) and consider which better conveys the appeal of the person they admire, identifying key points in the interaction.</p> <p>③ Based on the points confirmed, students share again in pairs. (Video recording)</p> <p>④ Students review what was achieved, what was not achieved, and areas for improvement against the evaluation criteria on the reflection sheet, and clarify the next task.</p> <p>A: The person I respect is Shohei Ohtani. He is one of the most famous Japanese baseball players today. He is the player who made Major League Baseball history and won many awards. He was the MVP in 2021, 2023, and 2024. Also, in 2023, he gave three baseball gloves to every elementary school in Japan. He is on the Dodgers Team now. I want to be like him in the future.</p> <p>B: When did he start baseball?</p> <p>A: He started when he was seven years old. <u>I think he has been practicing very hard to be a good player.</u></p> <p>B: Why did he give baseball gloves to all elementary schools?</p> <p>A: Because he hoped that children would love baseball.</p> <p>B: Why do you respect him?</p> <p>A: Because he has been working very hard as a baseball player. <u>I think he is cool for trying new things.</u> Do you have any people you respect?</p>	<p>A, I</p>	<p>Observation, Video, Reflection sheet</p>
<p>8</p>	<p>■ Students improve the information and delivery of the person they admire.</p> <p>① Students share their thoughts on the appeal of the person they admire with the teacher, ALT, or their partner, and confirm key points for</p>		

	<p>conveying that appeal in greater detail.</p> <p>② Students watch the video they recorded in the previous session and conduct a self-evaluation based on these points.</p> <p>③ Students use mapping to refine the content they want to convey and confirm the overall flow, then share again with their partner.</p> <p>④ Students review what was achieved, what was not achieved, and areas for improvement against the evaluation criteria on the reflection sheet, and clarify the next task.</p> <p>A: The person I respect is Shohei Ohtani. He is one of the most famous Japanese baseball players today. <u>I think he is great as both a pitcher and a hitter.</u> He is the player who made Major League Baseball history and won many awards. He was the MVP in 2021, 2023, and 2024. Also, in 2023, he gave three baseball gloves to every elementary school in Japan. He is on the Dodgers Team now. I want to be like him in the future.</p> <p>B: When did he start baseball?</p> <p>A: He started when he was seven years old. I think he has been practicing very hard to be a good player.</p> <p>B: Why did he give baseball gloves to all elementary schools?</p> <p>A: Because he hoped that children would love baseball. <u>I sometimes pick them up at school and play baseball with my friends.</u></p> <p>B: Why do you respect him?</p> <p>A: Because he has been working very hard as a baseball player. I think he is cool for trying new things. Do you have any people you respect?</p>	K, A, I	Observation, Video, Reflection sheet
9	<p>■ Students exchange information about the person they admire with students from Honouliuli Middle School in Hawaii.</p> <p>① Students exchange information about the person they admire with students from Hawaii.</p> <p>② Students reflect on the lesson's learning.</p> <p>A: The person I respect is Shohei Ohtani. He is one of the most famous Japanese baseball</p>	K, A, I	Observation, Video, Reflection sheet

	<p>players today. I think he is great as both a pitcher and a hitter. He is the player who made Major League Baseball history and won many awards. He was the MVP in 2021, 2023, and 2024. Also, in 2023, he gave three baseball gloves to every elementary school in Japan. He is on the Dodgers Team now. I want to be like him in the future.</p> <p>B: When did he start baseball?</p> <p>A: He started when he was seven years old. I think he has been practicing very hard to be a good player.</p> <p>B: Why did he give baseball gloves to all elementary schools?</p> <p>A: Because he hoped that children would love baseball. I sometimes pick them up at school and play baseball with my friends.</p> <p>B: Why do you respect him?</p> <p>A: Because he has been working very hard as a baseball player. I think he is cool for trying new things. Do you have any people you respect?</p>		
In later class	Performance Test	K, A, I	

Evaluation: K=Knowledge and skills A=Abilities to think, make decisions and express themselves I=Independent attitude toward study

7 Content of the Lesson

(1) Today's goal

- Students can organize and share facts, their own thoughts, and feelings about the appeal of the person they admire to spark others' interest. They can also respond to questions from others by adding detailed information.

(2) Today's criteria

Standpoint	Criteria
Abilities to think, make decisions and express themselves	Students organize and share facts, their own thoughts, and feelings about the appeal of the person they admire to spark others' interest. They also respond to questions from others by adding detailed information.
Independent	Students try to organize facts, their own thoughts, and

attitude toward study	feelings about the appeal of the person they admire to spark others' interest. They also try to respond to questions from others by adding detailed information.
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(3) Today's Lesson Outline

Procedure	Points that Require Special Attention	Evaluation (Ways)
1 Greetings 2 Small Talk 3 Today's Goal	<ul style="list-style-type: none"> ◆ Incorporate vocabulary and expressions students have already learned, and engage them in conversations about familiar topics to connect to the language activities for this lesson. ◆ Expand the teacher-ALT interaction to include students to draw out their diverse ideas. 	
<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 0 auto;"> <p>Students can organize and share facts, their own thoughts, and feelings about the appeal of the person they admire to spark others' interest. They can also respond to questions from others by adding detailed information.</p> </div>		
4 Talk in pairs	<ul style="list-style-type: none"> ○ Using the notes on the mapping sheet, students share information about the person they admire by asking and answering questions about them. ◆ For students struggling with the conversation, support them by showing the English expressions written in the notes on the mapping sheet. ○ After the conversation, students share what they wanted to ask or say (such as impressions or questions). ○ Select pairs engaged in 	

<p>5 Listen to two conversations (ALT and JTE, ALT and ALT)</p>	<p>deepening questions and answers, and share their conversation with the whole class.</p> <p>○ Compare two conversations (ALT and JTE, ALT and ALT) and consider which better conveys the appeal of the person they admire, identifying key points in the interaction.</p> <p>【Key Points】</p> <ul style="list-style-type: none"> · Respond to the other person's questions by adding detailed information. 	
<p>6 Organize the information</p>	<p>○ Using the two conversations as a reference, add detailed information to the mapping sheet for the questions asked by the other person in “4”.</p> <p>◆ Refer to the text in the textbook and confirm previously learned points that can be utilized in the conversation.</p>	
<p>7 Talk in pairs</p>	<p>○ Using the revised mapping sheet, students share with their partner or ALT the appealing qualities of the person they admire.</p> <p>◆ If students don't know how to express what they want to say, they can ask the ALT or teacher, or check the worksheet.</p>	
<p>8 Share reflections</p>	<p>○ Intentionally highlight pairs who add information to their responses to questions from their partner, and have the whole group acknowledge the</p>	

<p>9 Talk in pairs</p>	<p>value of this approach.</p> <p>○Based on the points confirmed, students once again share with their partner or ALT the appeal of the person they admire, and record this interaction on video.</p> <p>○Reflect on the pair interaction using the rubric.</p>	<p>◎ Students organize and share facts, their own thoughts, and feelings about the appeal of the person they admire to spark others' interest. They also respond to questions from others by adding detailed information.</p> <p>【 Abilities to think, make decisions and express themselves】 (Observation, Video, Reflection Sheet)</p> <p>◎Students try to organize facts, their own thoughts, and feelings about the appeal of the person they admire to spark others' interest. They also try to respond to questions from others by adding detailed information.</p> <p>【 Independent attitude toward</p>
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		study] (Observation, Video, Reflection Sheet)
10 Reflection	○ Based on the objectives and rubric for this lesson, conduct a review of both content and language aspects.	
<div data-bbox="308 595 1294 1093" data-label="Text" style="border: 1px solid black; padding: 10px;"> <p>Examples of student evaluation</p> <p>【Content Aspects】</p> <ul style="list-style-type: none"> · I was glad I could share anecdotes to help my partner understand the appeal of the person I admire. · I was glad I could answer my partner's questions by adding explanations. <p>【Language Aspects】</p> <ul style="list-style-type: none"> · When my partner described the person they admire, they asked questions using question forms, so I'd like to try that too. </div>		
11 Closing		