

Fukuyama Junior High School English Lesson Teaching Plan

Unit 7 Sports for Everyone

Date: November 17th
Grade/Class: 1-3 (7th grade, 40 students)

Unit Content

This unit develops students' ability to introduce people they are familiar with, and explain various rules and customs found in daily life. Paralympic sports, such as wheelchair basketball and goalball are covered as the topic of this unit. The rules of these Paralympic sports and the athletes involved in them are introduced in the reading passage. Through understanding the content of the reading passage, we believe that students will get an opportunity to learn about an ideal society in which everyone, with or without disability, is able to live a good life together.

The auxiliary verb, "can," which means "ability" and "permission" are the grammar points of this unit. Both of them are important grammar that are used to introduce what people are able to do or rules in society.

This unit fulfills the "speaking" instruction part of "(B) To speak accurately to the listener(s) about one's thoughts and feelings, or facts." in the Junior High School Course of Study.

In addition, this unit is related to the speaking section of the CAN-DO list for Fukuyama Junior High School: To be able to prepare ahead of time in order to present briefly about one's own lifestyle.

Student Overview

Since our school has sister schools in Korea and Australia, and our students have opportunities to communicate with them in English, many students feel how important and enjoyable communicating in English is.

From May, 7th graders begin working on activities that have them introduce themselves or speak about their daily life continuously for one minute, allowing them to get used to speaking about an impromptu topic.

We conducted the following performance test at the beginning of the 2nd Semester
[Introduce yourself for 30 seconds, and answer two questions based on your introduction]

- Students averaged 36 spoken words in 30 seconds.
- Issues were found in organizing what they wanted to say and introducing them in a logical order.
- There were two kinds of questions:
 1. Yes/ No Questions, such as "Are you...?", "Do you ...?"
 2. Open questions that cannot be answered with Yes/No, such as "What...?" "When...?" "Who...?"

The kinds of responses given are shown below:

[1. Are you...?/ Do you...?]

Correct answers	69.5%
Partially-correct answers • Answered "Yes." / "No." only	7.9%
Incorrect answers <ul style="list-style-type: none">• Answered "Yes, I <u>do</u>." in response to "Are you...?"• Answered "Yes, I <u>am</u>." in response to "Do you...?"• Did not answer with "Yes." or "No."• Fell silent while answering.	18.4%
Did not answer	5.2%

[2. What/When/Who~?]

Correct answers	76.2%
Partially-correct answers • Answered in words, not a complete sentence.	5.3%
Incorrect answers • Answered “Yes.” / “No.” • Answered with a be verb and a general verb. • Others(Incorrect word)	15.9%
Did not answer	2.6%

[Abilities to be developed]

- While we observe a level of fluency, students’ ability organize what they want to speak about and speak concisely using simple words or sentences is lacking.
- The ability to correctly answer impromptu questions is lacking.

[Teaching Issues]

- Students did not have enough time to practice speaking and writing pronouns and pro-verbs.
- Students did not have enough time to practice organizing what they want to say and speaking in a logical order.
- Insufficient time was allocated to practice asking or answering questions about a speech students made or listened to.

Teaching Overview

Teaching Points

Create activities that will allow students to develop their fundamental/basic abilities while actively communicating with others with a goal in mind.

[Innovative instruction]

1. Familiarize students by having them repeat vocabulary and expressions related to the target activity through regular activities.
2. Have students do activities that make them speak about an impromptu topic for 30 seconds to a minute and have them practice organizing their thoughts in a short period of time
3. Have students practice correctly understanding the content of impromptu questions through various ideas that request repetition and confirmation.
4. Raise students’ desire to actively communicate in English by creating essential target activities that are relevant them, as they are blessed with the opportunity to interact with foreign students.
5. Flexibly teach students other auxiliary verbs they have yet to study based on the content they would like to introduce.

Unit Goal and Evaluation Criteria

- (1) To introduce the rules of one’s family or daily life to foreign students visiting Japan.
(Expression Ability)
- (2) To be able to speak in pairs or in groups without worrying about mistakes.
(Interest, Enthusiasm and Positive Attitude towards Communication)
- (3) To be able to understand the structure, meanings and usage of ‘Can’
(Knowledge and Understanding of Language and Culture)

Interest, Enthusiasm and Positive Attitude towards Communication (A)	Expression Ability (B)	Comprehension Ability (C)	Knowledge and Understanding of Language and Culture (D)
1. To be able to speak in pairs or in groups without worrying about mistakes.	1. To introduce the rules of one’s family or daily life to foreign students visiting Japan.	/	1. To be able to understand the structure, meanings and usage of ‘Can’

21st Century “Skills and Ethics”

Logical thinking	★Communication skill	Problem solving skill
To be able to interpret various events by oneself and summarize them.	To be able to gather information through life experiences or previously learned matters and present them.	To be able to find issues from questions and solve them using information from actual life experiences or data previously gathered.
Co-operation	Regard for oneself and others	Challenge spirit
To interact with various people or groups while being aware of one’s role in the group.	To understand other people’s thoughts or feelings while finding their good points.	To try one’s best to achieve the goal.

★21st “Century skills and ethics” focused on in this unit

Unit Performance Goals

○ To introduce the rules of one’s family or daily life and answer questions from listeners.

–Requirements–

- To introduce one’s family or rules in five sentences or more each.
- To be conscious of listeners by focusing on eye contact, voice volume, and facial expression.
- To answer impromptu questions about the content of one’s speech.

–Method–

- To familiarize students with the usage of auxiliary verbs and how to introduce oneself through repeated listening and reading of speeches about family introductions and daily life rules.
- To have students confidently present about themselves without relying on a script and while being conscious of the listener through repeated practice of an introduction prepared in advance.
- To familiarize students with answering impromptu questions through practice of asking and answering questions about content they listened to.

– Rubric – A: Excellent B: Sufficient C: Room for improvement

	Script		Speech and Response to Questions		
	Accuracy	Content	Attitude	Fluency	Impromptu Response
A	No grammatical mistakes.	Introduce the rules of one’s family or daily life using the proper auxiliary verbs in an organized manner.	- Conscious of the listener, making eye contact and speaking in a good voice volume. - Use of gestures and facial expressions.	Speaks with native-like pronunciation or intonation without making any mistakes.	Understands impromptu questions and answer them accurately
B	1~ 3 grammatical mistakes that would not hinder comprehension.	Introduce the rules of one’s family or daily life in an organized manner.	- Conscious of the listener, making eye contact and speaking in a good voice volume.	Speaks with native-like pronunciation or intonation with a few mistakes that do not hinder comprehension.	Requires time and repeated listening of the question in order to answer correctly.
C	More than 4 grammatical mistakes that would hinder comprehension.	Introduce the rules of one’s family or daily life in an unorganized manner.	- Does not make eye contact or speaks too softly.	Incorrect pronunciation or intonation that would hinder comprehension.	Unable to answer an impromptu question even with time and repeated listening of the question. Or, the answer is not relevant to the question.

Evaluation	Example sentences
A	I'll tell you about our school's rules for juice and snacks. You can drink juice or eat snacks during lunch time at your school, but you can't do that at our school. We can buy juice at school only after school. We must drink it in front of the vending machine. We must not drink it on the way home. We can't bring juice or snack to school. Please be careful.
B	These are our school's rules for juice and snacks. You can drink juice or eat snacks during lunch time at your school. But in our school, you can't drink juice or eat snacks. We can buy juice at school only after school. We can drink it in front of the vending machine. We can't drink it on the way home. We can't bring juice or snack to school. Please be careful.
C	You can't eat snacks at school. You can't drink juice in the classroom. You can drink juice after school. You can drink it in front of the vending machine. You can't bring juice or snacks to school. Please be careful.

Teaching and Evaluation Plan

Hour	Lesson Content (Hours)	Evaluation Criteria	Evaluation Method
1	<ul style="list-style-type: none"> ○ Know the goal of this unit. <ul style="list-style-type: none"> • Obtain information on schools and life at home in Australia through pictures • Introduce one's family to supposed students from Australia who came on a homestay by using general verbs in the third person singular present tense. ○ Understand the meaning and usage of the auxiliary verb 'can' (ability). <ul style="list-style-type: none"> • Raise interest in the content of the passage by using examples of familiar sports, etc. • Ask and answer whether their friends can play a sport or not. • Introduce what sport one can play. • Introduce what sport one's partner or group members can play. 	<p>A①</p> <p>D①</p>	<p>Observation</p> <p>Written Test at a later date</p>
2	<ul style="list-style-type: none"> ○ Part 1 : Practice introducing the people around oneself by using 'can / must'. <ul style="list-style-type: none"> • Tell each other what one knows about Paul's brother by listening to the the passage. • Read and understand the passage and introduce Paul's brother. • Verbally introduce one's family or friends based on the passage. • Write sentences that introduce one's family or friends based on the passage. 	D①	Written Test at a later date

3	<p>○Part 2 : Understand interrogative sentences including 'can /must' and answer them.</p> <ul style="list-style-type: none"> • Raise interest in the content of the passage by asking for accounts of relatable experiences. • Understand the content of the passage by listening and reading. • Play the “Guess Who” game in groups. (The speaker chooses a person or animal. Listeners ask questions that would help them guess the person or animal. The speaker answers those questions.) • Play the “Guess Who” game as a class. • Recognize the similarities and differences between “be” verbs/general verbs and interrogative sentences using auxiliary verbs 	D①	Written Test at a later date
4	<p>○READ : Understand the meaning and usage of the auxiliary verb 'can' (permission).</p> <ul style="list-style-type: none"> • Understand the rules of wheelchair basketball and goal ball compared while comparing them to basketball and soccer. • Read the passage and summarize the rules in Japanese. • Express the rules of one's family or school using 'can/must'. 	D①	Written Test at a later date
5 Today	<p>○Introduce the rules of one's family or school using auxiliary verbs.</p> <ul style="list-style-type: none"> • Understand the meaning and rules of auxiliary verbs. • Understand the differences of school rules in Australia and Japan through a conversation including interrogative sentences using auxiliary verbs. • Verbally introduce Japanese school or family rules. 	B①	Speaking Test at a later date
6	<p>○Write sentences that introduce one's family or household rules.</p> <ul style="list-style-type: none"> • Verbally introduce one's school and family's rules as a review of the last lesson. • Understand sentence structure. • Allocate time to check each other's progress. • Share feedback such as common mistakes with the class. 	B①	Student project Speaking Test at a later date
7	<p>○Practice introducing one's family or the rules of daily life for the performance test.</p> <ul style="list-style-type: none"> • Think about what makes a good speech and check it with the rubric. • Individual verbal speech practice.. • Verbal presentation of chosen students. • Verbally introduce one's family or rules to each other in pairs and ask questions about areas one would like to know more about. • Encourage use of the hint card when a question is too difficult. • Go over the format of the performance test. 	A① B①	Observation Speaking Test at a later date

8 9	<ul style="list-style-type: none"> ○ Introduce one's family or the rules of daily life and answer questions. (Speaking Test) • Introduce one's family or the rules of daily life. • The speaker answers questions from randomly selected students. • Listeners take notes and write comments to the speakers. • Reflect and write a self-evaluation. 	B①	Speaking Test
Later date	<p>< Test ></p> <ul style="list-style-type: none"> • Written test about what one's family can do. • Written test about what one can or must not do in a given situation. 	D①	Written Test

Lesson Content

- (1) Today's goal: To introduce the rules of one's family or school, etc.
- (2) Today's evaluation criteria:
B① To introduce the rules of one's family or school using auxiliary verbs.
- (3) Preparation: tablet, projector, worksheets, timer
- (4) Lesson Outline

Lesson Activities	Teaching Points(◇) Assistance for developing students(◆)	Evaluation Criteria (Evaluation Method)
1 Greeting 2 Warm up Q&A (pairs) 3 Review Share family or school rules	◇ Create a good atmosphere for communication by being conscious of eye-contact and voice volume in pairs. ◇ Introduce one's family's or school's rules using the worksheet from the previous period. ◆ T2 introduces one's family's or school's rules as an example, using drawings or pictures as hints.	
Today's goal: To introduce the rules of one's family or school, etc.		
4 Expression rules (1) Check the grammar (2) Quiz some rules in Australia (3) Expression activity [My favorite rule]	◇ Check the usage of the grammar points "can" and "must," in pairs, and share with the class. ◆ Allow students the opportunity to hear each other's opinions in pairs ◇ Offer visual aid using Powerpoint to make it easier for students to deepen their understanding. ◆ Create a good atmosphere for communication in pairs.	
<Quiz example> T1: Can Downlands students (in Australia) eat snacks during lunch time? T2: Please guess. "Yes, they can." or "No, they can't." Ss: Yes, they can! T1: Right. But they mustn't eat them in their classrooms.		
◇ Increase personal relevance by having students express the differences between rules in Australia and Japan that they learned through the quiz in their own words.		
<<Example speech> • I like Rule 1. I want to eat snacks with my friends. • I don't like Rule 5. I want to take a bath every day.		

<p>5 Familiar rules (1) Explain rules by drawing pictures</p> <p>(2) Introduce rules using student drawings</p> <p>(3) Introduction in pairs <ul style="list-style-type: none"> • Individual practice • Presentation in pairs • Presentation to the class </p> <p>6 Reflection (1) Fill in the self-evaluation sheet</p> <p>(2) Announce details of the next lesson and confirm homework assignments</p>	<p>◇Have students focus on cultural differences between Australia and Japan in order to explain Japanese rules. ◆Have students draw pictures to make the explanation easier to understand.</p> <p>◇Take pictures of students' drawings and show them to the class (T1) ◇Have students check the appropriate English expression of the drawing. (T1) ◇Have students use a dictionary if necessary.(T2)</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><Example speech > S1: You mustn't snacks at school. T1: You mustn't eat snacks at school. Repeat. Ss: You mustn't eat snacks at school.</p> </div> <p>◇Have students focus on making eye contact by setting a task, such as speaking while showing their drawing. ◆Check on students as they practice individually and have them be able to ask questions. (T1, T2)</p> <p>◇Have students be conscious of what makes a good presentation. Have listeners act like students from Australia. (Demonstration by T1 and T2)</p> <p>◇Have students recognize grammatical mistakes by writing presentation contents on the blackboard.(T2)</p> <p>◇Have students reflect on the lesson and consider whether they achieved the goal or not. ◇Have students evaluate themselves and present the areas they need to improve.</p>	<p>B ① To introduce the rules of one's family or daily life to foreign students visiting Japan.</p>
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