

Josai Junior High School English Lesson Teaching Plan

Unit 7: A Soccer Coach from Brazil

Date: November 17th
Grade/Class: 1- 2 (7th grade, 26 students)

Unit Content

The MEXT English curriculum guideline states that the goal of “speaking” in junior high school studies is to learn how to convey one’s own thoughts using English. It also states the following as language activities: “B-(b) To speak accurately to listener(s) about one’s thoughts and feelings, or about facts, B-(c) To carry on a dialogue or exchange views reading what students have listened to or read and “B-(d) To speak continuously using various techniques such as linking words.”

This unit sets a scenario that has one getting information they want to know while asking questions about their partner. Information about Paulo’s hometown and daughter is the focus of the topic. Paulo refers to the soccer coach of Kota, who is a character in this textbook. The language points in this unit are the interrogatives, “(1) Who~?”, “(2) What + noun~?” and “(3) Which~?”. This unit focuses on the content of questions with the goal of having students acquire grammar knowledge that they have trouble with through verbal practice. In elementary school, students have experience with various communication activities, such as interview activities, which used the following expressions: “What do you like?”, “What do you want?”, “What’s this?”, (Hi, Friends 1) and “What time do you get up?” (Hi, Friend 2) This unit covers many useful expressions using interrogatives such as what, who and which. Therefore, developing students’ practical ability to ask someone questions in English through learning expressions that are necessary to communication and their usage in the textbook is set as the aim of this unit.

Furthermore, “communication ability” as described in the 21st Century “Skills and Ethics” is set as the centerpiece of this unit. I believe that as students acquire the ability to ask broader questions, it will lead to broader communication ability in students.

Student Overview

From the 1st semester performance test, 2017:

You have to introduce yourself to the ALT in English. Introduce yourself while fulfilling the following three conditions. Also, you have a three-minute time limit (including your introduction). Let’s ask a lot of questions to the ALT using the AAA rules.

Conditions:

- ① Say more than four sentences
- ② Content is connected
- ③ Use “but” or “too”

AAA rules:

- ① Answer the questions
- ② Add some words
- ③ Ask something about the questions

< 1 > Your introduction

Number	Answer	Number of people	%
1 (○)	Understands the correct sentence structure for general verbs and “be” verbs, uses “but” or “too” and says more than 4 correct sentences.	21	42.0
2 (△)	Compared to 1, there are some mistakes. (grammatical, missing articles, pronunciation, intonation, etc.)	13	26.0
3 (×)	Compared to 1, there are more than 4 mistakes. (grammatical, missing articles, pronunciation, intonation, etc.)	7	14.0
4 (×)	Unable to say more than 4 English sentences.	0	0.0
5 (×)	Content is not connected.	7	14.0
5 (×)	Did not use “but” or “too.”	0	0.0
6 (×)	Other	2	4.0
7 (×)	No answer	0	0.0

<2>Number of AAA

Times	0	~3	~6	~9	~12	~15	16~
Number of people	0	2	7	23	11	4	3
%	0.0	4.0	14.0	46.0	22.0	8.0	6.0

Points from Investigation Results

[Abilities to be developed]

- (1) Ability to understand basic sentence rules (word order, articles) and say/write correct sentences.
- (2) Ability to say/write content that is easy for listeners to understand.
- (3) Ability to speak in English using gestures and linking words such as “well.”

[2] Teaching Issues

- (1) Teachers focus on new grammar and there is insufficient ongoing instruction for previously learned grammar.
- (2) Students don't have a chance to read and write English passages with conjunctions and pronouns.
- (3) Teachers focus on practicing simple repeating exercises, therefore activities in which students must be conscious of readers or listeners as a means of communication, as well as the clarity of purpose of such activities, are insufficient.

Teaching Overview

○Setting activities that

- include problems in which students need to consider its purpose to solve.
- allow students to communicate with others in English
- make students' interactions more accurate according to the scene or content.
- include expressions, key sentences which are related to the activity at the end of this unit.
- have students communicate with each other using expressions they have learned and broaden the range of expressions students can use instantly step-by-step

Unit Goal and Evaluation Criteria

- (1) To acquire the necessary information through interviewing ALTs.
- (2) To speak proactively without worrying about making mistakes
- (3) To understand the sentence structure, meaning and usage of interrogatives such as “who,” “what + noun,” and “which.”

Interest, Enthusiasm and Positive Attitude towards Communication (A)	Expression Ability (B)	Comprehension Ability (C)	Knowledge and Understanding of Language and Culture (D)
① Making an effort to speak proactively without worrying about making mistakes.	① Be able to acquire the necessary information through watching interview videos of ALTs.	/	① To understand the sentence structure, meaning and usage of interrogative such as “who,” “what + noun,” and “which.”.

21st Century “Skills and Ethics”

Communication Skill	Expression Skill	Patience
The ability to understand the intension of speakers/writers and respond appropriately	The ability to convey one's own feelings, ideas and facts to listeners and readers correctly	The attitude to continue a conversation to express one's own ideas and feelings using gestures and connecting words

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

Unit Performance Goals

Unit Performance Task “Video Interview”

The following request has been sent from the new ALTs who came to Fukuyama.

“We are new ALTs who came to Fukuyama this summer. We’re going to visit your school in December. We’d like to introduce some things that you’re interested in. So if you have some questions you would like to ask us, please send us a video message. We’re looking forward to seeing you soon.”

Let’s interview ALTs in groups using video messages in order to get the necessary information to make posters.

Unit Performance Task	Evaluation		
		Content	Attitude & Prop
“Video interview” Let’s do a video interview in order to learn about ALTs!	A	During the presentation, students use English accurately and ask appropriate questions depending on the ALT’s circumstances and what their group wants to ask. Students expand the presentation by talking about themselves.	Students use gestures, make eye-contact, and use some visual aids. Their voice volume is sufficient.
	B	During the presentation, students ask appropriate questions depending on the ALT’s circumstances and what their group wants to ask.	Students use some of the following: appropriate attitude, gestures, eye-contact, visual aids, appropriate voice volume
	C	During the presentation, students are unable to ask appropriate questions depending on the ALT’s circumstances and what their group wants to ask.	The interview is monotonous, or students do not make any effort to interview the ALT.

Evaluation	Example sentences
A	Hi, I’m Aya. Nice to meet you. I like soccer very much. It’s interesting. What sport do you like?
B	Hi. What sport do you like? Which do you like, soccer or baseball?
C	Hi. Do you like sports?

Teaching and Evaluation Plan

Hour	Lesson Content (Hours)	Evaluation Criteria	Evaluation Method
1	<ul style="list-style-type: none"> ○Students will be informed that ALTs would like them to make posters telling them more about Fukuyama City. (Confirm attainment target and unit goals.) ○In order to make good posters, students will interview the ALTs first. Therefore, students will prepare interview questions in advance. 		

2	<p>○ Understand the meaning and usage of the interrogative “who” through various (different) sentences.</p> <ul style="list-style-type: none"> • Learn the form, meaning, and usage of the interrogative “who” in a sentence. • Practice using the interrogative “who” in a sentence / in sentences. 	(D)①	Written Test (At a later date)
3	<p>○ Understand the meaning and usage of the interrogative “what + noun” through different sentences / example sentences.</p> <ul style="list-style-type: none"> • Learn the form, meaning, and usage of the interrogative “what + noun.” • Practice using the interrogative “what + noun” in a sentence / in sentences. 	(D)①	Written Test (At a later date)
4	<p>○ Understand the meaning and usage of the interrogative “which” through example sentences</p> <ul style="list-style-type: none"> • Learn the form, meaning, and usage of the interrogative “which” through different sentences. • Practice using the interrogative “which” in a sentence / in sentences. 	(D)①	Written Test (At a later date)
5 6 7	<p>○ Understand the content of Paulo and Kota’s conversation through listening and reading exercises. Then, read the conversation aloud.</p> <ul style="list-style-type: none"> • Get a general understanding of the conversation through listening exercises. • Practice reading the conversation aloud. • Deepen understating of the conversation through role-playing exercises. • • Confirm the content of the conversation through a worksheet. 		
8 Today	<p>○ Write a script for the video interview.</p> <ul style="list-style-type: none"> • Think about what kind of information is necessary for the poster through brainstorming and consider the structure of their video with these ideas (in groups) • Make an interview scenario (individually) • Check each other’s work and give advice for improvement. Then, make additions/corrections based on the advice from peers. 	(A)①	Observation
9	<p>○ Students will reconstruct their scripts and practice.</p> <ul style="list-style-type: none"> • Search for common errors found in the teacher’s check of the scripts. • Make additions/corrections based on the teacher’s advice and what they learned from searching for errors. • Practice the interview. 	(A)①	Observation
10	<p>○ Make video interview.</p> <p>○ Review of the unit</p> <ul style="list-style-type: none"> • Watch the video interview and review it objectively. • Write down any points for improvement for future reference 	(A)① (B)①	Observation Interview video

Lesson Content

- (1) Today's goal: To be able to ask questions to the newly arrived ALTs using cohesive expressions
 (2) Today's evaluation criteria:
 A①To speak proactively without worrying about making mistakes
 (3) Preparation: laptop PC, projector, CD player, handout
 (4) Lesson Outline

Lesson Activities	Teaching Points (◇) Assistance for developing students (◆)	Evaluation Criteria (Evaluation Method)
<p>Warm up</p> <p>① Correction</p> <p>② Q & A</p> <p>③ Speaking drill</p> <p>○Translation drill (Listen in Japanese and translate into English)</p> <p>④ One-minute talk</p> <p>○Review grammar points</p> <ul style="list-style-type: none"> • complete a self-introduction by filling in the blanks. • think about questions in order to elicit the desired response <p>2 Confirm today' goal</p>	<p>◇Familiarize students with grammatical points by having them correct sentences including grammatical errors</p> <p>◆Designate student-teachers who support developing students</p> <p>◇Familiarize students with necessary basic expressions that will be covered in the performance test</p> <p>◇Observe each pair to check on their progress and help them if necessary</p> <p>◇Have students continue a conversation following the AAA rules, and be conscious of connecting topics</p> <p>◇Review expressions for asking about others by using the expressions used in the ALT's self-introduction</p>	
<p>Today's goal: Let's make an interview draft to learn about ALTs who came to Japan</p>		

<p>3 Procedure</p> <p>○Have students think about the information they want to get (in groups)</p> <p>○Have students make an interview scenario (individually)</p> <p>○Have students check each other's work and give/receive advice. Then make additions/corrections to their script based on that advice. (pair→group→individual)</p> <p>4 Conclusion</p> <p>○Have students write down what they learned in this lesson on the handout</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <ul style="list-style-type: none"> • Who is your favorite singer? • What food do you like? • Which do you like, Japan or your country? etc. </div> <p>◆Observe students' activities and help them if necessary.</p> <p>◇Share any good points or areas for improvement accordingly</p> <p>◇With regard to problems, have students write down the points they were able to apply from previous studies and the points they felt were difficult, and link these to the next lesson.</p>	<p>A①To speak proactively without worrying about making mistakes</p>
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