

# Baien Junior High School English Lesson Teaching Plan

## Unit 5: Universal Design

Date: November 17th  
 Grade/Class: 2-2 (8<sup>th</sup> grade, 34 students)

### Unit Content

This unit targets 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 is related to the speaking section of the CAN-DO list for Baien Junior High School: To be able to have a conversation about familiar affairs.

The theme of this unit is “Universal Design.” Through understanding the content of the reading passage, we learn a way to sustain a livable society. The grammar points are the conjunctions “if,” “that,” “when” and “because.” We can express ourselves in more detail by using conjunctions. I set up a situation where students express their own thoughts, opinions and reasons about universal design in this unit, and I want students to express familiar things using conjunctions.

### Student Overview

Problems seen from the results of “The Prefectural Achievement Test 2017”

	Question	Content	Baien JHS	Hiroshima Pre.
<b>Speaking (practical)</b>	1	Check the ability to answer questions after reading sentences.	83.5%	80.2%
	2	Check the ability to speak about one’s ideas or feelings correctly.	63.2%	35.4%
	3	Content structure	78.9%	83.4%
		Grammar Expression	81.2%	81.9%
	4	Interest • Motivation • Attitude	98.5%	97.2%

【Ability Required to Solve the Problem】

- The ability to express one’s ideas and feelings about familiar things in their daily lives.
- The ability to answer questions with reasons that are connected with conjunctions.

【Problems faced by teachers】

- Students lack practice in expressing their ideas or feelings and asking or answering simple questions.
- There is a lack of instruction for giving detailed answers or asking questions that get information out of a person, and students tend to have conversations in which they only respond with “Yes” or “No”.

### Teaching Overview

Points for Improvement

- To let students express their thoughts and feelings using conjunctions.
- To let students adopt measures to continue the conversation
- ① To set up speaking activity with the ALT about one’s favorite things (favorite foods) at the end of the unit.
- ② To let students talk about their daily life adding their thoughts or feelings through routine

activities.

③ Use ICT in order to develop students' ability to use sentences containing conjunctions.

### Unit Goal and Evaluation Criteria

(1) To be able to express one's favorite things and favorite foods with reasons.

(2) To actively give one's thoughts without worrying about making mistakes.

(3) To understand the form, meanings, and usages of the conjunctions.

Interest, Enthusiasm and Positive Attitude towards Communication(A)	Expression Ability (B)	Comprehension Ability (C)	Knowledge and Understanding of Language and Culture(D)
① To actively give one's thoughts without worrying about making mistakes.	① To be able to express one's favorite things and favorite foods with reasons.	/	① To understand the form, meanings, and usages of the conjunctions.

### 21<sup>st</sup> Century "Skills and Ethics"

Problem solving skill	★Logical thinking	★Communication skill	Practical skill
The students who can find the problems through thinking "Why?" and asking.	The students who can talk with using "Because" about the reasons and causes of one's various matters.	The students who can convey one's ideas or act with other students to suit the occasion.	The students who can find the problems around one's personal belongings or one's region and act actively to solve the problems.

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

### Unit Performance Goals

To be able to express to ALT about one's favorite things and favorite foods.

-Rules for the task-

The students will exchange with ALT about one's favorite things and favorite foods.

The students will get each idea or feelings through talking and listening.

After that the students will tell each impression about information they got.

-Steps -

I will have the students participate in pair work by practicing with opinions and reasons.

I will have the students practice conversation phrases repeatedly through chat activity in a warm up time.

The task of performance

Performance Goals:

The students can express to ALT about one's favorite things and favorite foods.

A(Excellent)	B(Sufficient)	C (Good Effort)
<ul style="list-style-type: none"> <li>• They can talk and listen each ideas or feelings with opinions or reasons and exchange impressions about information they got.</li> <li>They use accurate grammar.</li> </ul>	<ul style="list-style-type: none"> <li>• They can talk and listen each ideas or feelings with opinions or reasons and exchange impressions about information they got.</li> <li>• They use mostly accurate grammar.</li> </ul>	<ul style="list-style-type: none"> <li>• They can talk and listen each ideas or feelings without opinions or reasons and they can't exchange impressions about information they got.</li> <li>They use a short words or sentences.</li> </ul>
<p>ALT : Please tell me about yourself! I'm interested in Japanese foods. What Japanese food do you like?</p> <p>S : I like sushi because I can eat many kinds of fish. How about you?</p> <p>ALT : Yes, I do. I like it a lot.</p> <p>S : Oh, I see. Why do you like it?</p> <p>ALT : I like fish, too. I like tuna. It's delicious.</p> <p>S : I think so, too. By the way, what are you going to do next Sunday?</p> <p>ALT : I have no ideas.</p> <p>S : I often go to sushi shop and eat it. If you're interested, let's go to sushimaru! You can eat delicious sushi there!</p> <p>ALT : Thank you.</p> <p>S : You're welcome.</p>	<p>ALT : Please tell me about yourself! I'm interested in Japanese foods. What Japanese food do you like?</p> <p>S : I like sushi because I like fish. Do you like sushi?</p> <p>ALT : Yes, I do. I like it a lot.</p> <p>S : Why do you like it?</p> <p>ALT : I like fish, too. I like tuna. It's delicious.</p> <p>S : I often go to sushi shop and eat it. If you're interested, let's go to sushimaru! You can eat delicious sushi there!</p> <p>ALT : Thank you.</p> <p>S : You're welcome.</p>	<p>ALT : Please tell me about yourself! I'm interested in Japanese foods. What Japanese food do you like?</p> <p>S : I like sushi.</p> <p>ALT : Me, too! I like it a lot.</p> <p>S : I like tuna.</p> <p>ALT : I like fish. I like tuna, too. It's delicious.</p> <p>S : I often go to sushi shop and eat it.</p> <p>ALT : Thank you.</p> <p>S : You're welcome.</p>

## Teaching and Evaluation Plan

Hour	Lesson Content (Hours)	Evaluation Criteria	Evaluation Method
1 Today	<ul style="list-style-type: none"> <li>○Understand the unit goal.</li> <li>“Students should be able to express and share about themselves and introduce Japan to the ALTs visiting Baien JHS.”</li> <li>• Understand important vocabulary needed to express themselves.</li> <li>• Check the points which encourage listeners to want to communicate more.</li> <li>• Think about points that are important to you by using the Rubric.</li> </ul>	A①	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Worksheet</li> </ul>
2	<ul style="list-style-type: none"> <li>○Starting Out:</li> <li>• Understand new vocabulary.</li> <li>• Understand the conjunction, (if).</li> <li>• Practice expanding a conversation by using “if.”</li> </ul>	D①	<ul style="list-style-type: none"> <li>• Worksheet</li> <li>• Written Test (At a later date)</li> </ul>
3	<ul style="list-style-type: none"> <li>○Starting Out:</li> <li>• Get familiarized with conversations using the conjunction “if” through understanding the content of the textbook.</li> <li>• Understand the content of the textbook, and practice reading.</li> </ul>	D①	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Worksheet</li> </ul>
4	<ul style="list-style-type: none"> <li>○Dialog:</li> <li>• Understand new vocabulary.</li> <li>• Understand the conjunction, (that).</li> <li>• Practice how to express one's impression of a conversation by using “I think that.”</li> </ul>	D①	<ul style="list-style-type: none"> <li>• Worksheet</li> <li>• Written Test (At a later date)</li> </ul>

5	<p>○Dialog:</p> <ul style="list-style-type: none"> <li>• Get familiarized with conversations using the conjunction “that” through understanding the content of the textbook.</li> <li>• Understand the content of the textbook, and practice reading.</li> <li>• Retell the content of the textbook.</li> </ul>	D①	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Worksheet</li> </ul>
6	<p>○Read and Think①:</p> <ul style="list-style-type: none"> <li>• Understand new vocabulary</li> <li>• Understand the conjunction (when)</li> <li>• Practice self-introduction using “when.”</li> </ul>	D①	<ul style="list-style-type: none"> <li>• Worksheet</li> <li>• Written Test (At a later date)</li> </ul>
7	<p>○Read and Think②:</p> <ul style="list-style-type: none"> <li>• Understand new vocabulary.</li> <li>• Understand the conjunction (because).</li> <li>• Practice self-introduction using “because.”</li> </ul>	D①	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Worksheet</li> </ul>
8	<p>○Read and Think①:</p> <ul style="list-style-type: none"> <li>• Read the impressions about the wheelchair experience, and get familiarized with using the conjunction (when).</li> <li>• Understand the content of the textbook, and practice reading.</li> </ul>	D①	<ul style="list-style-type: none"> <li>• Worksheet</li> <li>• Written Test (At a later date)</li> </ul>
9	<p>○Read and Think②:</p> <ul style="list-style-type: none"> <li>• Listen to the presentation about universal design, and get used to using the conjunction (because).</li> <li>• Understand the content of the textbook, and practice reading.</li> </ul>	D①	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Worksheet</li> </ul>
10	<p>○Read and Think②:</p> <ul style="list-style-type: none"> <li>• Set a theme, and express one’s opinions and reasons about the theme using conjunctions.</li> </ul>	A①	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Worksheet</li> </ul>
11	<p>○Exchange ideas with each other for the goal activity</p> <ul style="list-style-type: none"> <li>• Do some demonstrations and get feedback from other students</li> <li>• Deepen one’s thoughts based on the feedback from peers.</li> </ul>	A①	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Worksheet</li> </ul>
Later date	<p>○Invite the ALTs to school and tell them about one’s favorite things and favorite foods.</p> <ul style="list-style-type: none"> <li>• Express opinions and reasons</li> <li>• Ask for the ALTs’ thoughts or feelings, and give impressions about them.</li> <li>• Make use of the feedback from ALTs for the upcoming conversations with a school in Australia.</li> </ul>	A① B①	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Speaking Test</li> </ul>

## Lesson Content

- (1) Today's goal: To actively give one's thoughts without worrying about making mistakes. (In pairs)  
 (2) Today's evaluation criteria: A① To actively give one's thoughts without worrying about making mistakes (In pairs).  
 (3) Preparation: Worksheet, TV, tablet  
 (4) Today's Lesson Outline

Lesson Activities	Teaching Points(◇) Assistance for developing students(◆)	Evaluation Criteria (Evaluation Method)
1 Greeting	◇Have the student-teacher greet the class and ask/answer questions.	A① To actively give one's thoughts without worrying about making mistakes. (In pairs).
2 Chat	◆ Have students practice the necessary expressions for communication through chatting.	
Today's goal: Let's talk for 1-minute in pairs.		
3 Introduce messages from ALTs	◇Motivate students for the activity with the message from ALT.	
4 Listen to a model conversation	◇ Listen to a model conversation of how to communicate with the new ALTs.	
5 Practice conversation	◇Set a theme about one's favorite things (or favorite food) and do conversation practice in pairs. Have students check their own level. →Realize how difficult extending a conversation is.	
6 Listen to the model conversation again.	◇Have students find key words that keep a conversation going, and points that would allow them to convey information in more detail. (individual → pairs) →Use of "I think, because" to give one's opinion or reasoning is important.	
7 Check "Unit performance goal" using the rubric.	◇Have students be aware of their own level and goal using the rubric, and motivate them to achieve the unit performance goal.	
8 Fill in reflection sheet	◇Have students fill in the reflection sheet.	
What is necessary to keep a conversation going?		
	◇Give a preview of the next lesson and check assignments.	

