

Kure City, Yokoro Junior High School
Grade 8 English Lesson Plan
Unit: Lesson 6 My Dream

Date and Location: Friday, November 16th, 2018
Class: Grade 8 Class 2 (Boys:19, Girls:18, Total: 37)

Classroom: 7-1

Unit Outline

In this unit, Ken and Emma are thinking about the upcoming work experience program, discussing their dream occupation. Students, having completed their own work experience program, present their impressions and use Ken's speech about his dream for the future for their own speech. This year, "Career Start Week" in Kure was cancelled, however, students participated in integrated learning activities such as interviewing company employees and researching about occupations, developing familiarity with the subject. This unit aims to use these experiences to communicate their thoughts and feelings about their ambitions, developing their communication skills.

The language material of this unit covers the to-infinitive, explaining nouns, own dreams and desires, and giving reasons and goals, thus, students learn how to express their thoughts and feelings.

As part of the presentation part of the speaking component of the New Course of Study, students will develop talking skills, using simple words and phrases about everyday life and arrange facts, opinions and feelings. Using the speech presentation component of the Yokoro Junior High School "CAN-DO" List (give a simple speech about your dreams by preparing memos), students will be able to give a speech about their dreams and ambitions, being aware of how to convey their expressions and feelings to others logically.

Students

Students in this class do repetition activities to explain their thoughts and feelings about everyday life. Also, using Kure City's recitation materials, students recite textbook sentences, using these to express themselves. While these activities help students' get used to English exchanges, many students lack confidence in their ability to think about what to say and which phrases to use.

From a prefecture-wide survey in 2018, for the statement "I can speak about my thoughts, feelings and facts in English", 47.3% of Yokoro JHS second grade students responded positively (prefectural average 59.8%); and to the statement "when writing in English, I can correctly convey my thoughts and feelings, whilst being aware of connectivity between sentences", 64.3% of Yokoro JHS students responded positively (prefectural average 73.3%).

In a survey in August this year, 78% of Yokoro JHS 2nd grade students identified themselves as being poor at expressive activities. Reasons cited for this are: confusion about which expressions to use when writing and talking about their own opinions; word order; remembering words correctly; and fear of making mistakes when presenting in front of people.

During class, when students presented about their precious things and famous people they like, 16% of students, due to fear of making mistakes in English, copied the textbook template when writing their own presentation and when presenting, read the text directly from their written composition. In the second semester performance test, when answering questions related to themselves, 38.9% of students achieved 80% correct or more, however, 55.6% of students achieved 20% or less. From these results, it was identified that students had trouble with basic sentence

structure and word order and students had difficulty understanding which phrases are useful.

Of the four communication skills (reading, writing, speaking and listening), many students showed a desire to improve speaking and writing skills and despite identifying that they aren't confident, they would like to be able to speak and write in English.

Guidance

As a part of guidance, repetitive activity is used. In pairs, students use words and phrases that have been taught in previous lessons with repetitive speaking and writing activities. These activities develop on students' sentence structuring and word ordering skills. Further, for students to gain confidence using English, pair and group work conveying feelings and thoughts to each other are used to consciously and actively learn together.

At the beginning of the unit, students listen to the message from the ALT's older brother who currently teaches elementary school students and would like to know what dreams junior high school students have in Japan. Also, students think about things they would like to write in a speech and develop "Useful Expression Cards" including important phrases learnt in the unit. From these, and phrases learnt previously, students develop skills to speak logically.

In the speech, students record videos of each other and then watch the recordings for self and peer analysis, taking note of speaking skills to develop an understanding of what makes an easy to understand speech. Tablets will be used to record speeches and students can look at their own speeches in an objective way to improve their presentation.

At the end of the unit, individual speeches will be recorded and sent to the ALT's older brother and he will make a video message, evaluating if students' thoughts have been conveyed in English.

Unit Goals and Evaluation Criteria

- (1) Talk about dreams and ambitions logically and coherently. (ability to express in a foreign language)
- (2) In speech presentation, think about how to talk in a way that is easy for the listener to understand. (attention, motivation and attitude for communication)
- (3) Understand sentence structure using the infinitive (knowledge and understanding of language and culture)

a.) Interest, motivation and attitude towards communication	b.) Ability to express in a foreign language	c.) Ability to comprehend foreign language	d.) Knowledge and understanding of language and culture
In speech presentation, think about how to talk in a way that is easy for the listener to understand.	Be able to talk about dreams and ambitions logically and coherently.		Understand sentence structure using the infinitive

Teaching and Evaluation Plan

1	<p>○ Confirm the unit goal.</p> <p>“Present a speech about your dreams and ambitions for the future”</p> <ul style="list-style-type: none"> • Students watch the video from the ALT's older brother and become familiar with the situation and aim of the language activity. • Students make an image map of their dreams and ambitions. 	a.)	Observation
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2 3	<p>○Students explain their dreams and ambitions.</p> <ul style="list-style-type: none"> • From the textbook, students understand the form, meaning and usage of the infinitive (noun usage) • Students explain their dreams and ambitions, giving reasons. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>I want to be a vet. Because I like animals very much. I want to help many sick animals.</p> </div>	a.) d.)	Observation Paper test at later date
4	<p>○Students explain their dreams and ambitions.</p> <ul style="list-style-type: none"> • From the textbook, students understand the form, meaning and usage of the infinitive (adverb usage) <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>I want to be a vet. Because I like animals very much. I want to help many sick animals. I study hard every day to be a vet.</p> </div>	a.) d.)	Observation Paper test at later date
5 6	<p>○Students explain their dreams and ambitions.</p> <ul style="list-style-type: none"> • From the textbook, students understand the form, meaning and usage of the infinitive (adjective usage) <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>I want to be a vet. Because I like animals very much. I want to help many sick animals. I have a lot of things to learn. So, I study hard every day to be a vet.</p> </div>	a.) d.)	Observation Paper test at later date
7 8 9	<p>○Students explain their dreams and ambitions.</p> <ul style="list-style-type: none"> • From the textbook, students understand speech structure and the use of phrases in speeches • Practice reading the textbook speech, conscious of delivery. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>I want to be a vet. I have two reasons. First, I like animals very much. I want to be with them all the time. Second, there are many sick animals in the world. I want to help them. I have a lot of things to learn. So I study hard every day to be a vet. I want to be a good and kind vet in the future.</p> </div>	d.)	Observation Paper test at later date
10	<p>○Project 2: Introduce your dreams and ambitions①</p> <ul style="list-style-type: none"> • Using “Useful expression Cards” make speech memos. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <ul style="list-style-type: none"> • Greetings and self-introduction • Desired occupation and ambition • Summary and conclusion </div> <ul style="list-style-type: none"> • Practice presenting a speech, being conscious of delivery. • Record speech presentations. 	a.) b.)	Observation Performance test at a later date

11 This lesson	<input type="radio"/> Project 2: Introduce your dreams and ambitions② <ul style="list-style-type: none"> • In pairs, watch the recordings that were made in the last lesson and think of ways to improve the presentations. • Practice presenting a speech, being conscious of delivery. 	a.) b.)	Observation Performance test at a later date
	<ul style="list-style-type: none"> • eye contact ... Watch the listener (tablet) • clear voice ... Use an easy to hear voice. • pronunciation ... Use correct pronunciation. • expression ... Use of expression to convey ideas (e.g. intonation) The speech structure is logical. Reasons for dreams and ambitions are easy to understand and detailed. 		
Later date	<input type="radio"/> Performance test <ul style="list-style-type: none"> • Present a speech about dreams and ambitions • Evaluate based on a rubric and peer evaluation. 	a.) b.)	Performance test
	<input type="radio"/> Recording <ul style="list-style-type: none"> • Record a video to send to the ALT's older brother. 	a.) b.)	Observation
	<input type="radio"/> Paper test <ul style="list-style-type: none"> • Questions to test students' comprehension of sentence structure using the infinitive. • Questions for students to write and introduce about their dreams with reasons. 	a.) b.)	Paper test

This Lesson

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|-------------------------|---|
| (1) Lesson objective | Present a speech to improve your ability to convey your ideas to a listener. |
| (2) Evaluation criteria | a.) In speech presentation, think about how to talk in a way that is easy for the listener to understand.
b.) Be able to talk about dreams and ambitions logically and coherently. |
| (3) Materials | Textbook, notebook, speech memo, Useful Expression Cards, tablets, dictionary, electronic blackboard |
| (4) Teaching procedure | |

Student Activities	Points to keep in mind (○) Support situations (●)		Evaluation criteria (Evaluation method)
	JTE	ALT	
1. Greetings (2 min) 2. Repetition activity (2 min) <ul style="list-style-type: none"> • Recitation challenge 	<input type="radio"/> Standing, meditation, consistency.	<input type="radio"/> Create an English speaking atmosphere. <input checked="" type="radio"/> Walk around room, providing support to students needing it.	

<p>3. Introduce video message (5 min)</p>	<p>○ Show the ALT's brother's video message and increase student motivation.</p>	<p>○ Support students to understand the video message.</p>	
<p>Goal : Present a speech to improve your ability to convey your ideas to a listener.</p>			
<p>5. Speech practice (30 min)</p> <p>① Discuss opinions about points to pay attention to when giving a speech.</p>			
<p>〈Predicted student opinion〉</p> <p>• eye contact • clear voice • clear pronunciation • expression</p>			
<p>② Other than tone and intonation, discuss opinions about expression.</p>	<p>○ If students can't give opinions, encourage them to pay attention to the structure and content of the speech.</p>	<p>● If students can't give their opinions, provide some points to be noticed.</p>	
<p>〈Predicted student opinion〉</p> <p>• Speech structure ... I have two reasons. e.g. First, Second</p> <p>• Speech contents ... Easy to understand opinions, detailed explanation.</p>			
<p>③ Listen to and understand the ALT's model speech.</p> <p>④ In pairs, students look at the videos that they previously recorded with tablets and discuss good points, points to be improved and make notes.</p> <p>⑤ From the advice from pair discussion, improve and practice speeches.</p> <p>⑥ Make pairs again and check if improvement has been made.</p>	<p>○ While ALT is making the speech, emphasize points to take note of.</p> <p>○ Not only delivery, but also highlight speech structure and contents.</p> <p>● If students have difficulty consciously practicing and improving their speech, individually explain points to take note of.</p>	<p>● Walk around and provide support to students who aren't good at speaking.</p> <p>○ Observing students, provide motivation and give advice for improvement.</p>	<p>a.) In speech presentation, think about how to talk in a way that is easy for the listener to understand. (Observation)</p> <p>b.) Be able to talk about dreams and ambitions logically and coherently. (Observation,</p>

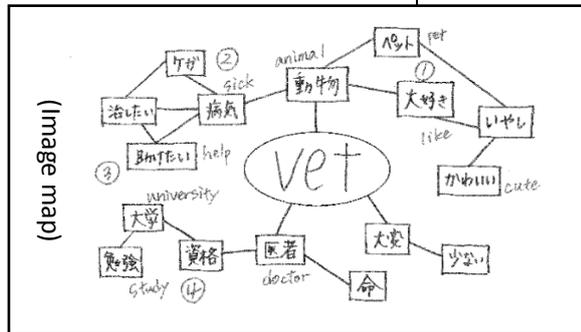
6. 1 or 2 students present. (7 min)

- Present speeches.

○ Provide positive reinforcement.

● If there are no volunteers to present, choose some students who showed improvement or good delivery.

Performance test at a later date)



(Speech memo)

- VET
- ① like animals
 - ② many sick animals
 - ③ help
 - ④ a lot of things to learn
 - ⑤ study hard

(Predicted student presentation)

Hello, everyone. I'm ~. I'm going to tell you about my dream. I want to be a vet. I have two reasons. First, I like animals very much. I want to be with them all the time. Second, there are many sick animals in the world. I want to help them. I have a lot of things to learn. So I study hard every day to be a vet. I want to be a good and kind vet in the future. Thank you.

(Aims)

- eye contact ... Watch the listener (tablet)
- clear voice ... Use an easy to hear voice.
- pronunciation ... Use correct pronunciation.
- expression ... Use of expression to convey ideas (e.g. intonation)

The speech structure is logical.

Reasons for dreams and ambitions are easy to understand and detailed.

7. Lesson reflection (4 min)

- ① Self evaluation
- ② Homework

○ Reflect on the lesson, thinking about whether the goal was achieved and a presentation given.
○ Tell students to practice their speeches at home.

○ Give students positive evaluation and tell them points of improvement.

(5) Blackboard plan

<p>Goal: Present a speech to improve your ability to convey your ideas to a listener.</p>	<p>Friday, November 16th Sunny</p>
<p>Speech key points</p> <ul style="list-style-type: none"> • eye contact • clear voice • clear pronunciation • expression <ul style="list-style-type: none"> → Inflection, structure, content 	<div style="border: 1px solid black; width: 80%; margin: 0 auto; padding: 20px;"> <p>Speech evaluation rubric</p> </div>

(6) Unit end performance assessment

Performance assessment: Make a speech about your dreams and ambitions.

Evaluation criteria: a.) In speech presentation, think about how to talk in a way that is easy for the listener to understand.

b.) Be able to talk about dreams and ambitions logically and coherently.

	A (Fulfills requirements)	B (Mostly fulfills requirements)	C (Needs more effort)
Evaluation criteria	<ul style="list-style-type: none"> • Be able to present a coherent speech about your dreams, sufficiently conveying ideas to the listener, being conscious of delivery. 	<ul style="list-style-type: none"> • Be able to present a speech about your dreams that conveys your ideas to the listener. 	<ul style="list-style-type: none"> • Be unable to present a speech about your dreams, unable to convey your ideas to the listener.
Student's impression	<ul style="list-style-type: none"> • Present a speech while looking at the listener. • Use an easy to understand voice. • Use generally correct pronunciation. • Convey your own ideas with appropriate tone and other delivery skills and consciously work to improve those skills. • The speech has good coherency, easily understandable reasoning and detailed explanation. 	<ul style="list-style-type: none"> • Present a speech, looking at the listener, but frequently referring to own notes. • Use an easy to understand voice. • Few pronunciation mistakes. • Convey your own ideas with appropriate tone and other delivery skills. • The speech mostly has good coherency, has understandable reasoning and detail. 	<ul style="list-style-type: none"> • Unable to look at the listener, mostly referring to own notes. • Use a difficult to understand voice. • Many pronunciation mistakes. • Speech does not convey own ideas well. • Speech has little coherency and little reasoning or detail.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Student speech example</p>	<p>Hello, everyone. I'm ~ . I'm going to tell you about my dream. I want to be a vet. I have two reasons. First, I like animals very much. I want to be with them all the time. Second, there are many sick animals in the world. I want to help them. I have a lot of things to learn. So I study hard every day to be a vet. I want to be a good and kind vet in the future. Thank you.</p>	<p>Hello, everyone. I'm ~ . I'm going to tell you about my dream. I want to be a vet. I have two reasons. First, I like animals. They are very cute. Second, I want to help many sick animals. I want to be a good vet in the future. Thank you.</p>	<p>Hello, everyone. I'm ~ . I'm going to tell you about my dream. I want to be a vet. I like animals. I want to be a good vet in the future. Thank you.</p>
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