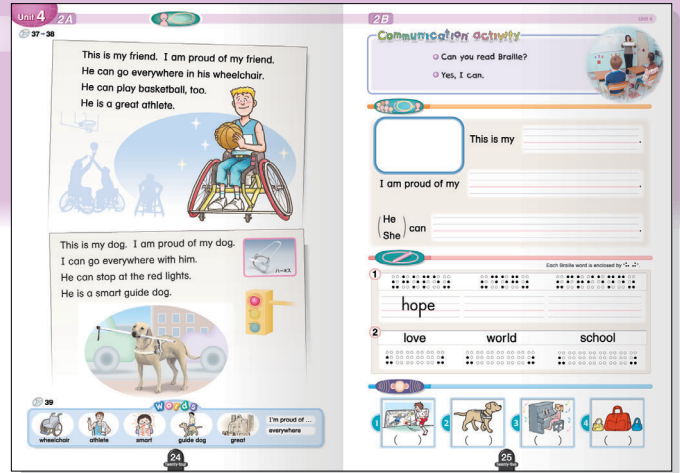


TOPIC I'm proud of my friend.

Aims for this lesson

- To review the auxiliary "can"
- To be familiar with Braille
- To have a respectful attitude towards other individuals
- To give a presentation on what one is proud of



Target sentences

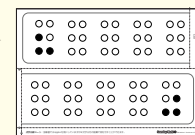
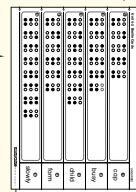
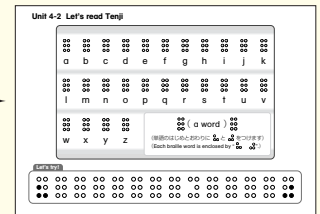
I am proud of my friend.
He can go everywhere.

Words

wheelchair, athlete, smart, guide dog, great,
I'm proud of ..., everywhere

What to prepare

- Class Cards: Unit 4-2 #73-79 (wheelchair, athlete, smart, guide dog, great, I'm proud of, everywhere)
- Worksheet 1 : "Let's read Tenji"
 - ※Print out for each student. (There are 2 of the same content on one sheet. Cut it for each student.)
- Worksheet 2-3: 10 kinds of Braille cards for teachers
 - ※Braille words of cap, busy, child, farm, slowly, running, noise, carpenter, farmer and turkey appear on the cards. (Cut up by number and cut away Answers on the right-hand side.)
- Worksheet 4: Blank sheet for teachers
 - ※Cut along the dotted line and glue the two ends to make one blank Braille card.
- Information Note Sheet: I am proud of ※Print out for each student.



Warm up and Review

- 1 Greet the class.
- 2 Q&A (No.1-33) : See the "70 Questions List for Book 3".
- 3 Review the previous lesson: Unit 4-1 p.22
 - Play CD1 #66. Have students repeat the words in the 'Words' box.
 - Play CD1 #67. Have students say the chant from Unit 4-1, page 22.
 - Play CD1 #68. Have students say the chant only to the beat.
- 4 One pair at a time, have students recite the chant. Once they can do the chant well, give them an award sticker for circle 22 on their name card or let them color it. (If the class is very big, you can divide them into groups.)
- 5 Play the CD (Disc1 #71 karaoke) and sing "What Can You Do?" (p.23) all together.



An activity where Ss use a worksheet to read and write vocabulary in Braille.



Structures used in this activity

Can you read Braille?
Yes, I can.

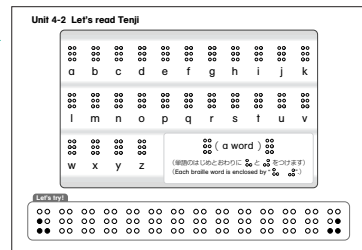


2 more sentences are recorded. See the star★ below.

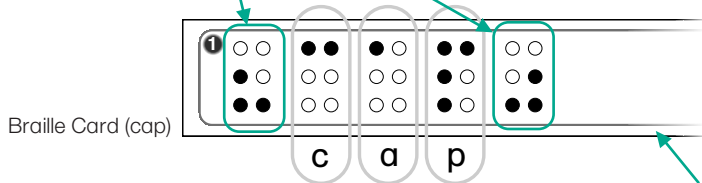
Activity Procedure

Present the rules of Braille and the Braille used in this activity. Ss practice.

- Give each S a “Let’s read Tenji” worksheet.
- Show Ss Braille Card ① (= cap), and have Ss use the worksheet to obtain the English word. (Tell Ss that ⠠ and ⠨ indicate the beginning and end of a Braille word.)



worksheet (Braille Table)

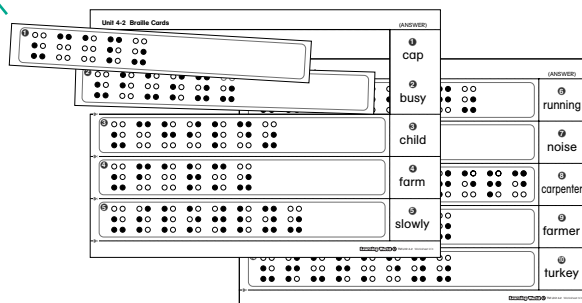


Present the expressions used in this activity. Ss practice.

- While showing Ss Braille Card ① (= cap) play the CD for aural confirmation of the basic expressions used in this activity.



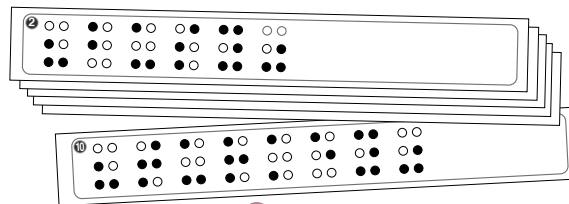
Can you read Braille?
Yes, I can.
★ What does it say?
★ It says “cap.”



worksheet (Braille Card)

1 Braille Reading: Show Ss Braille Cards ② – ⑩ one at a time, and ask Ss what’s written on them.

Braille Cards: ① cap, ② busy, ③ child, ④ farm, ⑤ slowly, ⑥ running, ⑦ noise, ⑧ carpenter, ⑨ farmer, ⑩ turkey

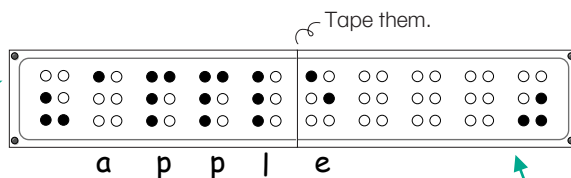


T: (while showing a card ②) Who can read this word?
S1: I can. It’s “busy.” (It says “busy.”)

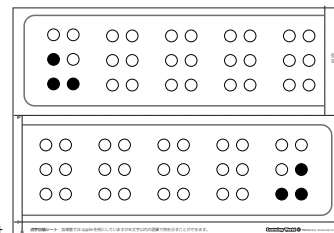
Note The Braille vocabulary items are selected from new vocabulary that appeared up to Unit 4-1. This activity is not just for Ss to decipher the spelling. As they answer Ss may refer back to their textbook to confirm each word’s meaning and pronunciation.



2 Braille Writing: Place the Braille-writing blank sheet on the blackboard, and using “apple” as an example, refer to the worksheet to pencil in the Braille dots.



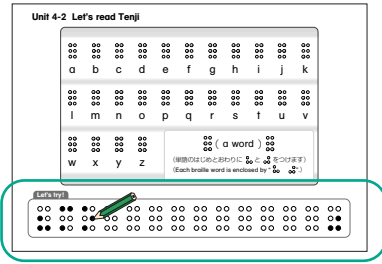
Tape them.



Braille-writing blank sheet

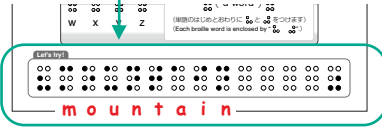
Activity Procedure

3 Once Ss understand how to write Braille have them each freely choose a vocabulary item from their textbook to try and write it in Braille in the **Let's try!** section at the bottom of their "Let's read Tenji" worksheet. (Encourage Ss to choose items from the "Words" boxes from Book 1, Book 2 and Book 3 up to Unit 4-2.)



4 Collect all Ss' worksheets. Divide the class into 2 or more groups.

5 Show Ss their worksheets one at a time, and have them think about what's written on them. Ss may consult their group. Ss who know what the Braille says raise their hand, say "I know!" and answer. Award that S's group 1 point.



T: (While pointing to an worksheet) **What does it say? Can you read this?**
 S: I can! It's "mountain." (It says "mountain.")

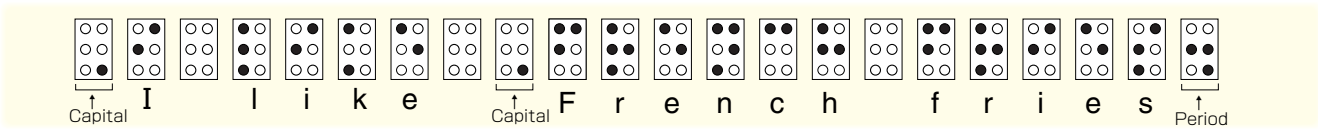
Note These days Braille can be written using computers. In the past however special needles were used to punch each letter through the back of paper. As the holes were punched through the back of paper, actual reading of Braille through touch was done in reverse.

A variety of rules are involved when writing Braille. Here however only the basics are presented for the purpose of reading and writing single English words. The letters on the "Let's read Tenji" worksheet are all lower-case. When writing upper-case letters, an upper-case letter indicator is required. Braille indicators and marks are listed below.

Foreign language indicator:	Capital indicator:	Hyphen:	Comma:	Period:	Exclamation mark:	Question mark:
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Braille symbols related to the alphabet:
 When writing Braille there is a space between each word. Two spaces are between each sentence.

e.g., 'I like French fries.' is written as follows:



Disc 1
74
75

This is my friend. I am proud of my friend.
He can go everywhere in his wheelchair.
He can play basketball, too.
He is a great athlete.



This is my dog. I am proud of my dog.
I can go everywhere with him.
He can stop at the red lights.
He is a smart guide dog.



Disc 1
73

39

Words



I'm proud of ...
everywhere

24
Twenty-four

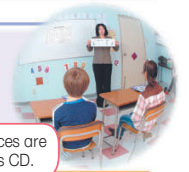
Disc 1
76
77

Communication activity

Can you read Braille?

Yes, I can.

What does it say? } Two more sentences are recorded on Class CD.
It says "cap."



This is my

I am proud of my

(He
She) can



Each Braille word is enclosed by "⠠ ⠨".

1 hope

2 love world school

Disc 1
73

39

Words



I'm proud of ...
everywhere

24
Twenty-four

Disc 1
76
77



25
Twenty-five

Unit 4-2 Textbook-left page p.24

1 Have students keep their books closed and listen to CD1 #74. Check students' comprehension, asking them what words and phrases they heard. Have each student tell you English phrases they heard and understood.

2 Have students open their textbooks to page 24.

3 Vocabulary

Disc 1
73

wheelchair, athlete, smart, guide dog, great, I'm proud of ..., everywhere



- ◆ Introduce and practice the vocabulary in the 'Words' box with Class Cards (#73 - 79).
- ◆ Play CD1 #73. Have students point at the words in their textbooks as they listen and repeat the words.

4 Speech

- ◆ Play CD1 #74. Have students listen and follow along with the sentences in their books.
- ◆ Play CD1 #75 - with pauses. Encourage students to repeat each sentence during the pauses.
- ◆ Have students practice until they can say the sentences on their own. (CD1 #75 - with pauses)

Disc 1
74
75

Script:

This is my friend. I am proud of my friend.
He can go everywhere in his wheelchair.
He can play basketball, too.
He is a great athlete.

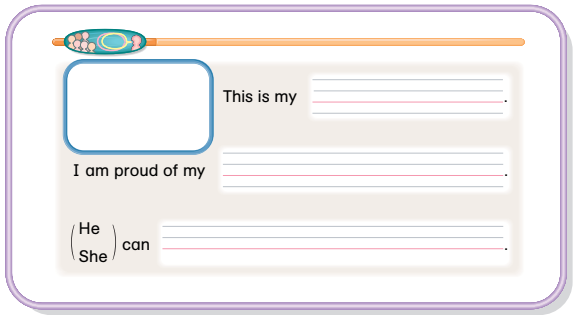
This is my dog. I am proud of my dog.
I can go everywhere with him.
He can stop at the red lights.
He is a smart guide dog.

5 Original Speech!

- ◆ Use the 'Let's Make a Speech' section on the right page.

Let's Make a Speech 

- 1 Have students open their textbooks to page 25.
- 2 Read the sentence beginnings with the students and make sure they understand them.
e.g., This is my I am proud of my He / She can
- 3 Have students think of one person and write about them in the ruled lines. In the third sentence, tell something the person can do and draw a picture about it in the box.



- 3 **e.g.,** S: This is my mother.
 I am proud of my mother.
 She can speak English.

- 4 Give each student an 'Information Note Sheet'.

Unit 4-2 I am proud of...

name	information

Information Note Sheet

- 5 One at a time, have students come to the front of the class and present their speech from page 25.

- 5 **e.g.,** S1: Hello, everyone. This is my big brother.
 I am proud of my big brother.
 He can play the piano.
 Thank you.

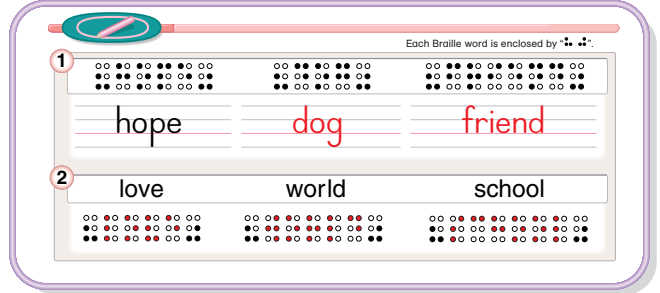
- 6 Have the other students listen and take notes on their 'Information Note Sheet'.

- 7 Once all of the students have given their speech, ask the students questions about their classmates' speeches. Students can look at their notes as they answer.

Note I am proud of Japanese children are not very familiar with the concept of "being proud of something". But in Europe and America people often use this phrase to express pride: "I am proud of my son (daughter)." It is a way for students to express a positive feeling about their accomplishments. Please take the time to explain the concept and help students become comfortable using this phrase in various situations.

Drill  Let's read Braille!

- 1 Write the Braille in English.
 (Use the 'Braille Table' from the 'Communication Activity'.)
 Answer: dog, friend



- 2 Write the words in Braille.

a	b	c	d	e	f	g	h	i	j	k
l	m	n	o	p	q	r	s	t	u	v
w	x	y	z	(a word) (単語のはじめとおわりに ◌◌ と ◌◌ をつけます) (Each braille word is enclosed by " ◌◌ ◌◌ ")						

Braille Table

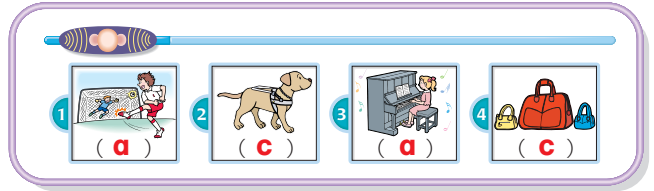
Listening Test



Disc 1
76+77

Page 25. Listen carefully and choose the correct sentence according to each picture.

- No.1 a: My brother can score a goal.
b: My brother is a baseball player.
c: My mother can score a goal.
- No.2 a: I am proud of my teacher.
b: I am proud of my father.
 c: I am proud of my dog.
- No.3 a: My friend Yumi can play the piano.
b: My friend Yumi can play the flute.
c: My friend Yumi can't play the piano.
- No.4 a: The big red bag between the small yellow bag and the big yellow bag is mine.
b: The big red bag between the big yellow bag and the small blue bag is mine.
 c: The big red bag between the small yellow bag and the small blue bag is mine.



Workbook p.17

1 Put the words in the correct order and complete the sentences.

Have students write the words in the ruled lines in the correct order to complete the sentences.

2 Words Have students write the Japanese inside the parentheses, and practice writing the word in English in the ruled lines.

(If needed, read the words ①-⑤ with the students first. When writing the Japanese meaning, have the students think of the meaning themselves; don't just tell them.)

※ These answers are examples, but students may think of different answers. It is important to encourage them to think freely and accept answers that are similar.

Homework

- 1 Have students listen to the speech from page 24 of the Student Book. (Student CD # 37→ 38)
- 2 Encourage students to practice repeating the lines of the speech, using track # 38.
- 3 At the beginning of the next lesson, have them do the speech.
 - While listening and practicing at home, students should open their Student Book to page 24 and follow along with the words.

2

1 Put the words in the correct order and complete the sentences.

① This is my wheelchair.
[my | wheelchair | is |]

② I am proud of my family.
[am | my | family | of | proud |]

③ He can play soccer, too.
[play | soccer | can | too |]

④ He is a great athlete.
[a | is | athlete | great |]

⑤ Can you read Braille?
[read | you | Braille | ?]

⑥ I can go everywhere with him.
[with | can | everywhere | him | go |]

2 Words

① be proud of (〜を誇りに思う)	② wheelchair (車いす)
③ great (偉大な)	④ athlete (運動選手)
⑤ guide dog (盲導犬)	⑥ everywhere (どこでも)
⑦ smart (かしい)	⑧ Braille (点字)