

1 Grade: 1<sup>st</sup> year English communication I

2 Materials: *Genius English Communication I*

3 Course Unit: Lesson 7 “Mother of Women’s Judo” Part 2  
Worksheet

4 Major goals of this lesson:

- (1) Students will be able to convey the summary of the text and their opinion on the topic orally.
- (2) Students will be able to read the text and pay attention to the chunks of the sentences.
- (3) Students will be able to understand the story about gender segregation in sports.
- (4) Students will be able to understand the concept of the grammar points and describe people and things by using verbs of perception.

5 Time Allotment:

1<sup>st</sup> lesson overview (p.81)

2<sup>nd</sup> period: part 1-1 (pp. 82-83)

3<sup>rd</sup> period: part 1-2 (pp. 82-83)

4<sup>th</sup> period: part 2-1 (pp. 83-84)

**5<sup>th</sup> period: part 2-2 (pp. 83-84) Today’s lesson**

6<sup>th</sup> period: part 3-1 (pp. 84-86)

7<sup>th</sup> period: part 3-2 (pp. 84-86)

8<sup>th</sup> period: part 4-1 (pp. 86-87)

9<sup>th</sup> period: part 4-2 (pp. 86-87)

6 Evaluation:

①Interest, willingness, and positive attitude toward communicating in English	②Ability to express themselves in English	③Ability to understand English	④Knowledge and understanding of language and culture
Students participate in pair or group work actively.	Students can summarize the text and support their opinions orally.	Students can understand the details of Part 2.	Students can understand the concept of the grammar point.

7 Learning objectives of this period:

- (1) Students will be able to summarize the text orally and convey their opinions on the topic through the role play.
- (2) Students will be able to understand the details of part 2.
- (3) Students will be able to understand the usage of verbs of perception.

## 8 Procedure:

Activities (time)	Teacher's Role	Students' Role	Evaluation
Introduction (3 min.)	<ol style="list-style-type: none"> <li>1. Greet students</li> <li>2. Have Ss understand what they are going to do today.</li> </ol>	<ol style="list-style-type: none"> <li>1. Respond to the teacher</li> <li>2. Listen to the teacher</li> </ol>	
Summary (15 min.) <i>Worksheet: Second Reading Step1,2,3</i>	<ol style="list-style-type: none"> <li>1. Have Ss complete the oral summary chart on the worksheet No.3 Second Reading.</li> <li>2. Have Ss summarize part 2 orally in pairs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Complete the chart.</li> <li>2. Pick up some key words.</li> <li>3. Summarize part 2 orally in pairs.</li> <li>4. Change partners and try it again.</li> <li>5. Repeat step4 as time permits.</li> </ol>	①② Observation • Will be tested on an interview test later
Further Questions (15 min.) <i>Worksheet: Further Questions Step1,2,3</i>	<ol style="list-style-type: none"> <li>1. Give Ss a question on the topic and have them think of their opinions.</li> <li>2. Have Ss work on a role play with their partner, according to the situation given.</li> </ol>	<ol style="list-style-type: none"> <li>1. Write their ideas in the box.</li> <li>2. Play the part of Rusty or the teammate and interact with a partner.</li> <li>4. Change partners and try it again.</li> </ol>	①② Observation
Grammar & Practice (10 min.)	<ol style="list-style-type: none"> <li>1. Have Ss read the grammar point on the worksheet No.4 Review.</li> <li>2. Explain the activity and have them practice the grammar point.</li> </ol>	<ol style="list-style-type: none"> <li>1. Read the grammar point on the worksheet.</li> <li>2. Listen to the teacher and practice the grammar point in pairs.</li> </ol>	
Vocabulary review (5min.)	<ol style="list-style-type: none"> <li>1. Have Ss answer the questions on the worksheet No.4 Vocabulary.</li> <li>2. Check the answers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Answer the questions on the worksheet.</li> <li>2. Listen to the teacher and check the answers.</li> </ol>	
Closing (2 min.)	<ol style="list-style-type: none"> <li>1. Wrap up the lesson.</li> </ol>	<ol style="list-style-type: none"> <li>1. Listen to the teacher.</li> </ol>	

**Warm-up** Talk about the topic below with your classmates.

**Step 1** Try to answer the questions below and write key words.

Q1 What was your dream when you were a small child?

Q2 Why did you think so?


**Step 2** Talk in pairs. One person talks about the topic and the other person asks questions. You have to keep the conversation for one minute.

**Step 3** Reflection time: Write your comments about your speech. If you couldn't say some words, look them up in your dictionary.

--

**Step 4** Change your partners. Keep the conversation for one minute.

**First Listening**

**Step 1** : Listen and write down as many words as you can.

--

**Step 2** : Share your ideas with your classmates and guess the topic of this part.

The topic of this part → \_\_\_\_\_

**Vocabulary 1** Choose the proper meaning of each underlined word.

1. She has a reputation for being late.
  - a. the opinion that people have about someone or something
  - b. the action that people do again and again.
  
2. Bill substituted for our sick teacher.
  - a. to take care of someone
  - b. to do someone's job
  
3. His mission is to clean his room completely in one day.
  - a. an important job that someone has been given to do
  - b. an useful thing that can be used in a daily life.

**First Reading without a Dictionary**

**Step 1** : Read the textbook and guess the outline of the passage. Write down the information you get from the textbook. Write the key words only.

**Step 2** : Share your ideas with your classmates.

-----

**Step 3** : Circle **T** if it is true. Circle **F** if it is false, underline the false part, and correct it.

1. Rusty was famous for being strong since she was a child. T/F
2. After the ceremony, Rusty was asked to return the gold medal. T/F
3. Rusty found a new mission. T/F

**Vocabulary 2** → See "vocabulary list"

**Second Reading**

**Step 1:** Fill in the blanks to complete the summary of this part.

1) **What was Rusty like?**

- famous because she was (1)(                      ).
- ↓
- began (2)(                      ) judo.

2) **What happened to her?**

- asked to join the New York State YMCA judo championships.
- ↓
- substituted for an injured teammate and won the (3)(                      ).
- ↓
- told to (4)(                      ) the medal because she was a woman, though no (6)(                      ) showed it was the competition only for men.

3) **What did she do? And how did she feel?**

- She (7)(                      ) the medal.
- It was a terrible feeling → being a woman = (8)(                      )
- felt that the same thing would not (9)(                      ) to another woman again.

**Step 2:** Pick up some key words to make your summary of this part.

**Step 3:** Tell your summary to your partner.

**Further Questions**

**Step 1:** What would you say to the teammates if you were Rusty? Write your ideas.

**Step 2:** Work on a role play with your partner. One student takes the part of Rusty, and the other the teammate. The teammate wants to give their trophies back, but Rusty must stop it.

-----

**Step 3:** What would you say to the teammates if you were Rusty?

**Review** 知覚動詞を使えるようになるろう。その2 (see Dual Scope p.p.)

Rusty heard her name called. (p.84 1.3~14)

★知覚動詞の使い方を確認しよう。

【知覚動詞(see/hear/feel)+O+~ing】→『Oが~しているのを見る／聞く／感じる』

【知覚動詞(see/hear/feel)+O+過去分詞】→『Oが~されるのを見る／聞く／感じる』

e.g. I saw a stranger walking around the house.

He felt himself cheated.

☆**Practice:** Explain what you see in the places below, according to the example.

e.g. ① bookstore(place) → ② I see people reading a book.(explanation)

1) ①Restaurant →②\_\_\_\_\_

2) ① School →②\_\_\_\_\_

3) ①Park →②\_\_\_\_\_

4) ①train →②\_\_\_\_\_

**Vocabulary** Choose the appropriate word from the list below.

1. That team has three ( ) players.

2. A thing that someone receives as a prize for winning a competition is a ( )

3. His mother ( ) that he is honest.

injured / trophy / assumes