

## Unit Review – Detailed Step Guide

Step	Details	min
<b>1</b>	<p><b>Explain Homework in Previous Class</b></p> <p>In the previous class explain the homework for this class. Usually, the teacher will explain this homework during Unit 4, 8, 12 or 16 class.</p> <p>Recommended homework for this class:</p> <ul style="list-style-type: none"> <li>• Make a list of 28 Useful Vocabulary expressions.</li> <li>• From 4 units, list up 7 expressions from each unit's Useful Vocabulary section.</li> <li>• List up both the English and Japanese translation.</li> <li>• Type homework on A4 paper. Do not hand write the list.</li> <li>• Make 2 copies.</li> <li>• Do not list up easy vocabulary. List up vocabulary that seems a little difficult.</li> </ul>	<b>N/A</b>
<b>2</b>	<p><b>Vocabulary Review Exercise</b></p> <ul style="list-style-type: none"> <li>• In the Unit Review section, students write the English expressions from the Vocabulary List page onto the blank spaces of the Vocabulary Review Exercise page.</li> <li>• Students can review the 4 units to help find the correct answers.</li> <li>• Allow students 15 minutes to fill in the blanks.</li> <li>• Teacher logs into Teacher section and navigates to Unit Review page.</li> <li>• With bluetooth speaker, the teacher plays the appropriate Unit Review audio.</li> <li>• Students listen and self-check their answers.</li> </ul>	<b>30</b>
<b>3</b>	<p><b>Check Attendance</b></p> <p>While playing the Unit Review audio, teachers can check student attendance. Using the smartphone and bluetooth speaker allows the teacher to freely walk around the classroom to check attendance and monitor the students.</p>	<b>N/A</b>
<b>4</b>	<p><b>Question Word Practice</b></p> <ul style="list-style-type: none"> <li>• At the bottom of the Vocabulary List page, students write the question word phrase on the space provided.</li> <li>• The teacher should stress that if there is a preposition, students should include the preposition when they write the question word phrase.</li> <li>• If there is a noun that is not underlined, students should include the noun when they write the question word phrase.</li> </ul>	<b>10</b>

	<p>Example:</p> <p>In <u>the big</u> house                      in which house</p> <ul style="list-style-type: none"> <li>• Allow students 5 minutes to write the question word phrases.</li> <li>• Teacher reviews answersd with students.</li> <li>• Teacher can use Answer Key on pages 121 – 124 or the teacher’s online Unit Review Text Page.</li> </ul>	
5	<p><b>Pair Work Speaking Vocabulary– English to Japanese</b></p> <p>In pairs, 2 students practice speaking their homework vocabulary list together.</p> <ul style="list-style-type: none"> <li>• Students take out their homework vocabulary list.</li> <li>• Student A gives own list to Student B. Student B gives own list to Student A.</li> <li>• Student A reads (speaks) one English word or phrase.</li> <li>• Student B says the Japanese translation without looking (close textbook).</li> <li>• Student A reads (speaks) the English words /phrases in order not randomly.</li> <li>• If some students finish early, they should continue to practice until the teacher stops the exercise.</li> </ul>	8
6	<p><b>Pair Work Speaking Vocabulary– Japanese to English</b></p> <p>In pairs, 2 students practice speaking their homework vocabulary list together.</p> <ul style="list-style-type: none"> <li>• Students take out their homework vocabulary list.</li> <li>• Student A gives own list to Student B. Student B gives own list to Student A.</li> <li>• Student A reads (speaks) one Japanese word or phrase.</li> <li>• Student B says the English translation without looking (close textbook).</li> <li>• Student A reads (speaks) the Japanese words /phrases in order not randomly.</li> <li>• If some students finish early, they should continue to practice until the teacher stops the exercise.</li> </ul>	8
7	<p><b>Collect Vocabulary Homework</b></p> <p>The teacher then collects one copy of the vocabulary list homework. The teacher should collect each paper individually from each student. This allows the teacher to quickly check if each student is doing their homework.</p>	5
8	<p><b>Match Pair Work Partners</b></p> <p>While walking around collecting homework papers, move students into pairs if there are some students sitting as a single student. Note, students should always be sitting according to the original seating plan.</p>	N/A

<p><b>9</b></p>	<p><b>Explain next class homework – Prepare for Test</b></p> <p>Explain homework for next class’s test.</p> <p><b>Style of Test</b></p> <ul style="list-style-type: none"> <li>• Next class, students will get a mark sheet, listen to blue tooth speaker and mark their answers on mark sheet. It is the same style as the weekly quizzes.</li> <li>• There will be 30 questions on vocabulary and sentences from the 4 units previously studied.</li> <li>• In addition, there will be one 10-question story quiz. Students must study all 4 stories again. The teacher will choose which story quiz to use later.</li> <li>• There is a total of 40 questions.</li> </ul> <p><b>How to Study for Test</b></p> <ul style="list-style-type: none"> <li>• Study 3 textbook pages – Useful Vocabulary-English to Japanese, Useful Vocabulary Samples and Sentence Patterns Q &amp; A for all 4 units.</li> <li>• Listen to online audios #1, 2, 3 and 5 for all 4 units.</li> <li>• Read 4 online Stories.</li> <li>• Watch 4 story videos 1 time each.</li> <li>• Try Test Challenge. This is a 30 question online vocabulary and sentence practice audio test.</li> </ul> <p><b>Special Note</b> – Remind students to bring their 4-unit quiz mark sheet as the teacher will collect it together with the test mark sheet next class.</p>	<p><b>4</b></p>
<p><b>10</b></p>	<p><b>Option #1 – Sentence Q&amp;A Pair Work Speaking Practice</b></p> <p>Following the standard pair work system, students practice speaking the Question – Answer sentence structures for all 4 units. For example, students can practice 5 Q&amp;A structures from each of the 4 units.</p>	<p><b>25</b></p>
<p><b>11</b></p>	<p><b>Option #2 – Crossword Pair Work Speaking Practice</b></p> <p>This option can sometimes be troublesome to explain to students; however, students appreciate doing this exercise.</p> <p><b>Designate Student A and Student B</b></p> <ul style="list-style-type: none"> <li>• At first, designate which students are Student A, and which students are Student B. For example, tell students that are in the far right column of the classroom that they are Student A. The next column over will be Student B. The next column over will be Student A. And the last column over will be Student B.</li> <li>• Student A and B open their textbooks to the appropriate page.</li> </ul>	<p><b>25</b></p>

### **Explain Important Rules**

- Student A can only look at the Student A page. Student A cannot look at the Student B page. Likewise, Student B can only look at the Student B page. Student B cannot look at the Student A page.
- Student A cannot say the words in the crossword on the Student A page. Student A must give hints or explain the meaning of the word in English to Student B. Likewise, Student B cannot say the words in the crossword on the Student B page. Student B must give hints or explain the meaning of the word in English to Student A.

### **Crossword Pair Work Speaking Steps**

- Student A chooses a word from the crossword on the Student A page.
- Student A then explains the location of the word to Student B in English.
- Student B confirms that the location is understood.
- Student A gives many hints or tries to explain the meaning of the word to Student B in English.
- Student A continues giving hints or explain the word to Student B in English.
- When Student B finally knows the word, Student B Writes the word into its proper location on the Student B page.
- It is now Student B's turn.
- Student A and B go back and forth choosing words, explain its location, giving hints and explaining, and writing the word into the crossword.

### **Explaining the Location of the Word**

- Students must explain the location of the words to each other in English. The teacher will have to spend about 5 minutes to carefully explain how the location system works and help students to explain the location in English.
- Write a sample crossword on the board with 7 rows and 7 columns.
- Write the column numbers at the top of the crossword (1 – 7).
- Write the row numbers at the side of the crossword (1 – 7).
- Write 4 words inside the crossword. For example – House, Open, Night, Tree.
- Also write the words Row and Column beside the crossword.
- Draw 2 arrows to show which way a row and column go.
- Clearly explain the directions for Row and Column.
- To ensure that students understand the directions for Row and Column, the teacher says the following sentences while indicating the direction of the word in the sample crossword.

House is in Column number 1.

Open is in Row number 2..

Night is in Column number 4.

Tree is in Row number 6.

- Repeat these 4 sentences 2 times.
- Confirm that the students understand by asking students to say which row or column each word is in.
- The teacher asks students – Which column is House in?, Or Where is the word Tree?

- The student must answer with a complete sentence: House is in Column number 1. Or, Tree is in row number 6.
- Next, the teacher says the following sentences while indicating the location of the word in the sample crossword.

House is in Column number 1 from 1 to 5.

Open is in Row number 2 from 1 to 4.

Night is in Column number 4 from 2 to 6.

Tree is in Row number 6 from 4 to 7.

- Repeat these 4 sentences 2 times.
- Confirm that the students understand how to explain the location of the word by asking students to explain where each word is located.
- The teacher asks students – Where is the word House?, Or Where is the word Tree?
- The student must answer with a complete sentence: House is in Column number 1 from 1 to 5. Or, Tree is in row number 6 from 4 to 7.

### **Give an Example for Student A and B**

The teacher now gives an example of how Student A and B practice the crossword together.

- First, Student A chooses a word from the crossword.
- Then Student A explains the location of the word. The teacher says 2 times:

This word is in Column number 1 from 1 to 5.

- Then the teacher gives hints or explanations in English.

This is a building.

This building has windows.

This building has doors.

This building has a kitchen.

This building has a living room.

This building has a bedroom.

I go here after school.

- The teacher then asks students to tell the answer (house).
- The teacher may have to repeat the example again.
- Before students start the crossword pair work, explain again that students must practice in English and that they don't say the word in their own crossword.
- After the students understand, the students can start the crossword pair work.