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| **Topic:** Rugby players to hide tattoos in Japan | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| Hoheon Kim (Jenny) | Level 6 | Adults | 3 | 40 min. |
| **Materials:**   * The article paper (3 copies) * Pictures relevant to the subject * Matching cards * Sequencing cards * True & False worksheet (3 copies) * comprehension questions worksheet (3 copies) * White board, board markers | | | | |
| **Aims:**   * SWBAT identify and say words related to the topic by looking at the pictures. * SWBAT answer True & False to understand what the topic is about after reading the headlines. * SWBAT compare their ideas and get closer to the content through skimming and scanning. * SWBAT practice the key vocabularies while doing various activities through understanding the full content of the article. * SWBAT use new vocabularies and discuss with their group through comprehension questions worksheet. * SWBAT recall their ideas by answering questions and learn through error correction. | | | | |
| **Language Skills:**   * Reading : Read T/F worksheet, the article, comprehension questions worksheet. * Listening : Listen what teacher and peer are saying. * Speaking : Answer when teacher ask to Ss. Practice speaking some vocabularies. Discussing with group and share their ideas. * Writing : Write answers or Ss ideas on the worksheet. | | | | |
| **Language Systems:**   * Phonology : Pronunciation of vocabulary * Lexis : Governing body, notorious, endeavor, offending, taboo, yakuza * Function : Discussion * Discourse : Discuss with peers or group | | | | |
| **Assumptions:**   * This article include some difficult vocabularies so students may hard to read the article. * Ss may get frustrated without sufficient explanation for the activity. | | | | |
| **Anticipated Errors and Solutions:**   * Ss may take a long time or have difficulty understanding some vocabularies. * Let Ss show the pictures related to that vocabularies and put on the board. * If Ss don’t understand the activity’s rules clearly. * Ask Ss if they have a clear understanding of the rules and do demonstration. | | | | |
| **References:**   * Rugby players to hide tattoos in Japan. (September 24, 2018). In breaking news English. Retrieved from <https://breakingnewsenglish.com/1809/180924-tattoos.html> * World Rugby advises teams and supporters to cover up tattoos at World Cup in Japan. (September 21, 2018). In the Japan times sports. Retrieved from   <https://www.japantimes.co.jp/sports/2018/09/21/rugby/world-rugby-advises-teams-supporters-cover-tattoos-world-cup-japan/>   * When You Get A Tattoo In An African Home (April 5, 2018). SamSpedy. Retrieved from   <https://www.youtube.com/watch?v=oabENwHIasc> | | | | |
| **Notes:** | | | | |

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| **Presentation:** | | | | |
| **Aims:**  SWBAT identify and say words related to the topic by looking at the pictures. | | | **Materials:**  Pictures relevant to the subject  White board, board markers  True & False worksheet | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 1 min.  2 min.  5 min. | Whole class  Whole class  In group | Greeting with Ss  Looking at pictures and saying their ideas so Ss can approach to the topic.  Guessing and answering on the True & False worksheet. | | **Greeting**  Good morning, how are you? (interacting)  **Eliciting**  Show pictures relevant to the subject, let Ss engage in it.  *Look at this picture. What can you see? What are relationships between these two pictures?*  **True & False**  Distributing T/F worksheet before reading the article so Ss just guess and answering on the worksheet.  *We are going to do True and False worksheet before reading the article. You can just guess and answer it with your group. It doesn’t matter if your answers are correct or not. You have 5 minutes.* |
| **Notes:** | | | | |
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| **Practice:** | | | | |
| **Aims:**  - SWBAT compare their ideas and get closer to the content through skimming and scanning.  - SWBAT practice the key vocabularies while doing various activities through understanding the full content of the article. | | | **Materials:**  The article paper (3 copies)  Sequencing cards  Matching cards  White board and board markers  Comprehension questions worksheet | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 2 min.  3 min.  3 min.  3 min.  3 min.  5 min. | Individually  Individually  In group  In group  In group  Whole class | Reading the first and last sentence of each paragraph in 30 seconds.  Reading whole article in 1 minute.  Sorting the sequencing cards in order with the group.  Answering the comprehension questions worksheet  Matching the cards to understand the meaning of vocabulary.  Pointing out the vocabularies and say the word when someone say the meaning of the vocabulary. | | **Reading for main idea**   1. **Skimming**   Let Ss read the first and last sentence of each paragraph.  *I’ll give you 30 seconds to look through the first and last sentence of each paragraph.*  Question   * *What do you think when you read these sentences?* * *Tell us what the main ideas*  1. **Scanning**   Let Ss read quickly searching for key concept in a text.  *I’ll give you 1 minute to read quickly, and tell me if you find a particular word that repeats.*  Question   * *What’s the difference between reading and guessing the first few sentences and reading the whole sentence now?*  1. **Sequencing**   Handing out the sequencing cards, encourage Ss to arrange the cards in order based on what Ss read in the article.  *Now we are going to sort the sequencing cards in order with your group based on what you read in this article.*  **Demonstration**  *For example, read 3~4 sentences from the beginning of the article. Which picture is related to these sentences?*  **ICQ**  *What are you supposed to do?*  *Are you working individually?*   1. **Comprehension questions**   (Distribute the comprehension questions worksheet)  *We are going to answer comprehension questions with your group.*  *When you finish, come out and write your answers on the board.*   1. **Matching**   Give Ss some vocabularies, the meaning of the vocabularies, and the pictures related to the vocabularies, and let them match each.  *Discuss with your group, come out and match some vocabularies and the meaning of the vocabularies and the pictures related to the vocabularies.*  **Demonstration**  *First, you can choose vocabulary and find the meaning of the vocabulary and picture.*  **ICQ**  *What are you supposed to do? Are you going to just discuss with your group? or come out and put it on the board?*  **Pointing vocabulary activity**  *I’m going to put some vocabularies here and here.. (anywhere) When one student read the meaning of the vocabulary, we have to point out the vocabulary.*   * *Now we are going to do quickly.* * *Now when I say the meaning of the word, you have to say the word quickly.*   **Demonstration**  T : “Try hard to do or achieve something.”  Ss : (Pointing ‘endeavor’)  T : Great job. Now let’s take turns.  **ICQ**  *When someone said the meaning of the vocabulary, what will we do?* |
| **Notes:** | | | | |
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| **Production:** | | | | |
| **Aims:**  SWBAT use new vocabularies and discuss with their group by answering discussion questions. | | | **Materials:**  <https://www.youtube.com/watch?v=oabENwHIasc>  video clip  Discussion worksheet | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 8 min. | In group | Discussing with group. | | **Reading for detail**  **Discussion**  (Watching the video clip)  *Now we are going to watch one video clip, it takes around 3 minutes.*  *Discuss with your group about getting tattoo. We have 5 minutes.*  **Sharing ideas**  *Let’s share your ideas. What did (student’s name) said? Write on the board.* |
| **Notes:** | | | | |
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| **Post Production:** | | | | |
| **Aims:**  SWBAT recall their ideas by answering questions and learn through error correction. | | | **Materials:**  White board and marker | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 5 min. | Whole class | Checking error correction | | **Error correction**  Put errors on the board that teacher wrote on a note during class and correct it.  Let’s check with this sentences.  **Feedback**  What new words did we learn from the activities?  Was the class to understand the article helpful enough?  We learned new vocabularies today. So we have homework to make few sentences with these new vocabularies. Thank you. |
| **Notes:** | | | | |

**TRUE / FALSE**

**Read the headline. Guess if 1-8 below are true (T) or false (F).**

1. All sports players must now cover tattoos in Japan.**T / F**
2. Tattoos in Japan are associated with crime syndicates.**T / F**
3. Japan's tourism agency requested spas relax rules regarding tattoos.**T / F**
4. The tourism agency suggested spas give out stickers to cover tattoos.**T / F**
5. Only half of rugby teams understood the reason for covering tattoos.**T / F**
6. The rugby players said they wanted to respect Japanese culture. **T / F**
7. World Rugby said the police would make sure tattoos were covered.**T / F**
8. New Zealand's rugby team said it would endeavor to get smaller tattoos.**T / F**

**Guessing vocabulary**

Rugby players with tattoos are being asked to cover them up during next year's World Cup in Japan. The request by the sport's **governing body** World Rugby is to avoid **offending** people in Japan. It is somewhat of a **taboo** in Japan to be seen in public with a tattoo. Tattoos are usually associated with the **notorious** **yakuza** **crime gangs**, for whom tattoos are a source of great pride. Many swimming pools, gyms, bath houses and onsen in Japan **ban** people with tattoos from using their facilities. However, in 2016, Japan's tourism agency asked onsen to relax their rules. It said tourists had tattoos for very different reasons. The agency suggested giving tourists stickers to cover their tattoos.

The Rugby World Cup director Alan Gilpin said all the competing teams understood the cultural sensitivity in Japan regarding tattoos. He said: "When we raised it with the teams a year or so ago, we were probably expecting a frustrated reaction from them, but there hasn't been at all." He added that the players want to respect Japanese culture. He said the wearing of a vest used for watersports would be a form of "self-policing" among the players. The famous All Blacks rugby team from New Zealand has confirmed that its players will comply with the request. It said: "We **endeavor** to be respectful of the local customs and culture, and this will be no different when we visit Japan."

**Guess the meaning of vocabulary from context, match the vocabularies.**

**Comprehension questions**

1. What are tattoos usually associated with in Japan?
2. Why did Japan's tourism agency suggest giving stickers to tourists?
3. If you were Rugby players, what would you do when you visit Japan?

**Discussion questions**

1. What do you think of tattoos?
2. Is it a good idea to have a tattoo of your lover’s name?
3. If your child wants to get a tattoo, would you allow it or not?
4. If you want to get a tattoo, draw a picture you want.

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TRUE / FALSE a F b T c T d T e F f T g F h F

Comprehension questions

1. Yakuza (crime gangs)
2. Discuss
3. Discuss