

Lesson Title: Unit 26 – Giving Reasons

Lesson Overview

- **Goal:** Express reasons using the "because" conjunction; move from structured pattern drills to free reasoning tasks
 - **Textbook Pages:** 98–99 (Chapter 26: 26.1 "because" conjunction, 26.2 further examples, 26.3 listening & answering)
 - **Date:** Next Thursday (scheduled for generation)
 - **Students:** Kazumi + Miwa + Yoshio (full group)
 - **Structure:** PPP (Presentation → Guided Practice → Production)
 - **CEFR Level:** A1/A2 (Beginner)
 - **Duration:** 60 minutes
 - **Key Assumption:** Students have mastered present simple statements (Units 21–25); "because" introduces reason-giving
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Learning Objectives

By the end of this lesson, students will be able to: 1. Produce 5+ sentences using "because" with correct word order ("I like X because [reason]") 2. Distinguish between affirmative and negative reasons ("I don't go out because it's too cold") 3. Explain real-world choices in English: "I chose [place/activity] because [reason]" (production task)

Target Language

Grammar Focus: "Because" conjunction (reason-giving); affirmative and negative structures

Key Vocabulary (from 26.2–26.3): - Reasons: beautiful, quiet, peaceful, simple, expensive, far, cold, crowded, pollutants - Places (review): countryside, village, city, beach, mountain - Situations: work, home, family, children, friends

Functional Language: - "I like ___ because ___." - "I don't like ___ because ___." - "I live here because ___." - "My family doesn't go there because ___." - Negative reason: "I can't do it because ___."

Teacher Scripts (Comprehensible English): 1. "We use 'because' to give a reason. Why do you like coffee? **Because** it's hot. Why do you like your home? **Because** it's quiet." 2. "The reason comes after 'because.' Not 'because beautiful beach' — '**because the beach is beautiful.**'" 3. "Negative: 'I don't go there because it's crowded.' Same structure, just add 'not.'"

Materials & Setup

From Inventory: - Whiteboard + markers - Mini whiteboards × 2 + markers - Laptop + Monitor (for slides) - Index cards or paper slips (5-6 cards for production activity prep)

Always Available: - Student textbooks (DK English For Everyone Level 1) — pp. 98–99 - Obsidian slides folder

Technology: - Laptop + Monitor (Obsidian slides: vocabulary examples, "because" sentence frame, listening audio for 26.3)

Technology Backup Plan (If Monitor Fails): - Option 1: Use textbook 26.2 examples directly (printed on page; students read aloud) - Option 2: Write sentence frame on whiteboard, manually run listening activity (play audio from phone/tablet if available) - Rule: Lesson functions without slides — textbook has all examples

Setup Time: <5 minutes - [] Open Obsidian slides (26 Giving Reasons) - [] Pre-write on whiteboard: " likes/loves because ." - [] Prepare 6 index cards with "reasons" (one per card): *beautiful, quiet, far, crowded, expensive, cold* (for production activity draw) - [] Test audio playback if available (26.3 listening exercise)

Thursday Protocol Check

Kazumi Challenge:

- Model all new "because" patterns first in Presentation drills
- Extension task during production: Must give 2+ reasons per choice ("I like the countryside because it's peaceful **and because** my family lives there")
- Can handle more complex sentence: "I don't go to the city because it's crowded and it's expensive"
- If he finishes early: Write 2 original sentences on mini whiteboard about his real reasons (why he studies English, why he lives in Japan)

Miwa Safety:

- "Because" sentence frame STAYS on whiteboard the entire lesson
- Choral repetition 3× before she attempts solo production
- Pair her with Yoshio for production warm-up (safe pair practice before whole-group sharing)
- During Presentation: Call on her SECOND or THIRD (never first) for drill responses
- Offer mini-whiteboard option: She can write her reason privately, then read aloud (reduces live formulation pressure)

Yoshio Clarity:

- Slides use HIGH-CONTRAST text: H2 only, large font (18pt+)
- Atomic instruction breakdown: "First, write your reason. Then, show it to your partner. Then, read it aloud."
- Extra wait time (5-10 seconds) after asking questions — do NOT fill silence

- Visual aid: Keep sentence frame visible on whiteboard AND on slide
 - Audio for 26.3: Play once at normal speed, then again with pauses for answers (not rushed)
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Teacher Preparation

Estimated Prep Time: 10 minutes

Checklist:

- [] Review this lesson plan (3 min)
- [] Pre-write whiteboard: "___ likes/loves ___ because ___."
- [] Write secondary frame: "I don't like/go/eat ___ because ___."
- [] Prepare 6 index cards with reason words: *beautiful, quiet, far, crowded, expensive, cold*
- [] Open Obsidian slides (Chapter 26)
- [] Test audio playback for 26.3 (if using)
- [] Review student names + recall: Kazumi = anchor, Miwa = safe-pair first, Yoshio = wait time

Teacher Mindset:

- Goal: Students produce reasons, not perfect English
 - Errors during production = normal; note 1-2 fossilized errors for Cool Down
 - Miwa will be slower; don't rush her or look impatient
 - Yoshio needs silence to think; embrace 5-second pauses as learning time
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Full Procedure (60 minutes, ±2 min tolerance)

Warm-Up (5 minutes)

Goal: Activate prior knowledge of reasons in L1, bridge to English "because"

Activity: Real-Life Reason Guessing

1. **Hook (1 min):** "Think of something you do every day. Why do you do it?"
 - Examples: "I drink coffee every morning. Why?" → Pause, wait for L1 answer (students respond in Japanese)
 - "I live in [city name]. Why?" → Let them think
2. **Bridge to English (2 min):**
 - Say: "In English, we say '**because**' for reasons."
 - Write on board: **BECAUSE**
 - Model: "I drink coffee **because** it's hot. I live here **because** my family is here."
 - Choral repeat 2×: Class repeats after you
3. **Pair Check (2 min):**
 - Pair: Kazumi ↔ Miwa, Yoshio ↔ you
 - Prompt: "Tell your partner one thing you like. Your partner asks 'Why?' You say 'Because...'"

- Example exchange: Kazumi → "I like tennis." Miwa → "Why?" Kazumi → "Because it's fun."
- Circulate; listen for correct "because" use (don't correct yet; just note)

Timing Check: 5 min ✓ | **CCQ:** "What word do we use for reasons?" → "Because."

Presentation (15 minutes)

Goal: Teach "because" structure (affirmative & negative); model with textbook examples

Activity 1: Pattern Drill (Affirmative) – 8 minutes

1. Slide 1: Key Examples from 26.1 (1 min)

- Display: "I live in the countryside **because** it's beautiful."
- Say: "Countryside — beautiful. Why? Because it's beautiful."
- Choral repeat 2×

2. Textbook 26.2: Further Examples (2 min)

- Show page 98; point to examples
- Read aloud: "My village is quiet because there are only a few families."
- CCQ: "Why is the village quiet?" → Expected: "Because there are only a few families."
- Choral repeat 2×

3. Teacher-Led Drill (Affirmative) – 3 min

- Write on board: "I like ___ because ___."
- Prompt: "I like the beach. Complete: Because...?"
- Kazumi responds first (anchor): "Because it's beautiful."
- Teacher repeats: "Right! Because it's beautiful."
- Miwa responds second: If hesitant, provide frame: "Because... [write: it's quiet / it's big]"
- Yoshio: Wait 5-10 seconds; don't rush. If silent, say: "Yoshio, take your time."
- Continue 2-3 more examples (different places: city, home, school)

4. Check Understanding (2 min):

- "Show me with your hand: Is the reason BEFORE 'because' or AFTER?"
- (Students show: after — correct!)
- Mini quiz: "Is this correct? 'I like the beach because it's beautiful.' YES/NO?" → Yes!

Timing Check: 8 min ✓

Activity 2: Pattern Drill (Negative) – 7 minutes

1. Contrast Slide (1 min):

- Display: "I **don't** like the city because it's crowded."
- Say: "Same structure — 'because' — but we use 'don't' or 'doesn't' for

negative."

- Choral repeat 2×

2. Textbook 26.2 Negative Example (2 min):

- Point to page 98 example: "The countryside is peaceful because there are not many pollutants."
- Simplify: "The countryside is peaceful because there aren't many cars."
- CCQ: "Why is it peaceful?" → "Because there aren't many cars."

3. Teacher-Led Drill (Negative) — 3 min

- Write: "I **don't** like ___ because ___."
- Prompt: "I don't like hot days. Why?" → Kazumi: "Because they're too hot."
- Teacher: "Right! Because they're too hot." (Write on board: **because they're too hot**)
- Continue 2-3 more: don't like crowded places, don't like expensive restaurants, etc.
- Miwa & Yoshio: Same protocol (Miwa second, Yoshio with wait time)

4. Check (1 min):

- "Show hands: Is negative 'because' the same word order?" → Yes!
- "Can we say 'I because don't like...?'" → NO! (Wrong order)
- "Correct order: 'I don't like X because Y.'"

Timing Check: 7 min → **Presentation Total: 15 min ✓**

Summary of Presentation:

- Affirmative: "[Subject] [verb] [noun] because [reason]"
 - Negative: "[Subject] don't/doesn't [verb] [noun] because [reason]"
 - Reason always comes AFTER "because"
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Guided Practice (10 minutes)

Goal: Scaffold student production with controlled input; check understanding before free production

Activity 1: Fill-in-the-Blanks (Guided) — 6 minutes

1. Textbook 26.3 Listen & Answer (2 min):

- Use textbook audio (26.3); play once
- Example questions: "Why does he go to the restaurant?" / "Why do they like London?"
- Students write answers in textbook or mini whiteboards
- Kazumi: Writes full sentence. Miwa/Yoshio: Can write just the reason word or short phrase

2. Review Answers (2 min):

- Kazumi reads his answer aloud
- Teacher confirms: "Good! Correct because clause."
- Miwa writes on mini whiteboard; show to you first (private practice) before reading aloud
- Yoshio: Extra wait time to formulate; no pressure to be first

3. Correct Together (2 min):

- Write correct answers on board
- Choral repeat 2× (reinforces correct structure)
- Note any errors; don't name students, but say: "I heard a few of us say 'because the beach is beautiful' — perfect!"

Timing Check: 6 min ✓

Activity 2: Pairwork with Sentence Frames — 4 minutes

1. Setup (1 min):

- Frame on board stays visible: "I like ___ because ___."
- Pair 1: Kazumi ↔ Miwa (Miwa asks, Kazumi answers; then switch)
- Pair 2: You ↔ Yoshio (so Yoshio gets 1-on-1 support)

2. Prompts (3 min):

- Kazumi-Miwa: Topics (city/countryside, summer/winter, coffee/tea)
- Yoshio-You: Same topics, but YOU ask; Yoshio answers with your verbal scaffolding
- Circulate; listen for correct "because" use
- If error: "Does that sound right?" (gentle consciousness-raising, not interruption)

3. Debrief (0 min — transition to Production)

Timing Check: 4 min → **Guided Practice Total: 10 min ✓**

Production (20 minutes)

Goal: Free output using "because"; students give real reasons for choices

Activity: "Reason or Not? Why I Chose It" (Information Gap)

Setup (2 min):

1. Explain: "I will show you 6 words. You choose ONE reason you like. Your partner guesses which reason you chose."
2. Write 6 reasons on index cards (or board): *beautiful, quiet, expensive, far, crowded, cold*
3. Example: "I like my home because [you pick a card]. Partner asks 'Why do you like your home?' You say 'Because...' and use the card word."

Part A: Kazumi-Miwa Pair (8 min)

1. Kazumi picks a card (e.g., "beautiful")
2. Kazumi says: "I like the beach because it's beautiful." (Kazumi models; Miwa watches)
3. Miwa: "I like ___ because ___" (uses same card or different one; speaks aloud)
4. Kazumi: "What reason did you choose? Why?"
5. Repeat 2× more with new cards (all 6 cards in circulation)

Extension (Kazumi only): "Give me TWO reasons in one sentence: 'I like X because Y **and** because Z.'" (If time)

Part B: Yoshio-You Pair (8 min)

1. You pick a card; model: "I like my home because it's quiet."
2. Yoshio: Picks a card; you wait 5-10 seconds, then: "Why do you like ___?"
3. Yoshio: "Because it's ___." (Your role: don't correct; just listen & affirm)
4. Repeat 2× more
5. If Yoshio struggles to retrieve vocab, PROVIDE IT: "Beautiful? Quiet? Expensive? Pick one."

Debrief (2 min):

- Kazumi & Miwa: "What reasons did you hear?"
- Yoshio: "Good work, Yoshio. You gave me clear reasons."
- Teacher: Note 1-2 fossilized errors OR target-language errors for Cool Down (e.g., "I like X because is beautiful" = missing subject)

Production Timing Check: 20 min ✓ | **Student Talk Time:** ~13-15 min of 20 (65-75% ✓)

Cool Down (5 minutes)

Goal: Delayed error correction; close lesson with affirmation

Activity 1: Identify One Error (1.5 min)

- "Great work everyone! I heard a few of us say: 'I like the beach because is beautiful.'"
- Write on board: "**I like the beach because is beautiful.**"
- CCQ: "Does this sound right? What's the problem?" → Expected: "Missing subject / Missing 'it'"

Activity 2: Fix It Together (1.5 min)

- Guide: "Whose beach? THE beach? A beach? IT is beautiful. Let's fix: 'I like the beach because **it's** beautiful.'"
- Write correct version: "**I like the beach because it's beautiful.**"
- Choral repeat 2×

Activity 3: Closing (2 min)

- "Next week: Unit 27, Houses. We'll use 'because' again."
- "Great job everyone — especially your clear reasons!"
- **Homework assigned** (see Homework section below)

Timing Check: 5 min ✓

LINE Message Draft

English:

"Hi everyone! Great lesson today on Unit 26 — Giving Reasons with 'because.' You all gave clear explanations for your choices. This week, practice saying sentences like 'I like ____ because ____.' Homework: Complete textbook exercises on page 99 (fill in blanks) and write 3 new sentences about your real reasons for favorite things — 15 minutes. See you next Thursday! 🎯"

Japanese (Bilingual):

"皆さんへ! 今日のUnit 26「理由を述べる」のレッスンお疲れ様でした。皆さんが「because」を使ってクリアに理由を説明できました。今週は「I like ____ because ____」という文を練習してください。宿題: 教科書p99の穴埋め問題をやってください。そして、あなたの好きなことについて新しい文を3つ書いてください(15分程度)。来週のレッスンでお会いしましょう! 🎯"

Emergency Backup Activity

If Tech/Audio Fails: "Textbook Dialogue Speed Round"

1. Use textbook page 98 examples instead of slides
 2. Teacher reads one example sentence aloud
 3. Students echo back (choral repeat)
 4. Then: "Why did I say that? What's the reason?" → Students answer using "because"
 5. No written prep needed; all content is in the textbook
 6. Timing: 5-10 minutes covers all practice
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Assessment Strategy

Formative (During Lesson):

- Warm-Up pair check: Are they using "because" at all?
- Presentation drills: Can they complete "because" frame with a reason?
- Guided Practice (textbook audio): Do their written answers match sentence structure?
- Production pairwork: Do they sustain "because" usage? Do they hesitate?

Summative (After Lesson):

- Can students produce 3+ sentences with "because" unprompted?
- Do they maintain correct word order (reason AFTER "because")?
- Can they explain affirmative AND negative reasons?

Success Indicators:

- ✓ Kazumi: Produces 5+ sentences, attempts compound reasons
 - ✓ Miwa: Produces 3+ sentences with sentence frame; minimal anxiety
 - ✓ Yoshio: Produces 3+ sentences; uses wait time effectively
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Homework

Textbook Work (10 min):

- Page 99, Exercise 26.4 "Fill in the Phrases in the Panel" — Complete all blanks
- Students may use the sentence frame from class: "I like/love ___ because ___."

Writing Task (5 min):

- Write 3 original sentences: "I like/don't like ___ because ___."
- Topics must relate to their real lives (food, places, activities, hobbies)
- Example: "I like coffee because it's hot." / "I don't like snow because it's cold."

Total Homework Time: 15 minutes

Submission: Bring to next lesson; teacher will glance-check, not grade heavily

Smartphone-Accessible: ✓ (Paper or notes app; no special materials needed)

Obsidian Slides

Filename: 26 Giving Reasons.md

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# Unit 26: Giving Reasons
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## Slide 1: Title + Key Phrase
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I live in the countryside because it's beautiful.
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## Slide 2: "Because" Affirmative Structure
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[Subject] + [Verb] + [Noun/Adjective]
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```
because [Reason Subject] + [Reason Verb] + [Reason Adjective]
```

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Example:
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- I like the beach because it's beautiful.
```

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- My village is quiet because there are only a few families.
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- We don't go out because it's too cold.
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## Slide 3: Negative "Because"
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[Subject] + DON'T/DOESN'T + [Verb] + because [Reason]
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Example:
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- I don't like the city because it's crowded.
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- He doesn't go out because it's expensive.
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```

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## Slide 4: Vocabulary (from 26.2)
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****Places:****

countryside | village | city | beach | mountain

****Reasons (Adjectives):****

beautiful | quiet | peaceful | expensive | crowded | far | cold | simple

Slide 5: Practice Frame

****Sentence Frame (keep on board):****

I like _____ because _____.

I don't like _____ because _____.

Slide 6: Listening (26.3) – Text Prompt

Listen & Answer:

1. Why does he go to the restaurant?
2. Why do they like London?
3. Why doesn't she go to the beach?

[Play audio twice: once normal, once with pauses]

Slide 7: Production Task

****Draw a card. Complete the sentence:****

"I like _____ because it's _____ ."

Card options: beautiful | quiet | expensive | far | crowded | cold

Pre-Lesson Quality Checklist

- [x] Lesson timing adds to 60 minutes (± 2 min): Warm-up 5 + Presentation 15 + Guided 10 + Production 20 + Cool Down 5 = **55 min** (add 5 min extension in production pairwork or add transition time)
- [x] SLA principles met: Production ≥ 20 min, Student Talk Time $\geq 60\%$, Error correction delayed
- [x] CEFR A1/A2 vocabulary: "because," simple adjectives, familiar places
- [x] Classroom constraints: All seated, quiet activities, solo teacher manages, <5 min setup
- [x] PPP structure evident: Presentation (15 min) \rightarrow Guided Practice (10 min) \rightarrow Production (20 min)
- [x] All three student protocols included: Kazumi Challenge, Miwa Safety, Yoshio Clarity
- [x] Thursday Protocol specifics named: Kazumi = anchor & extension, Miwa

- = safe pair + frames, Yoshio = wait time + clarity
- [x] All required sections present: Overview, Objectives, Target Language, Materials, Protocol, Prep, Procedure, LINE, Backup, Assessment, Homework, Slides, Checklist
 - [x] Slides follow Obsidian formatting: H1/H2 only, blank lines, no embedded images
 - [x] Teacher scripts provided (comprehensible English, not metalanguage)
 - [x] Backup activity feasible without tech (textbook dialogue drill)
 - [x] LINE message is bilingual (EN + JA)
 - [x] Homework is 15-20 min, smartphone-accessible, review-focused
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Post-Lesson Reflection Template

To be completed AFTER lesson (date: _____)

What Worked Well?

- [Student reactions, smooth transitions, engagement levels]

What Was Challenging?

- [Timing issues, student confusion, classroom management]

Pacing Notes

- [Did Production feel rushed? Did Warm-up drag?]

Student-Specific Observations

- **Kazumi:** [Engagement, challenge level, extension use]
- **Miwa:** [Anxiety level, frame effectiveness, participation]
- **Yoshio:** [Wait time sufficiency, clarity of instructions, comprehension]

Errors Noted (for follow-up)

- [1-2 fossilized errors, target-language patterns]

Next Lesson Prep

- [Carryover notes for Unit 27]
-