



Lesson Plans & Activities by Senior High School ALTs & JTEs

Nara Prefecture
2019
Autumn Skills Development
Conference

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Lesson Plans & Activities for Senior High Schools

Nara Prefecture 2018

Skill Development Conference



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Telling a Story & Sustainable Use of Tuna and Eel

Name & School	Catherine Rinaldi キャサリン・リナルディ Unebi Senior High School 鰵傍高等学校
Target Grade	SHS 1st grade
Lesson Topic(s)	<ul style="list-style-type: none"> ➤ Telling a story ➤ Sustainable use of tuna and eel
Lesson Focus	Reading <u>Writing</u> <u>Speaking</u> <u>Listening</u>
Lesson Aim(s)	<p><i>The students will:</i></p> <ul style="list-style-type: none"> ➤ Acquire new vocabulary through speaking exercises ➤ Learn about and practice using "connecting phrases" (time-related discourse markers) in a story-telling context ➤ Discover new methods of brainstorming and organizing ideas ➤ Recall and organize information (problems and solutions) in a chart ➤ Use critical thinking skills to think of additional problems and solutions regarding sustainable use of tuna and eel ➤ Continue to develop and improve English communication skills through speaking, listening, and writing
Preparation & Required Materials	<ul style="list-style-type: none"> ➤ Speaking Prompt (Speaking Gym Basic, Unit 2: Activity 6-A and 6-B) ➤ Speaking Gym Activity 6 Worksheet ➤ Article: "Topic 5: Sustainable Use of Tuna and Eel" (Across the Globe: Basics for Active Reading, pages 10 & 11) ➤ Sustainable Use of Tuna and Eel Worksheet

Lesson Procedure (45 minute period)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
3 min	<u>Greeting and Warm-Up</u> Exchange greetings and start the class with a simple and fun question to help students switch their minds into "English mode."	<p>Greet the students.</p> <p>Answer the JTE's question(s) and perhaps ask the JTE the same question in return.</p> <p>Once the ALT and JTE have answered the question(s), ask the students the same question and have them discuss their answers briefly in pairs.</p>	<p>Greet the students.</p> <p>Ask the ALT any type of simple question, such as: "What did you do this weekend?"</p> <p>The JTE can also ask a few, small follow-up questions.</p>	<p>Greet the teachers.</p> <p>Students will briefly discuss their answers to the question in pairs.</p> <p>Students will share their answers with the class when called on by the ALT or JTE.</p>

5 min	<p><u>Speaking Gym: 1st Try</u> Students will be given a worksheet containing a 4-picture comic, which they will use to tell a story to their partner. They will not have any materials to help them.</p>	<p>Pass out Speaking Prompt (Speaking Gym Basic, Unit 2: Activity 6-A and 6-B) to students.</p> <p>Assign rows of students to be "A-san" or "B-san."</p> <p>Walk around the room and silently monitor as the students attempt the activity. (Little to no feedback should be given at this time.)</p>	<p>Give directions to students in English (and Japanese if needed) on how to complete the speaking activity.</p> <p>Walk around the room and silently monitor as the students attempt the activity. (Little to no feedback should be given at this time.)</p>	<p>Have 30 seconds to think about how they will tell a story using their assigned comic (A or B) to the student next to them.</p> <p>"A-san" will have 1 minute to tell their story while "B-san" listens. Then, the students will switch and "B-san" will have 1 minute to tell their story while "A-san" listens.</p>
10 min	<p><u>Speaking Gym: Vocabulary & "Connecting Phrases"</u> Students will learn vocabulary that will help them better describe what is happening in the comic. Additionally, they will also learn about "connecting phrases" and their importance in telling a story.</p>	<p>Provide the English translations for the vocabulary words and phrases. (These will be spoken and written on the board, so that students may see and make corrections on their own worksheet as needed.)</p> <p>Explain what "connecting phrases" are, explain their purpose/significance, and provide advice for proper usage when telling a story. (For example, use the phrase "one day" to start your story.)</p> <p>Practice correct pronunciation of each vocabulary word or phrase.</p>	<p>Pass out Speaking Gym Activity 6 Worksheet to students.</p> <p>Read the Japanese words and phrases on the vocabulary worksheet.</p> <p>Provide additional clarification and explanation of words and phrases as needed.</p>	<p>Work with a partner and try to translate the given Japanese words and phrases on the worksheet into English.</p> <p>Listen, make corrections, and take notes on their worksheet as the ALT and JTE explain and clarify the vocabulary.</p> <p>Listen to the ALT pronounce each word or phrase and repeat.</p>

5 min	<p><u>Speaking Gym: 2nd Try</u> <i>Students will try once more to tell a story to their partner with the 4-picture comic using the new vocabulary and "connecting phrases."</i></p>	<p>Walk around the room and monitor as the students attempt the activity again and provide feedback as needed.</p> <p>Provide the students with model answers for both speaking prompts (6A & 6B).</p>	<p>Walk around the room and monitor as the students attempt the activity again and provide feedback as needed.</p> <p>Ask the ALT to provide model answers for both speaking prompts (6A & 6B).</p>	<p>"A-san" will have 1 minute to tell their story again, this time using vocabulary and connecting phrases. "B-san" will listen and check off all of the words that "A-san" uses in their story. When finished, "B-san" will give "A-san" feedback on how many vocabulary words they used.</p> <p>The students will switch roles and repeat the process.</p> <p>Listen to the model answers provided by the ALT and take notes if they would like.</p>
2 min	<p><u>Sustainable Use of Tuna and Eel: Topic Refresher</u> <i>Briefly remind students of the topic in order to help them switch their mind over from Speaking Gym.</i></p>	<p>Erase the board and quietly prepare/draw an example chart on the board for the following portion of the lesson.</p> <p>The chart should contain a title ("Sustainable Use of Tuna and Eel") and two columns ("Problems" on the left side and "Solutions" on the right side).</p>	<p>Tell students to take out the Sustainable Use of Tuna and Eel Worksheet from the last class period.</p> <p>Ask the students a few, very simple questions regarding the topic, such as:</p> <ul style="list-style-type: none"> -What is クロマグロ in English? -What is ウナギ in English? -What is 持続可能な in English? What does that mean? 	<p>Answer the "refresher" questions provided by the JTE when called upon.</p>

5 min	<u>Sustainable Use of Tuna and Eel: Brainstorming Strategies</u> Review brainstorming strategy (mind map) from last semester and introduce a new one (chart).	Introduce and explain the new brainstorming strategy (the chart) to the students using the example that is drawn on the board. Demonstrate how to fill in the chart by providing the students with one problem as a sample. For example: "The population of tuna and eel is decreasing."	Briefly reviews the previous brainstorming strategy of "mind mapping" that the students learned last term.	Listen and take notes on the back side of their worksheet over new brainstorming strategies by copying the chart that is drawn on the board by the ALT.
10 min	<u>Sustainable Use of Tuna and Eel: Brainstorming Time</u> Students will brainstorm a list of problems and solutions regarding sustainable use of tuna and eel and organize them in a chart.	Walk around the room and monitor, providing feedback as needed. As students begin to finish, ask each group to write one (possibly two, depending on your class size) of their ideas down in the chart drawn on the blackboard.	Walk around the room and monitor, providing feedback as needed. As students begin to finish, ask each group to write one (possibly two, depending on class size) of their ideas down in the chart drawn on the blackboard.	Work together in groups of 4-5 to fill in the chart with at least 3 problems and 3 solutions related to sustainable use of tuna and eel. Write ideas down in the chart drawn on the blackboard.
5 min	<u>Sustainable Use of Tuna and Eel: Class Discussion of Ideas</u> Students will share ideas and be provided with content and anonymous grammatical feedback.	Read the ideas shared on the board and provide content and grammatical feedback.	Read the ideas shared on the board and provide content and grammatical feedback.	Listen as the ALT and JTE read the ideas shared on the board. They should also take notes and add to their own chart, as they will be using it for a writing assignment next class period.

Round 1 ▶ Listen to your partner tell a story.

Round 2 ▶ Tell your partner the story shown in the following pictures.

Describe what happened to the boy and how he felt in each picture.

One day, a boy ran into his classmate at the entrance of the department store.

run into ~にばったり会う



Self Check Round 2

	3	2	1
内容	<input type="checkbox"/> 登場人物の行動と気持ちを伝えながら、適切にストーリーを説明することができた。	<input type="checkbox"/> 登場人物の行動と気持ちを伝えながら、ストーリーを何とか説明することができた。	<input type="checkbox"/> 登場人物の行動と気持ちを伝えることができません。ストーリーを説明できなかった。
英語	<input type="checkbox"/> 言いたいことを英語でうまく言えた。	<input type="checkbox"/> 言いたいことを何とか英語で言えた。	<input type="checkbox"/> 言いたいことを英語で言えなかった。

ひと言
コメント

「言いたかったのに言えなかったこと」や「また使えそうな表現」などをメモしておこう。

Class

No.

Name

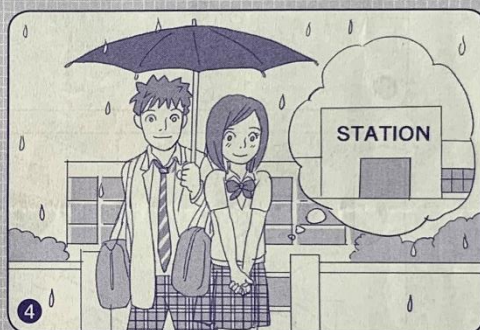
実施日

月 日

活動手順 名前の記入 → Round 1の活動 → Round 2の活動 → Self Check → 提出

Round 1 ▶ Tell your partner the story shown in the following pictures.
 Describe what happened to the girl and how she felt in each picture.

One day, a girl was leaving school, and it started raining.



Round 2 ▶ Listen to your partner tell a story.

Self Check Round 1

	3	2	1
内容	<input type="checkbox"/> 登場人物の行動と気持ちを伝えながら、適切にストーリーを説明することができた。	<input type="checkbox"/> 登場人物の行動と気持ちを伝えながら、ストーリーを何とか説明することができた。	<input type="checkbox"/> 登場人物の行動と気持ちを伝えることができず、ストーリーを説明できなかった。
英語	<input type="checkbox"/> 言いたいことを英語でうまく言えた。	<input type="checkbox"/> 言いたいことを何とか英語で言えた。	<input type="checkbox"/> 言いたいことを英語で言えなかった。

ひと言
コメント

「言いたかったのに言えなかったこと」や「また使えそうな表現」などをメモしておこう。

校印欄

Class

No.

Name

実施日

月 日

活動手順 名前の記入 → Round 1の活動 → Round 2の活動 → Self Check → 提出

36801 スピーキングジムB

Speaking Gym: Activity 6

Can-Do I can express how a story goes.

1. Words & Phrases

Activity 6-A	
	彼女が好きな男の子
	〇を～にしまう、なおす
ask	～かどうかたずねる
say to 人, " ～ "	(人)に～と言う
share one umbrella	一緒に傘に入る
Activity 6-B	
a T-shirt	宇宙人が描かれたTシャツ
be surprised	見て驚く

2. Using connecting phrases (connecting phrases : つなぎ言葉)

When you tell a story, it is effective to use connecting phrases. By using them, you can clearly express an example, an order(順序), a reason and so on.

<Time order>

_____ : それから _____ : その後

_____ : ある日 _____ : 翌日

ANSWER KEY

Speaking Gym: Activity 6

Can-Do I can express how a story goes.

1. Words & Phrases

Activity 6-A	
the boy she liked	彼女が好きな男の子
put/hide ○ into ~	○を~にしまう、なおす
ask if ~	~かどうかたずねる
say to 人, " ~ "	(人)に~と言う
share one umbrella	一緒に傘に入る
(walk under one umbrella)	
Activity 6-B	
a T-shirt with an alien on it	宇宙人が描かれたTシャツ
be surprised to see	見て驚く

2. Using connecting phrases (connecting phrases : つなぎ言葉)

When you tell a story, it is effective to use connecting phrases. By using them, you can clearly express an example, an order(順序), a reason and so on.

<Time order>

then : それから later : その後

one day : ある日 the next day : 翌日

Speaking Gym: Model Answers

Activity 6A

One day, a girl was leaving school and it started raining, so she was opening her umbrella. Then, she saw **the boy she liked** coming closer, so she **put** her umbrella **in** her school bag. The boy **asked if** she had an umbrella, and she told him "no." Later, they **walked under one umbrella** to the train station.

Activity 6B

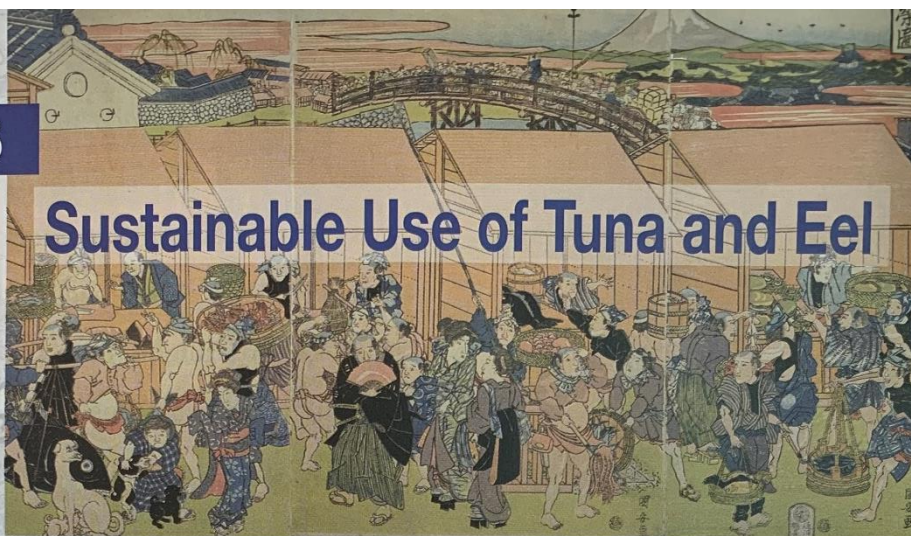
One day, a boy ran into his classmate at the entrance of the department store. He was entering and she was leaving. They said "hello" to each other. Later, the boy found a t-shirt in a store. It was **a t-shirt with an alien on it**. Then, he bought it. The next day, the boy wore the t-shirt to school. He noticed that the girl was wearing the same t-shirt as him. They **were surprised to see** each other's shirt.

Teacher Notes:

- "Connecting phrases" are indicated using underling.
- Vocabulary is indicated using **bolded italics**.
- The first sentence of each model answer is provided for the students on the Speaking Gym activity worksheets. It is recommended that students begin with this sentence, however, after that variation may occur. Please feel free to modify these model answers to best suit your classes' needs.

TOPIC 5

Sustainable Use of Tuna and Eel



▲ Nihombashi fish market in the Edo period
(歌川国安「日本橋魚市繁栄図」)
国立国会図書館ウェブサイト

Before Reading

What do tunas and eels have in common?



sustainable
[səsteɪnəbl̩]
持続可能な
tuna [tjuːnə] マグロ
eel [iːl] ウナギ
rank [ræŋk]
(…として) 位置する, ランクインする
in fact 実のところ
cultivate [kʌltəveɪt]
～を養殖する
vitamin
[vaɪtəmin, vɪt-]
ビタミン
custom [kʌstəm]
慣習
survive [sərváiv]
～を乗り切る
have in common
共通点がある
International Union
for Conservation
of Nature and
Natural Resources
国際自然保護連合
endangered
species
絶滅危惧種

Tuna is one of Japanese people's favorite fish. According to a questionnaire about people's favorite sushi, tuna ranked first. In fact, Japanese people eat and import the most tuna in the world.

Another favorite is eel. The Japanese have been cultivating eels since the Meiji period. Since it is full of vitamins, eel is said to give people energy. In Japan, it is a custom to eat eel to survive hot summer days.

These tunas and eels have something in common. The International Union for Conservation of Nature and Natural Resources listed certain kinds of both as endangered species in 2014. Some say that the number of *kuro maguro* is decreasing because of the



▲ Grilled eel in an *unagi* restaurant



▲ Supply of eels in Japan 水産庁 HP「ウナギ供給量の推移」(<http://www.jfa.maff.go.jp>) を元 to create

Japanese fish trade. As bluefin tunas are expensive in Japan, many countries catch them for the Japanese market.

People are trying to find a way to sustainably use tuna and eel.

- 20 For example, there have been conferences both in Japan and overseas recommending countries catch fewer tunas and eels. Because fishers catch young tunas and eels, the populations decrease. Now, fish farmers have already succeeded in raising tunas from eggs and some of them were released back into the
- 25 sea. They are trying to raise eels from eggs, too, although it is hard work.

What do you think? Do you want to keep eating tuna and eel?

What do you think we should do to protect them?

bluefin [blú:fin]
tuna
クロマグロ
expensive
[ikspénsiv] 高価な
market [má:rkit]
市場
conference
[kánfərəns] 会議
recommend
[rekəmənd]
～を奨励する
fisher [fifər] 漁師
population
[pəpjuleiʃən]
個体数
fish farmer
魚の養殖業者

NOTES

☐ the number of kuro maguro is decreasing

クロマグロは、日本をはじめとするアジア諸国で大きな需要があり、高値で取引引きされる。そのため、大量に捕獲されたり、成魚を捕獲して脂がのるように短期で畜養されて海外から輸出されたりするようになり、数が減った。

☐ They are trying to raise eels from eggs

ニホンウナギはその生態に謎が多い。マリアナ諸島付近で産卵し、日本では、流れついた稚魚を捕らえて養殖している。大型水槽における稚魚までの飼育には成功しているので、今後稚魚の大量生産を試験中。

1. Warm-up

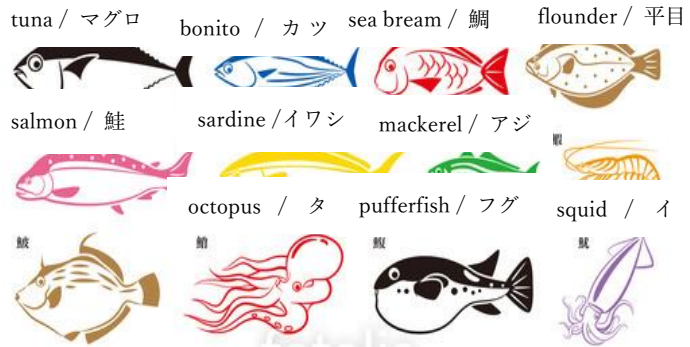
* Talk with your partner!

Do you like to eat fish?

-What kind of fish do you like the best?

-How often do you eat fish?

-If you don't like fish, why not?



2. Reading

Read the sentence below and write T(True) or F(False) in the blanks.

1. Japanese people like tuna sushi the best.
2. Eel gives people energy because it contains a lot of vitamins
3. Tunas and eels are listed as endangered species.
4. Farmers succeeded in raising tunas and eels from eggs.

3. Brainstorming

(Use the back side of this handout.)

4. Writing What do you think about the decreasing population of tuna and eel?
What should we do about that?

5. Talk with your partner

Talk with different partners about the proposal
and share your opinion with them. Take a note of your partner’s opinion.

name	opinion
1	
2	

6. Tell
&

Compare

You: I think ~, but (partner’s name) thinks ….

Useful expression for Discussion

- 1. How about you?
- 2. What do you mean (by~)?
- 3. Can I ask you about ~?
- 4. What do you think about~?
- 5. It is true that~, but...
- 6. I see your point, but~

Map Reading Lesson 2

Overview

Name & School	Charity Page (チャリティ・ページ) / Nishinokyo High School (西の京高校)
Target Grade	SHS 1 st grade
Lesson Topic	Reading Maps and Giving Directions Practice
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	<ul style="list-style-type: none"> ● Students will review map reading vocabulary from last lesson. ● Students will practice giving and receiving directions in English. ● Students will practice asking for directions. ● Students will practice reading a map in English.
Preparation & Required Materials	<ul style="list-style-type: none"> ● Directions Script (1 per pair) ● Blank Map Worksheet (1 per pair) ● Large, labeled map for activity ● Sticker Prizes (Optional)

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
0-3	Greet students and explain Quick Sketch warm-up activity.	Explain activity, provide example of activity	Facilitate understanding, provide example of activity	Listen, prepare notebook or paper and pencil
4-10	<p>Quick Sketch Warm-Up to review map vocabulary from last lesson.</p> <ul style="list-style-type: none"> ● Students will give their notebook to the person to their left. ● The ALT will write a vocabulary word, and the students will have one minute to sketch a picture of the vocabulary word. ● Then, they will hand the notebook to the person on their left. The process is repeated for each word. ● The notebooks will be returned after the game is finished. 	Choose and write vocabulary words on the board	Time activity	Listen, sketch vocabulary words

11-14	Prepare and pair students for Great Map Race activity. <ul style="list-style-type: none"> ● Hand out worksheets ● Make pairs 	Hand out worksheets	Group students	Listen
15-19	Explain Great Map Race activity and provide an example. <ul style="list-style-type: none"> ● Explain activity ● Have students decide their roles and split worksheets 	Explain activity, perform example	Facilitate student understanding, perform example	Listen, decide roles, take notes
20-43	Perform Great Map Race activity. <ul style="list-style-type: none"> ● Students will work in pairs. The pairs have two roles. A student will either give directions ("speaker") or receive directions ("listener"). They must decide their roles before starting the game. ● The listener will have a blank map and a script to help them ask for directions in English. ● The speaker will have to run out of the room and look at a large, labeled map, and then they have to go back to the listener and explain in English how to get to the marked goal. ● The listener will draw the route and then label the area on the map. ● The first three pairs that label the map correctly will receive a sticker prize. 	Provide student guidance, answer questions, monitor activity, check student answers	Facilitate student understanding, monitor English usage, monitor activity	Listen, write, read, speak

44-50	Reveal answer, give stickers, and wrap-up lesson.	Facilitate student understanding, hand out prizes	Reveal map and correct path	Listen
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Names (In English):

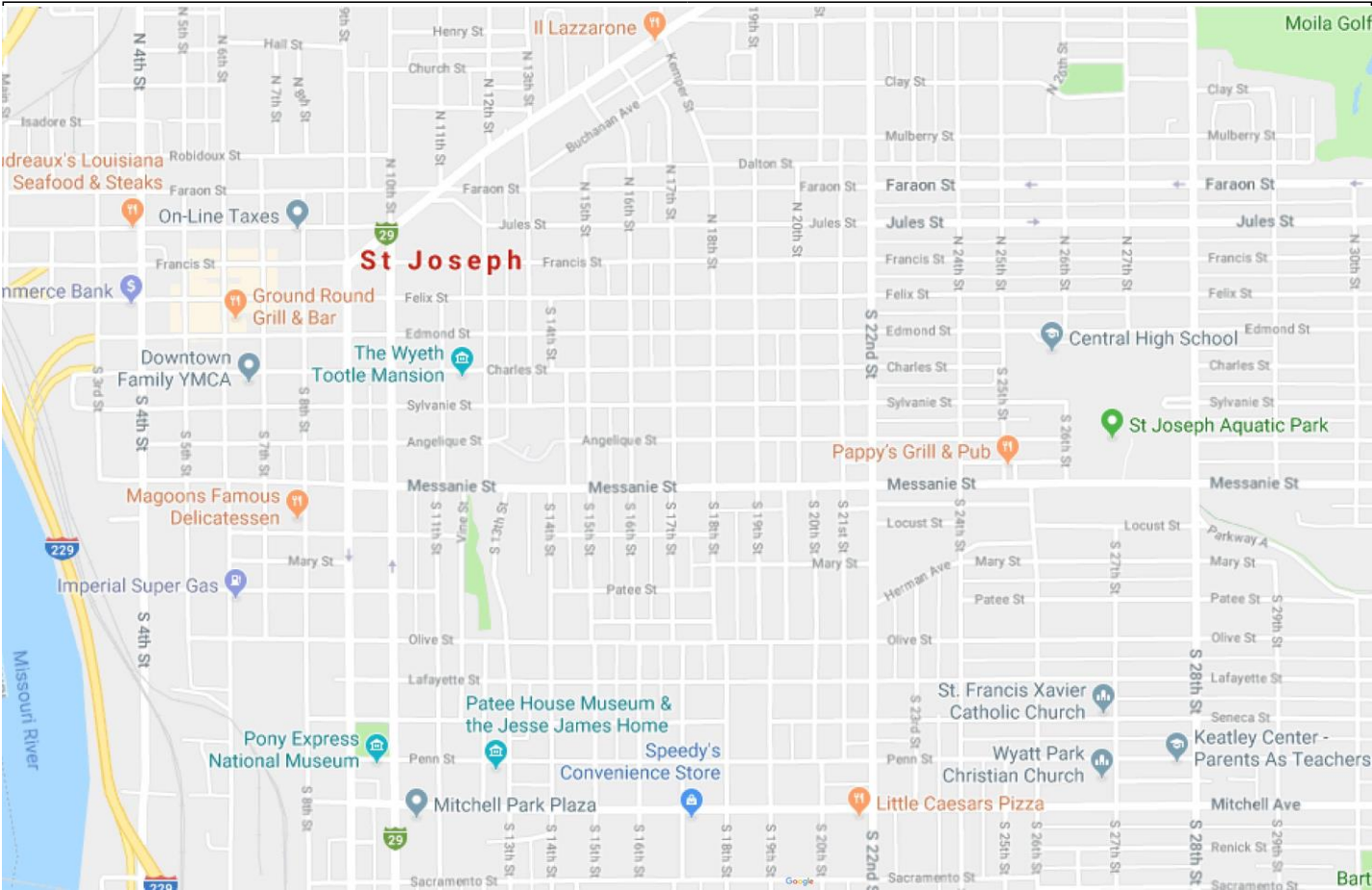
Class:

Date:

ID Number:

Reading Maps

Let's try reading and labeling maps! Listen to the instructions and try to follow along on the map. If you have any questions, please raise your hand.



Vocabulary

Map Legend / Key

Symbol

Compass Rose

Block Cross

Intersection

Roundabout

Helpful Phrases

Turn left at.....

Turn right at....

From here, go straight....

At the intersection, turn left...

Asking for Directions

Use this script to ask for directions! If you need help, please raise your hands

Asking for Directions

Excuse me! (すみませんが！)

Could you help me, please? (私を手伝ってくれますか？)

I am lost. (迷っています。)

I am trying to find... (...を見つけようとしています。)

How can I get to...? (...へはどうやって行きますか？)

What is the best way to...? (...への最善の方法は何ですか？)

How do I find...? (...はどのように見つけるのですか？)

Which way is ...? (...はどちらですか？)

Where do I go from here? (ここからどこに行きますか？)

Which street do I take? (どの通りに行きますか？)

Which direction should I go? (どの方向に行きますか？)

Where should I turn? (どこへ曲がるべきですか？)

How far is... from here? (ここから...までの距離は？)

Giving Directions

How can I help you? (どんな御用でしょうか？)

Where are you trying to go? (どこに行こうとしているの？)

Are you lost? (あなたは迷っていますか？)

... is that way. (... はその方向です。)

... is 10 minutes north by car. (...は車で北へ 10 分です。)

... is 1km south. (...は南へ 1 キロです。)

... is by the bus stop. (...はバス停の近くです。)

Turn left at... (...で左折します。)

From here, go east. (ここから、東へ行きます。)

From there, take a right turn. (そこから、右に曲がってください。)

Go south for three blocks. (3 通り南へ行きます。) At the intersection, turn

left. (交差点で左折します。)

Don't go that way. (そちらへいきかないでください。)

School Uniforms

Name & School	Jacques Theron - Ikoma Senior High School
Target Grade	SHS 1 st grade
Lesson Topic	School Uniforms from around the world
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	<ul style="list-style-type: none"> To educate students about the different school uniforms from around the world. To get students to think about the positives and negatives of having school uniforms, and express their opinions.
Preparation & Required Materials	<ul style="list-style-type: none"> Landmark English Communication I List of words for Pictionary School Uniform worksheets Crossword puzzle worksheets

Overview

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
10 min	Greeting and warm-up game, Pictionary .	Greet the students, and explain how the game works.	Greet the students, and help with any questions about the game.	Greet the teachers. Enjoy playing the game.
5 min	Introduce the topic Textbook pg. 36-43	Handout School Uniform worksheet. Explain what the students need to do.	Handout School Uniform worksheet. Help explain any difficult terms.	Listen to the explanation and ask any necessary questions.
15 min	For or against school uniforms	Walk around the class, monitoring students and answering any questions which arise.	Walk around the class, monitoring students and answering any questions which arise.	Complete the worksheet on their own.

5 min	Feedback	<p>Ask students to raise their hands if they are for or against school uniforms.</p> <p>Ask a few students from each side why they think so.</p>	<p>Help ALT select students to provide feedback (if there are no volunteers).</p>	<p>Stand up and give their opinions about school uniforms (volunteers or randomly selected students).</p>
10 min	Crossword puzzle	<p>Handout crossword puzzle worksheet.</p> <p>Explain how it works.</p>	<p>Handout crossword puzzle worksheet.</p> <p>Help ALT with any translation issues.</p>	<p>Complete the crossword puzzle on their own.</p>
	<p>If there is time, go through the answers one by one.</p> <p>Otherwise, students can complete the crossword for homework.</p>	<p>Ask students to give the answer to each question.</p> <p>Read out correct answers and explain.</p>	<p>Help ALT select students for answer feedback.</p> <p>Write down answers on the board.</p>	<p>Read out answers to each question.</p> <p>Correct any incorrect answers.</p>
5 min	Wrap up	<p>Thank the students for a good lesson.</p> <p>Provide some positive feedback.</p>	<p>Thank the students for a good lesson.</p> <p>Provide some positive feedback.</p>	

School Uniforms

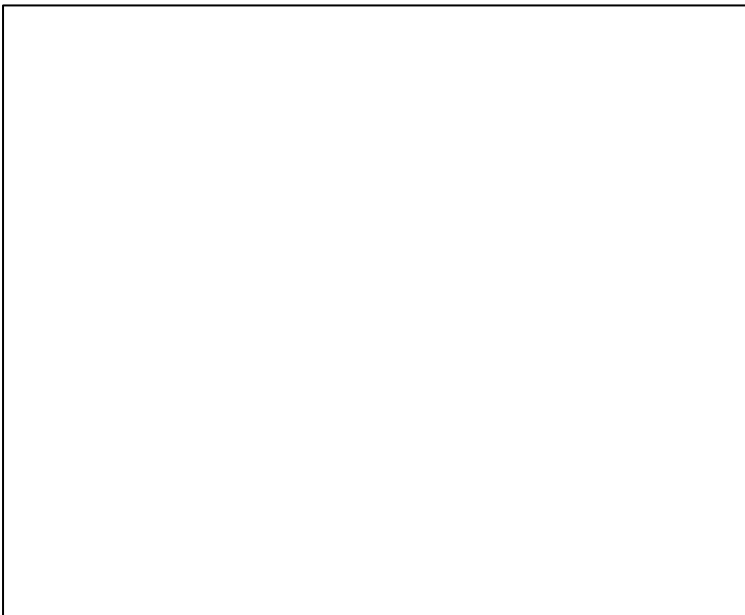
Are you **for** or **against** school uniforms?

☐ For

☐ Against

Why do you think so? (Textbook Part 4, pg. 42-43)

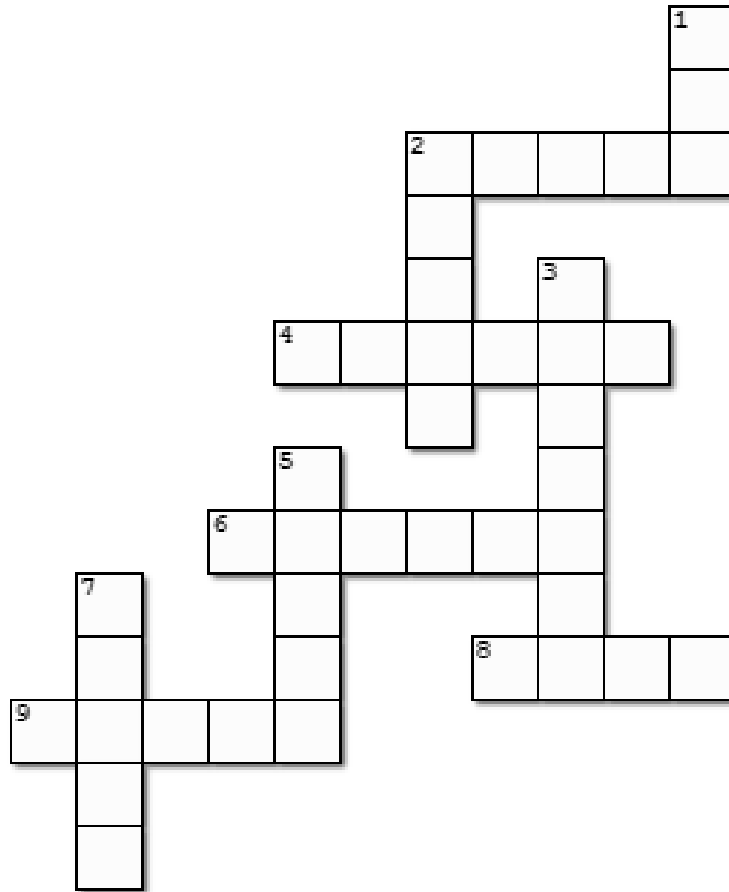
Please draw a picture of the clothes you would like to wear to school:



Please write down a description of the clothes you want to wear to school:

School Uniforms Crossword Puzzle

See if you can complete the crossword puzzle below!



Across:

2. All _____ students wear this to cover their chests. (shirt)
4. Students can wear this when they are getting cold. (jersey)
6. This can be worn over a school uniform. It usually shows the school badge, as well as the school color. (jacket)
8. Boys wear this around their waists. (belt)
9. Students wear these to cover their feet and ankles. (socks)

Down:

1. Some countries require students to wear this on their heads. (hat)
2. Girls wear this to cover their legs. (skirt)
3. Some countries require students to wear this around their necks. (necktie)
5. Boys wear this to cover their legs. (pants)
7. All students wear these to cover and protect their feet. (shoes)

Food and Restaurants

Name & School	Jason Tam - Takada High School
Target Grade	SHS 1st year
Lesson Topic	Ordering at sit down restaurants
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	Being able to navigate a host stand and ordering from waitstaff. Sharing foods from the ALT's home country. Being aware of both Japanese food and foreign food in a restaurant setting and how to order in English.
Preparation & Required Materials	Restaurant dialogue sheet for each individual student; 8-10 sheets of blank paper for creating their own menus; 8-10 sample American food menus with photos of appetizers, entrees, sides, desserts, and drinks (color printed front and back) and a separate explanation sheet stapled to each color menu.

Overview

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
10m	Morning greetings, how are you. Etc. Introduce the lesson plan. Guess the price of Japanese food in America (pick a restaurant and 2 foods to guess the price, such as yellowtail hamachi nigiri and 5 pieces of gyoza. (I think classes share answers so mix up the foods amongst the classes)	Greet the students and write the lesson plan on the board. Restaurants: Create your own menu, and practice ordering Guess the price game.	Clarify Japanese if needed. Pass out the dialogue handout	Say hello, and explain how they are.
10m	Read and repeat the sample dialogue. Host stand: Table for # people please. Waiter/waitress what would you like to drink, eat. Explain how a menu is set up.	Read the skit, call and repeat. Do a practice run of the skit with the JTE Write "appetizers" and "entrees" on the board and give a few examples, like edamame etc.	Explain difficult parts in Japanese if necessary. Practice skit with ALT. Explain appetizers, entrees, sides, desserts, drinks	Repeat the dialogue after the ALT speaks each line. Listen to the explanations
30m	Create our own menus. Push the desks into groups of 4-5 and design your own menu. Pass out the sample menus to each group as an example and they can also add what looks interesting. For the skit, use janken to assign host, waitress, customer A, B, and C. Rotate the roles to practice	Draw a paper on the board and divide it into 3 parts to simulate a menu.	Clarifying explanations Grouping everyone up (this usually takes longer than it should)	Add their favorite foods to the menus, look at the sample menu and add anything that looks good. Later, practice the host stand and waitstaff skit

	<p>3-5 total times. They can also join other groups and look at the other menus and decide!</p> <p>Collect the sample menus to use for the next class</p>			
--	---	--	--	--

Lesson 2: Key Phrases

Greetings:

1. Person A: Hello, how are you?
2. Person B: I am well/good/fine thank you, and you?
3. Person A: I am well thank you. How was your weekend?
4. Person B: It was fun! I went to karaoke.

Restaurant:

At the host stand:

1. You: Table for ex) 4 please.
2. Host: Sure, follow me please! **OR** There is a 10 minute wait, is that okay?
3. You: Yes, that is okay **OR** No thank you.

↓
 4a. **If you say yes:**
 Host: What is your name?
 You: My name is _____

↓
 4b. **If you say no:** (you can leave)
5. Host: Follow me please! (follow then sit)

Ordering:

1. Waiter or waitress: What would you like to drink? (飲み物)
2. You: I would like a _____ please.
3. Waiter or waitress: Have you decided what to order? (食べ物)
4. You: Yes, I would like to have _____

Afterwards:

1. You: Check please!

NOTE: It is custom to leave a 15% tip in the United States for the servers, for **sit down restaurants with waitstaff**.
NOT for restaurants where you order at the counters.

Appetizers

Salad



Chili



Chicken Noodle Soup



Chips and Dip



Entrees

Hamburger



Club Sandwich



Steak



Chicken



Pork Chop



Salmon



Sea Bass



Sides

French Fries



Onion Rings



Fruit



Mushrooms



Asparagus



Dessert

Chocolate Cake



Ice Cream



Pie



Cookies



Drinks

Cola

Iced Tea



Coffee

Hot tea

Juice

Appetizers

Salad

Delicious leafy greens

Chili

Ground beef, beans, spices and tomato paste

Chicken noodle soup

Noodles, chicken, and chicken broth

Chips and Dip

Crunch chips and salsa or avocado dip

Entrees

Hamburger

Ground beef, lettuce, tomatoes, and onions on a bun

Club Sandwich

Turkey slices, bacon, lettuce, on toasted white or wheat bread

Steak

Grilled rib eye, sirloin, or filet mignon

Chicken

Chicken breast or wings

Pork Chop

Grilled pork

Salmon

Fish

Sea Bass

Fish

Sides

French Fries

Deep fried potatoes

Onion Rings

Deep fried breaded onion rings

Mushrooms

Sauteed mushrooms

Asparagus

Grilled or boiled asparagus

Desserts

Chocolate Cake

Baked Chocolate Cake

Ice Cream

Creamy ice cream

Pie

Baked pie

Cookies

Baked cookies

Drinks

Cola

Iced Tea

Reddish color Iced tea

Coffee

Ground coffee beans filtered with water

Hot Tea

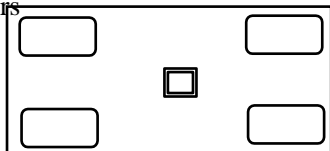
English breakfast tea

Juice

Fresh squeezed fruit juice

Adverbs of Frequency & Daily Routines – Review Games

Overview

Name & School	Kelsey Halbach - Horyuji Kokusai High School
Target Grade	SHS Grade 1
Lesson Topic	Adverbs of Frequency and Daily Routines
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	<ul style="list-style-type: none"> • Familiarize the students with target vocabulary and phrases related to daily routines and activities. • Review time expressions and adverbs of frequency.
Preparation & Required Materials (please attach)	<p>Activity 1 – Four Corners Game</p> <p>1) 4 large cards/A4 paper with the words: Always, Never, Sometimes, Often</p> <p>2) Question Sheet</p> <p>3.) Must move the desks to clear a space to get to the corners of the room</p> <p style="text-align: right;">Desk Arrangement</p>  <p>Activity 2 – Schedule Frenzy</p> <p>1.) Printed Schedule (8 copies)</p> <p>2.) Bell</p>

Activity (in detail)

Time	Activity (& Materials)	ALT will...	JTE will...	Students will...
5min	Preparation and Greeting	-Greet the students -Place adverb cards in each corner	-Greet the students -Tell the students how to move the desks	Move the desks
5min	Introduce Topic and Activity 1	-Review the adverbs Always, Sometimes, Often, and Never. -Explain activity: the ALT and JTE will take turns asking the students “how often” questions. The students will move to the corner to answer the question. -Model the activity: <u>ALT:</u> Walk to the corner labelled “Always”	-Manage class -Explain and model the activity: <u>JTE:</u> How often do you eat sweets?	Listen to instructions

10min	Activity 1: Four Corners Game	-Ask how often questions and follow-up questions -Ask for student volunteers to ask their own question to the class	-Play the game -Ask their own how often questions to the class
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5min	Introduce Activity 2	-Give each group two copies of the schedule and put the bell in the middle of the room -Explain Activity: The ALT and JTE will take turns asking questions. The students have to look at the schedule to find the answers. Each group will choose a runner for each round. If the team knows the answer, the runner will ring the bell and give the answer. Every correct answer gives the team a point. If a wrong answer is given, another team can steal the point. Rules: 1.) Must answer in a full sentence 2.) Cannot bring their paper with them to answer 3.) Team cannot help the runner	-Group students into four teams -Manage class and explain the activity in Japanese if necessary	-Find their group and sit in their designated team corner -Listen to instructions
20min	Activity 2: Schedule Frenzy	Take turns asking questions and keeping score		Play the game
5min	Close	Give students feedback and say goodbye		-Listen -Say goodbye

Four Corners Warm-Up Game - Questions:

- 1.) How often do you go to Starbucks or a coffee shop? → (What do you usually order?)
- 2.) How often do you eat 納豆 (なっと) ?
- 3.) How often do you go to USJ? → (What is your favorite attraction?) 4.) How often do you go to karaoke? → (What do you like to sing?) 5.) How often do you watch YouTube? → (What do you watch?)
- 6.) How often do you go to the sea? → (Where do you go?)
- 7.) How often do you sleep during class? → (Which class is the worst/most boring?) 8.) How often do you go to a music concert? → (which concert did you go to?)

Always

Often

Never

Sometimes

Jara's Schedule

<u>Weekday</u>	
6:00-7:00	Wake up Exercise
7:00-7:40	Eat breakfast Take a shower Prepare for work
7:40-8:15	Go to work on foot
8:15-4:15	Work
4:15-5:30	Go to the supermarket
5:30-7:00	Go home Prepare dinner Eat dinner
7:30-8:40	Study Japanese
8:40-10:00	Watch K-drama
10:00	Go to sleep

<u>Weekend</u>	
8:00-9:00	Wake up Exercise
9:00-11:30	Do the laundry Clean the house
11:30-1:00	Take a shower Prepare food Eat lunch
1:00-5:00	Hang out with Kelsey (Activities: Watch a movie or go to the mall)
6:00-7:30	Eat pizza with Kelsey
7:30-10:00	Go home Call family in the Philippines
10:00-12:00	Watch K-drama
12:00	Go to sleep

Schedule Frenzy Game - Questions:

1. What time does Jara usually go to work?

Answer: She usually goes to work at 7:40 a.m.

2. What time does Jara usually sleep on weekdays?

Answer: She usually sleeps at 10:00 p.m. on weekdays

3. What does Jara do after work on weekdays?

Answer: She goes to the supermarket.

4. What time does Jara sleep on weekends?

Answer: She sleeps at 12:00 a.m. on weekends.

5. How does Jara go to work?

Answer: She goes to work on foot/by walking.

6. On weekdays, what does Jara do at 9:00 in the evening?

Answer: She watches K-dramas.

7. On weekends, what does Jara do before going to bed?

Answer: She watches Kdramas.

8. What does Jara and Kelsey eat for dinner on weekends?

Answer: They eat pizza.

9. On weekdays, Jara takes a shower in the morning at 7:00. What does she do next?

Answer: She prepares for work.

10. What time does Jara study Japanese on weekdays?

Answer: She studies Japanese from 7:30 a.m. to 8:40 p.m.

11. What does Jara and Kelsey do before they eat pizza together?

Answer: They watch a movie or go to the mall.

12. When does Jara call her family?

Answer: On the weekend at 7:30 p.m.

13. How many minutes does Jara spend preparing for work a week? Answer:

Jara spends 200 minutes a week preparing for work. (40min/day) X (5 times a week)

14. How many hours does Jara work in one week?

Answer: Jara works 40 hours a week.

15. How many hours does Jara talk to her family for on a weekend?

Answer: Jara spends 2.5 hours on a weekend talking to her family.

16. How many hours does Jara spend cleaning her house on a weekend?

Answer: Jara spends 2.5 hours cleaning her house on a weekend.

17. In *one week*, how many hours does Jara spend exercising?

Answer: Jara spends 7 hours a week exercising.

18. When does Jara go to the supermarket?

Answer: Jara goes to the supermarket during the week at 4:15 p.m.

19. How many hours does Jara work a day?

Answer: Jara works 8 hours a day.

20. How many hours does Jara sleep on a weeknight?

Answer: Jara sleeps for 8 hours on a weeknight.

Light Pollution Lesson Plan

Overview

Name & School	Louise Theron – Heijo Senior High School
Target Grade	SHS 1 st grade
Lesson Topic	Light Pollution
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	<ul style="list-style-type: none"> ● Students will learn how to use the vocabulary they have learned ● Students will practice speaking English out loud in class
Preparation & Required Materials	<ul style="list-style-type: none"> ● Conversational script about light pollution ● Visual “key card” posters ● Light pollution word search

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
5min	<u>Warm up game</u> Stand up if...	<ul style="list-style-type: none"> ● Facilitate the game ● Read out the various statements 	<ul style="list-style-type: none"> ● Play along ● Assist should the students not understand 	<ul style="list-style-type: none"> ● Stan up if the statement applies to them
15min	<u>Retelling</u> Light Pollution NOTE: Before asking for volunteers, the ALT and JTE will have the different roles *a and B(stand up and go through the script in unison	<ul style="list-style-type: none"> ● Will retell the script with the JTE to demonstrate to students ● Will select three groups 	<ul style="list-style-type: none"> ● Will retell the script along with the ALT to demonstrate to the students 	<ul style="list-style-type: none"> ● Work in pairs to memorise the script provided ● Students will have 10

	Materials – Script, visual “key card” posters	<p>to go through the speech in the class and assist if they need help</p> <ul style="list-style-type: none"> ● Fulfil the role of person B 	<ul style="list-style-type: none"> ● Fulfil the role of person A 	minutes to do so
10min	<u>Race</u> Word Search Materials – Word Search	<ul style="list-style-type: none"> ● Check the answers ● Hand out the reward for the first four students to complete the word search 	<ul style="list-style-type: none"> ● Keep track of the time ● Keep track of which students finish first 	<ul style="list-style-type: none"> ● Try to find the ten words as soon as possible
5min	<u>Cool down game</u> Pictionary	<ul style="list-style-type: none"> ● Will facilitate and provide the teams with the words 	<ul style="list-style-type: none"> ● Assist with facilitating and choosing words for the students ● Choosing volunteers should the students be reluctant 	<ul style="list-style-type: none"> ● Form three teams and have one representative draw a picture on the board while the team works together to figure out the word in English

Retelling Activity

Work in pairs!

A: Last night I watched a tv show about stars,

B: That is so cool, I love looking at the stars.

A: Me too. Last night I went outside to look at them

B: Did you see many stars?

A: No, there were no clouds but I couldn't see many stars

B: That's because we are in the city. We can't see many stars because of the lights

A: I wonder how we can reduce light pollution

B: We can start by turning off lights when we don't need them

A: We can also use less street lights

B: That way, we can enjoy more stars

Class: _____ No. _____ Name: _____

Light Pollution Word Search!

Find all the words below and circle them

L	Q	T	E	L	E	S	C	O	P	E	N
W	I	I	P	R	O	T	E	C	T	I	T
E	B	G	I	V	A	T	Q	K	G	N	I
R	R	Y	H	S	C	X	E	H	M	A	Y
D	I	T	U	T	L	O	T	O	I	K	T
A	G	O	A	A	P	U	N	C	S	E	D
R	H	S	F	R	O	C	I	T	Y	L	B
K	T	D	P	O	L	L	U	T	I	O	N
F	G	H	J	K	U	L	W	Z	V	N	M



CITY
LIGHT
DARK
NIGHT
STAR

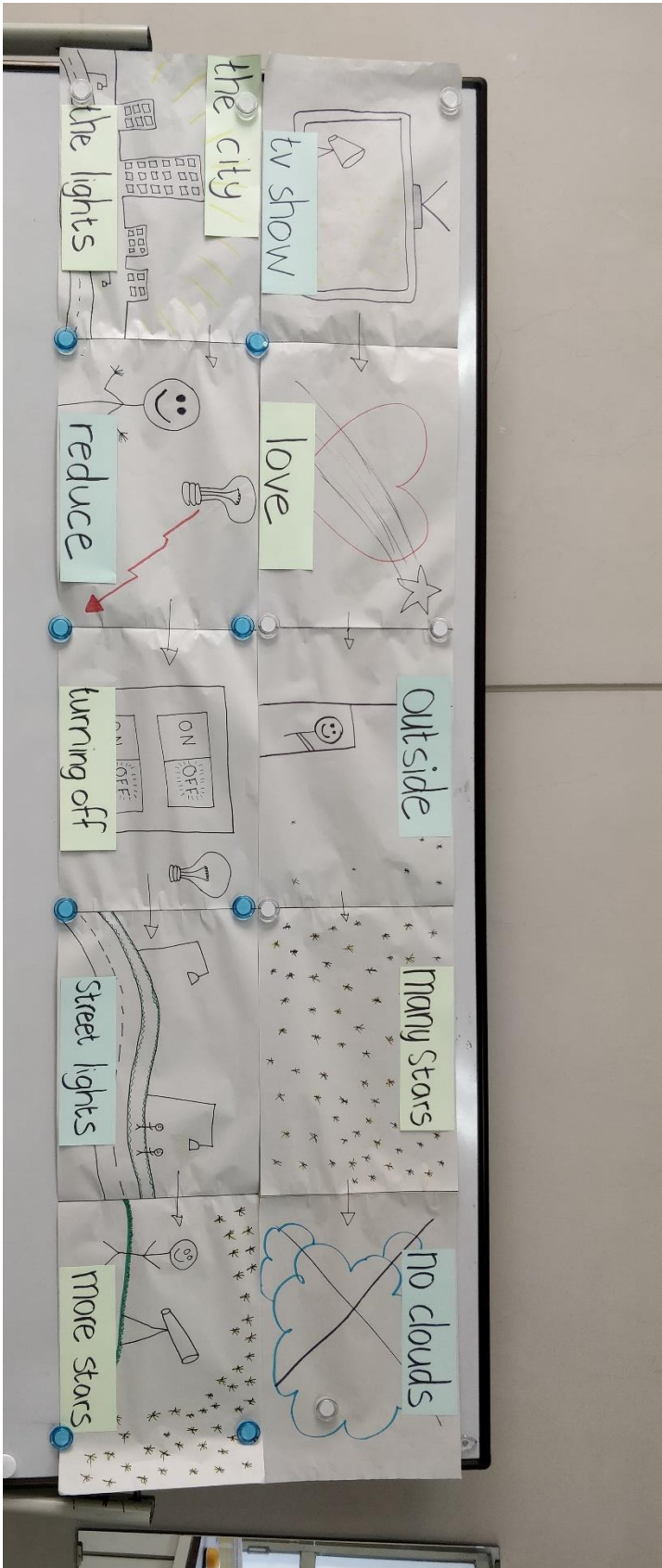
BRIGHT
POLLUTION
TELESCOPE
SKY
PROTECT

Class: ____ No. ____ Name: _____

Homework Essay – How can we reduce light pollution?

Write what problems that will occur because of light pollution

Write at least 2 problems (at least 4 sentences)



What's Happening Here?

Overview

Name & School	Megan Johnston, Kashihara Senior High School
Target Grade	SHS 1 st year
Lesson Topic	What's Happening Here? Making Guesses in English
Lesson Focus	(Reading) (Writing) (Speaking) (Listening)
Lesson Aim(s)	Making observations and speculations in English, describing a picture in English, and using your imagination in a foreign language
Preparation & Required Materials	-A collection of unusual and interesting situational images -A projector to show images or printed image cards, individual image collage for desks, etc. -Worksheet

Activity (in detail)

Time	Activity (& Materials needed)	ALT will...	JTE will...	Students will...
10	Warm Up Describe a Picture	Greet the students Pass out image collage to pairs or teams or draw their attention to the board. Explain the rules of the guessing game (No gestures, English only, etc.)	Greet the students Help pass out images to students Walk amongst the students to check for understanding during the game	Students will make pairs Taking turns, one student will describe a random picture on the page using English without showing it to their partner. If their partner can guess the image correctly, then the other partner will choose a new

				image to start the next round. After a few tries, find a new partner.
10	Main Activity Prep Explanation & Demonstration	Distribute worksheets to students, and demonstrate the first example. Using the target grammar, please make a guess as to what's happening in the image. What happened before or after? Why did this happen? How are they feeling now?	Explain the target grammar by giving examples to the students. Help students with any questions as they begin preparing for the activity	Pay attention the explanation given for the first example and ask any questions to the ALT or JTE
25	Main Activity & Presentation What's Happening Here?	Direct students to write about each image as it appears on the board. The ALT and JTE will then choose a few groups for each image to share their answer with the class. The ALT will write their answers on the board and use it to further explain the grammar points.	The JTE will help students as needed with grammar while they are writing. The JTE will read the example sentences aloud after students make a presentation.	Students will write about each image as it appears on the board. Groups will then share their answers with the class in a short presentation.

What's Happening Here?

Make a conclusion about the following images using the target grammar: **as if**, **as though**, **must have**, **could have**, **couldn't have**, **might have**, **may have**, etc.

Example: (I think that the cat jumped or fell into the box)

The cat **must have** jumped into the box.

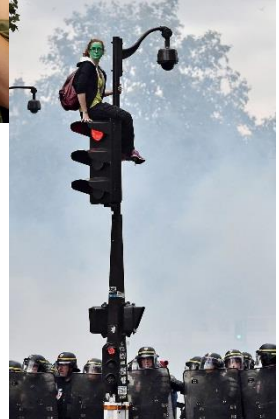
It seems **as if** the cat jumped into the box.

It appears **as though** the cat jumped into the box.

The cat **may/might have** jumped into the box.

The cat **could have** jumped into the box.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



Food Adjectives

Overview

Name & School	Michele Ziefflie – Shinsei Shoyo High School
Target Grade	SHS Grade 1
Lesson Topic	Food Adjectives
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	To re-familiarize adjectives and their purpose and teach common food adjectives.
Preparation & Required Materials	<ul style="list-style-type: none"> - Worksheets for each student - Karuta food cards (Printed and laminated six sets of attached sheet.)

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
10 mins	Greeting and food karuta warm up: <ul style="list-style-type: none"> - Greet the class. - Divide the class into six groups and hand out the cards to each group. 	Explain the game with English instructions and go over any unknown vocabulary. Call out cards.	Help ALT with demonstration and help initiate the activity by organizing groups.	Participate in Karuta by attempting to slap the card first and gain the most amount of cards.
5 mins	Teaching: <ul style="list-style-type: none"> - Key teaching points are adjectives, the difference between taste and texture, and the new vocabulary. 	Explain adjectives, taste vs texture, and why food adjectives can be important in conversation.	Help with any English to Japanese communication barriers. Explain the new adjective vocabulary in Japanese.	Listen and take notes as needed.

5-10 mins	Worksheet: <ul style="list-style-type: none"> - Fill in the blank and matching using 11 vocabulary terms and common food items. 	Handout and explain the worksheet and go over answers.	Handout and explain the worksheet and go over answers.	Fill out the worksheets and provide answers.
10-15 mins	Speaking practice: <ul style="list-style-type: none"> - Have the students fill out the last section of the worksheet with their favourite and least favourite food and why. - Then, practice the dialogue in pairs and then each dialogue with five different students. - Ask for volunteers to demonstrate the practiced dialogue to the class 	Provide English instructions to the students and demonstrate the dialogue. Aid students with spelling and vocabulary with their writing.	Provide Japanese instructions to the students if needed and demonstrate the dialogue. Aid students with spelling and vocabulary with their writing.	Participate in the activity and ask help if needed with any complicated vocabulary. Volunteer to demonstrate if comfortable with the dialogue.
5-10 mins	Cool-down activity: <ul style="list-style-type: none"> - Play another round of Karuta, but using food adjectives to describe the food instead of the food name. 	Explain the new rules of Karuta. Call out cards using key adjectives.	Help initiate the activity by organizing groups.	Participate in Karuta by attempting to slap the card first and gain the most amount of cards.

Class () No. () Name ()


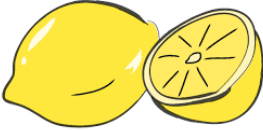



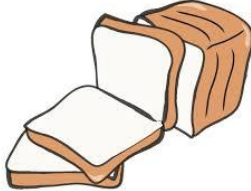


Food Adjectives

We can describe food in English by using taste or texture.

Taste

Fill in the blank.

		
Coffee is _____.	Lemons are _____.	Chili peppers are _____.
		
Soy sauce is _____.	Strawberries are _____.	Bread is _____.

Word Bank

spicy	salty	bland
sweet	bitter	sour

Texture

Match the word to the correct food.

Example: Creamy	Potato Chips
Greasy, fatty, oily	French fries
Crispy	Natto
Chewy	Cake
Sticky	Hi-Chew Candy

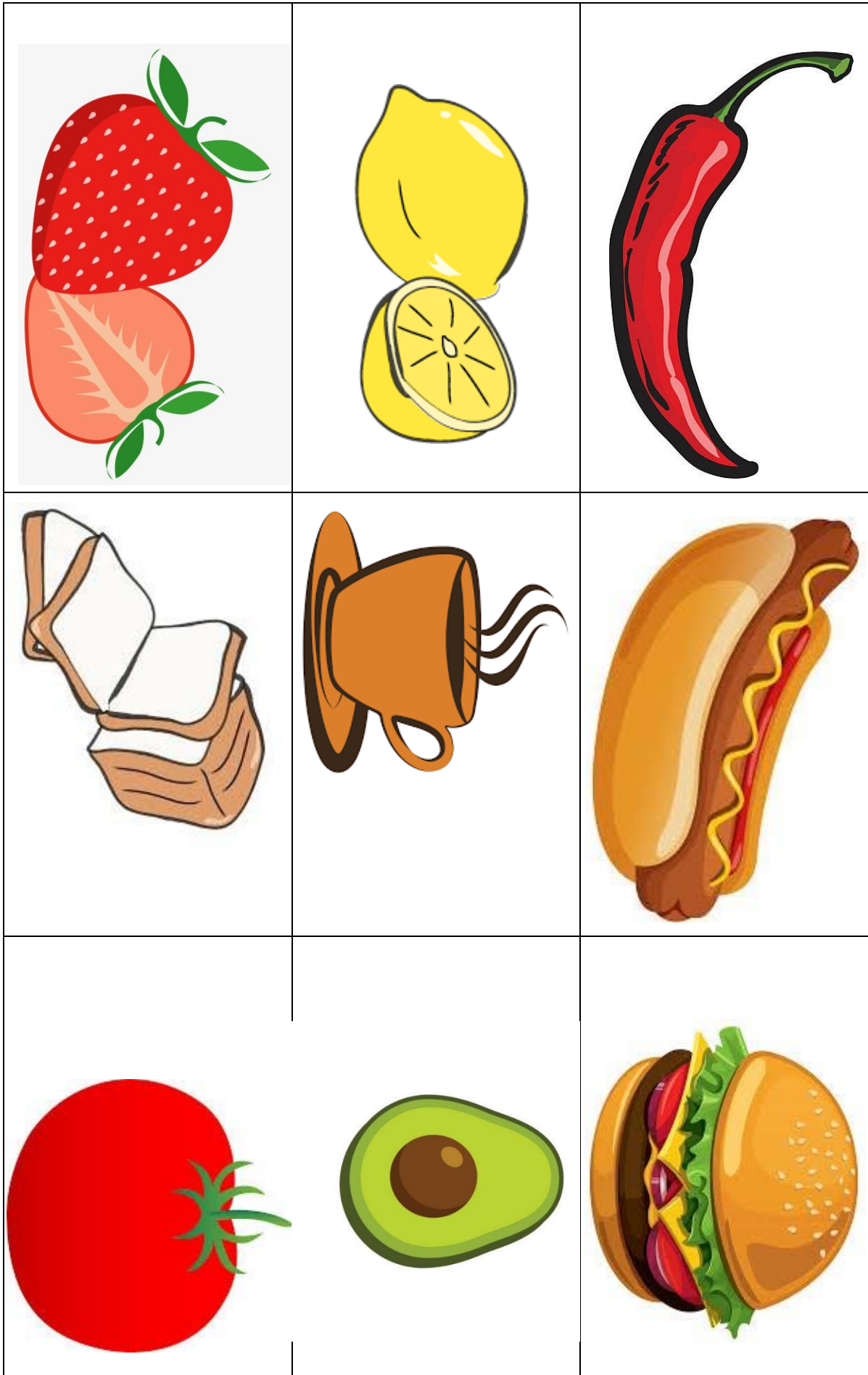
Speaking Practice

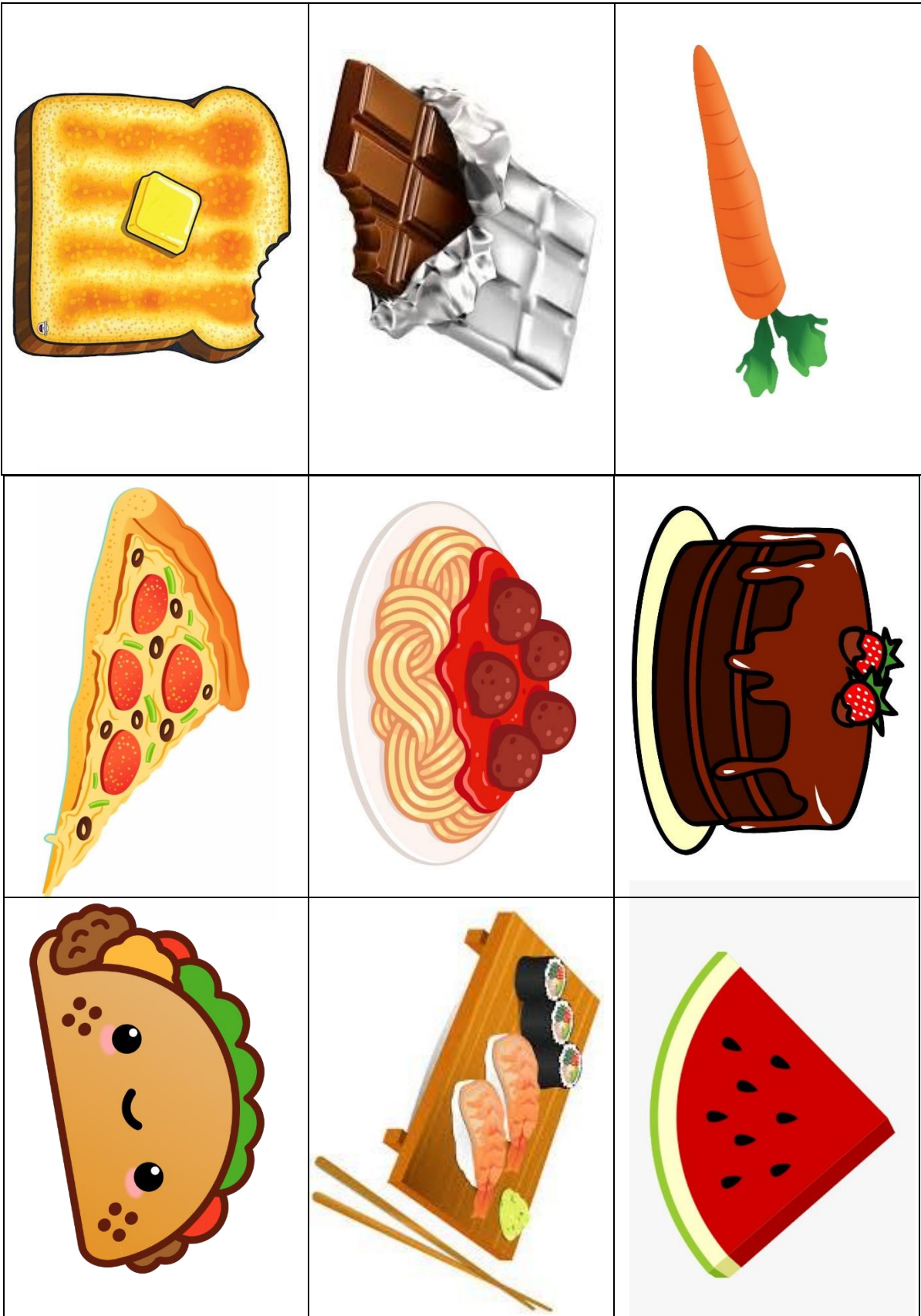
Person A: What is your favorite food?

Person B: My favorite food is _____ because it tastes _____.

Person A: What is your least favorite food?

Person B: My least favorite food is _____ because it tastes _____.





Shopping Dialogue

Overview

Name & School	Tayler Skultety, Soekami SHS
Target Grade	SHS 1 st year
Lesson Topic	Shopping at a clothing store
Lesson Focus	Reading Writing <u>Speaking</u> Listening
Lesson Aim(s)	For students to become familiar with and understand the dialogue with the intent to eventually create and present a short skit
Preparation & Required Materials	Worksheets and flashcards

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
5	Introduction Present model dialogue to students	Greet students and read the model dialogue twice, once for each alternate ending. Before starting, instruct students to listen closely and try to guess the topic/situation once the dialogue is finished.	Read the dialogue with the ALT and help students to understand English instruction.	Listen to the dialogue and identify the general topic/situation.
10	Vocabulary Review clothing vocabulary with students. ALT will show a picture of a clothing item and elicit the English definition from the students. Try to find an engaging way to choose/encourage volunteers if students are quiet. Move on to sizes. Show students pictures of the letters S, M, and L and ask if they know the meanings. As a bonus, can ask students the meanings of XS and XL. Move on to colours. After reviewing basic colours with	Show students flashcards and elicit the English definition from students.	Encourage students to participate or choose individual students to provide English definitions if students are quiet.	Look at the flashcards and provide English vocabulary.




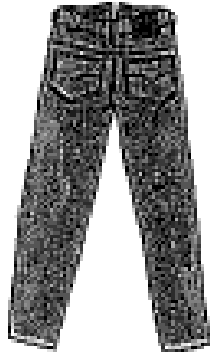


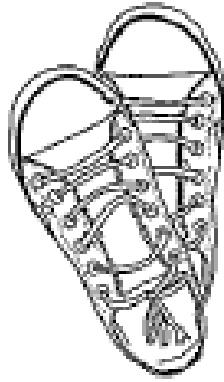

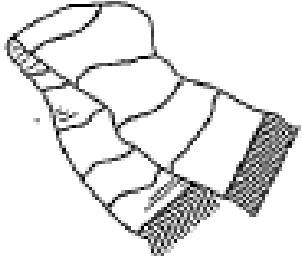
	flashcards, show students some more advanced colours they might not know like taupe, magenta, teal, or maroon.			
5	Chorus Reading Distribute handouts and read dialogue twice with students repeating after the ALT. Read the dialogue with alternate endings, one time each.	Read the dialogue slowly.	Encourage student participation	Repeat after the ALT
15	Translation Go over the meaning of the dialogue with students. ALT or JTE can assume T1 position for this portion.	Go over dialogue with students and ensure understanding by eliciting Japanese translation from students	Go over dialogue with students and ensure understanding by eliciting Japanese translation from students	Read the dialogue with the ALT and JTE, provide Japanese translation if called upon and take notes accordingly
10	Presentation instructions ALT and JTE will explain to students that, in pairs, they will work to create an original dialogue based on the model conversation during the next class. Students will be given time to find a partner they wish to work with. Students will also be informed of the presentation schedule.	Explain premise of presentation assignment to students.	Explain premise of presentation assignment to students.	Choose partners
5	Pronunciation Practice Explain to students that this assignment emphasizes natural pronunciation. Go over pronunciation of clothing, sizes, and colors once more and encourage students not to use katakana English. Ex: skirt as opposed to スカート, t-shirt as opposed to ティーシャツ	Provide model pronunciation	Encourage student participation	Repeat after ALT, paying attention to natural English pronunciation.

Class:

No:

Name:

SHOPPING CATALOGUE

<p>T-shirt, \$19 S/M/L Colors: Red, Blue, Black</p> 	<p>Sweater, \$25 S/M/L Colors: Blue, Gray, Black, Yellow</p> 	<p>Jacket, \$30 M/L Colors: Green, White, Black</p> 
<p>Jeans, \$30 S/M/L Colors: Dark Blue, Black</p> 	<p>Dress, \$35 M/L Colors: Purple, Red, Yellow</p> 	<p>Skirt, \$25 One Size Colors: White, Black, Green</p> 
<p>Sneakers, \$40 S/M/L Colors: Blue, Black</p> 	<p>Boots, \$50 S/M/L Colors: Blue, White, Brown, Black</p> 	<p>Scarf, \$12 One Size Colors: Purple, Green, Yellow, Red</p> 

Shopping Presentation



Dialogue:

Shopkeeper: Hello, can I help you?

Customer: Yes, I'm looking for a shirt.

S: What color would you like?

C: I would like red, please.

S: OK. What size would you like?

C: I would like a medium.

S: OK. How about this one?

C: Oh, that's too small.

S: OK. How about this one?

C: Oh, that's perfect! How much is it?

S: It is \$19.00.

1

2

C: OK. I'll take it!

C: That's too expensive. Let me think.

S: Will that be cash or card?

S: OK. Have a nice day.

C: Card, please.

C: Thanks for your help.

Key Words and Phrases:

Shopkeeper:

Customer:

Can I help you?

I'm looking for a ~ :

~ would you like?

That's too ~

How much is it?

I'll take it!

Identify the Animal

Overview

Name & School	Victoria Jeffs (Nikaido High School, Nara Suzaku High School)
Target Grade	SHS 1 st grade
Lesson Topic	Animals (20 min lesson)
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	To refresh students' memories of animal names in English (which should have been covered in JHS) and to use critical thinking to correctly identify distinct animal footprints.
Preparation & Required Materials	Worksheet, powerpoint

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
3 mins	(Warm-up) Students complete ① on the worksheet by matching the animal silhouette to the correct English name.	<ul style="list-style-type: none"> • Explain in simple English • Time the students • Check progress 	<ul style="list-style-type: none"> • Explain in Japanese if needed • Encourage / help the students • Check progress 	<ul style="list-style-type: none"> • Answer ① by matching the names to the pictures
3 mins	Check answers and drill names	<ul style="list-style-type: none"> • Point to an animal and ask students what the name is • Drill the name as a whole class 	<ul style="list-style-type: none"> • Encourage students to answer • Encourage students to repeat 	<ul style="list-style-type: none"> • Correct their sheets • Repeat after the ALT
8-10 mins	Students complete ② on the worksheet by guessing which footprint belongs to which animal and writing the Japanese and English name of the animal.	<ul style="list-style-type: none"> • Explain in simple English • Time the students • Check progress 	<ul style="list-style-type: none"> • Explain in Japanese if needed • Encourage / help the students • Check progress 	<ul style="list-style-type: none"> • Answer ② by discussing with friends or working by themselves if they prefer

4 mins	Check answers using a powerpoint of real life animal pictures	<ul style="list-style-type: none"> • Ask students what their animal footprint guess is 	<ul style="list-style-type: none"> • Encourage / pick students to answer 	<ul style="list-style-type: none"> • Answer questions, correct their sheets
[Spare time]	Play Word Relay (Shiritori) using animal names.	<ul style="list-style-type: none"> • Write the animal names on the board when students shout them out 	<ul style="list-style-type: none"> • Give hints if students are stuck 	<ul style="list-style-type: none"> • Shout out as many animal names as they can before the lesson ends

Name: _____

Identify the Animal!

①



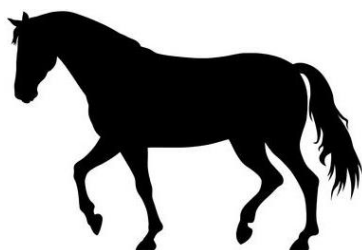
Horse



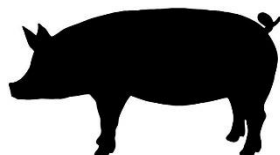
Pig



Dog



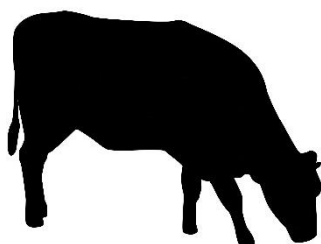
Duck



Rabbit



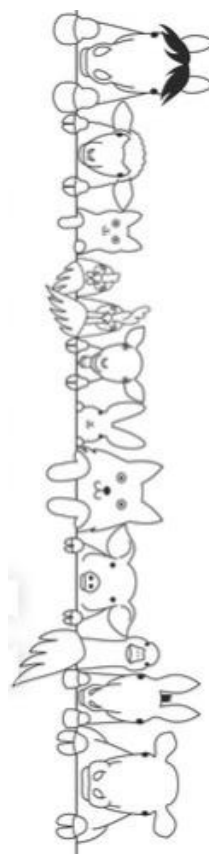
Cow



Cat



Chicken



Guess the Animal Footprint!

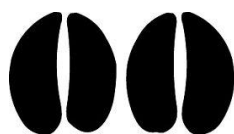
②

Japanese:

English:







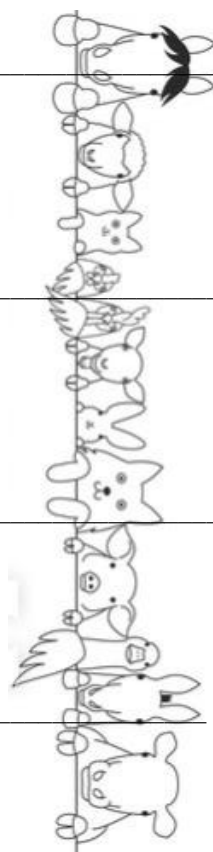












Room Arrangement

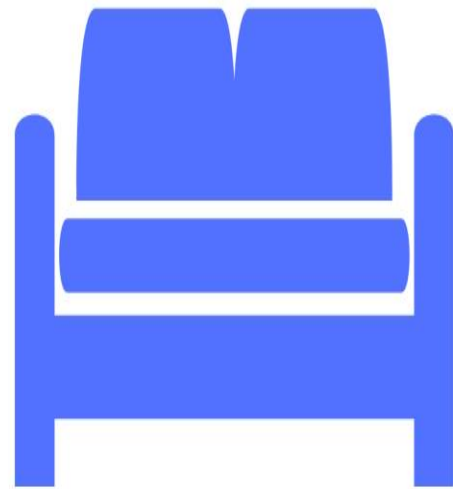
Overview

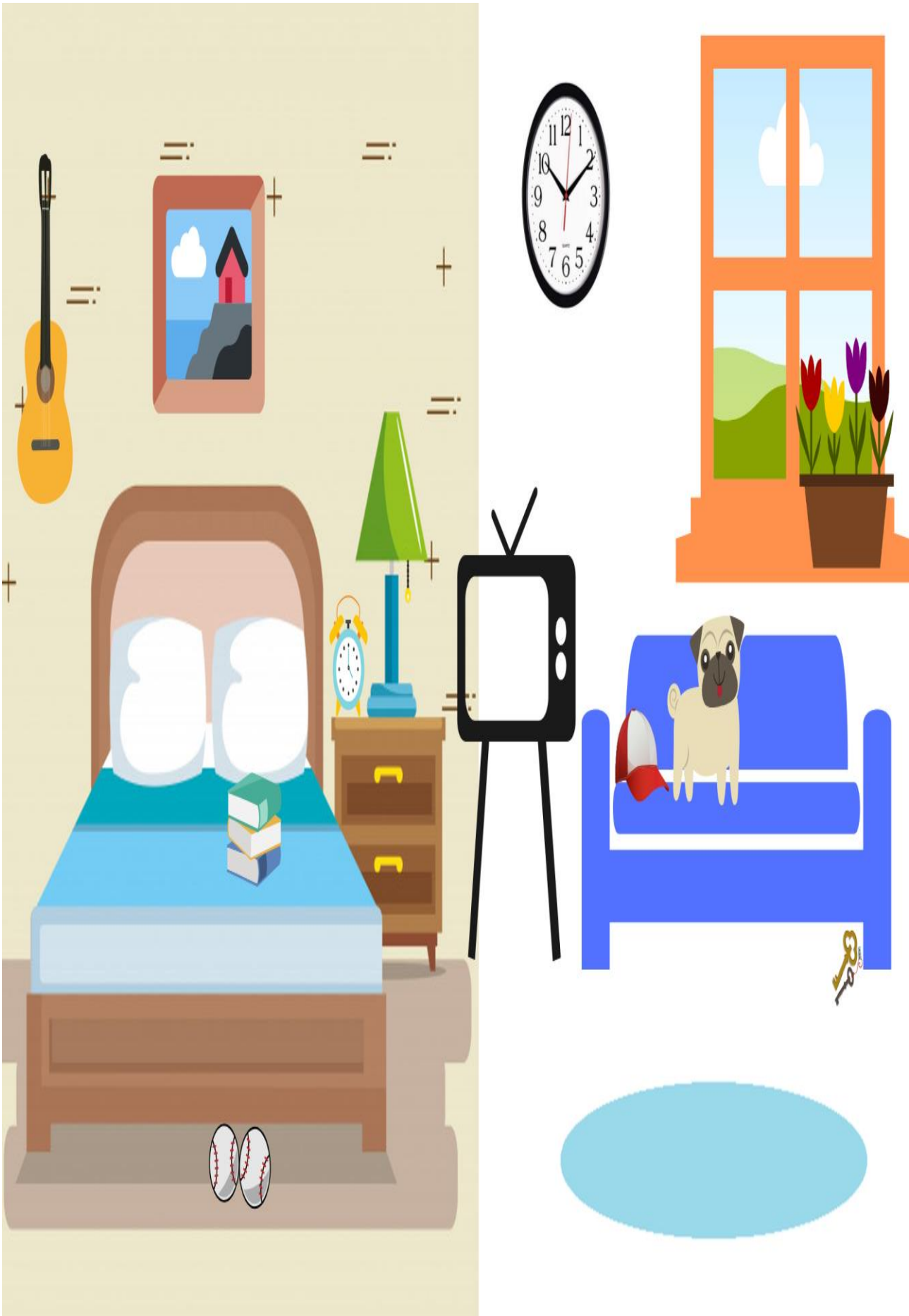
Name & School	Name : Shoji Minekawa School : Horyuji Kokusai
Target Grade	SHS 1 st grade
Lesson Topic	Room Arrangement (Preposition)
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	<ul style="list-style-type: none"> • Students can understand and use prepositions by means of images • Students can explain the arrangement of furniture in a room in English using prepositions
Preparation & Required Materials	<ul style="list-style-type: none"> • English FIRSTHAND by Pearson page.36 • Supplemental handout

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
2min	Greeting	Greet	Give students their name card	Greet
3min	Warm-up	Tell them today's topic: prepositions.	Write the class schedule on the blackboard	Listen to ALT and check the class schedule written on the blackboard if needed
5min	Answering questions	Tell them to fill in the blanks on page.36 Walk around the class and help those who need it	Walk around the class and help those who need it	Fill in the blanks on page.36

13min	Checking Answers and Meanings	Let them say their answers to the class Give the person who says their answer a sticker	Support them by ensuring that the students understand the meaning of prepositions clearly in Japanese if needed	Raise their hand to answer the questions Check their answers and meaning of prepositions
5min	Activity Explanation	Explain the rules of drawing activity to them. Ask some questions to check if they get the rules correctly.	Support them by ensuring that they understand the rules in Japanese if needed Divide them into four groups	Listen to the teachers
15min	Activity	Walk around the class and observe how they are doing Give them a 10 second penalty if they speak in Japanese during the activity	Walk around the class and observe how they are doing Give them a 10 second penalty if they speak in Japanese during the activity	Drawer: Listen to the runners and draw a picture based on what the runners say Runners: Go outside of the class and see the photo, then tell their drawing person how the photo is using prepositions.
5min	Checking	Check the similarities between the photo and the picture they drew	Give each picture a point based on what the ALT checks.	Listen to the judge
2min	Wrap-up	Review the meaning of prepositions quickly	Support them to understand what the Alt explains	Listen to the teachers.





Doctors and Patients

Overview

Name & School	Naoko Furushiba / Takada high school
Target Grade	SHS 1 st grade
Lesson Topic	Doctors and Patients
Lesson Focus	Reading Writing <u>Speaking</u> <u>Listening</u>
Lesson Aim(s)	<ul style="list-style-type: none"> • To practice talking about medical complaints • To learn some vocabulary words for body parts
Preparation & Required Materials	<ul style="list-style-type: none"> • Body Parts Worksheet • Medical vocabulary words and phrases Worksheet • Doctors and Patients Pair Exercise worksheet • Karuta cards, Bigger pictures of Karuta

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
3min	Greeting & Warm up	Welcome students Tell them the importance of learning doctor & patient conversation	Translate as necessary	Sit down and listen
7min	Vocabulary(Body parts and Symptom)	Introduce new medical vocabulary words Check the pronunciation	Translate as necessary Tell them details	Repeat after ALT Write down notes if they would like

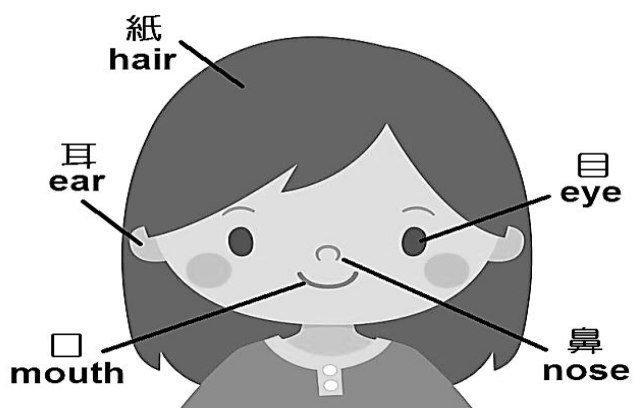
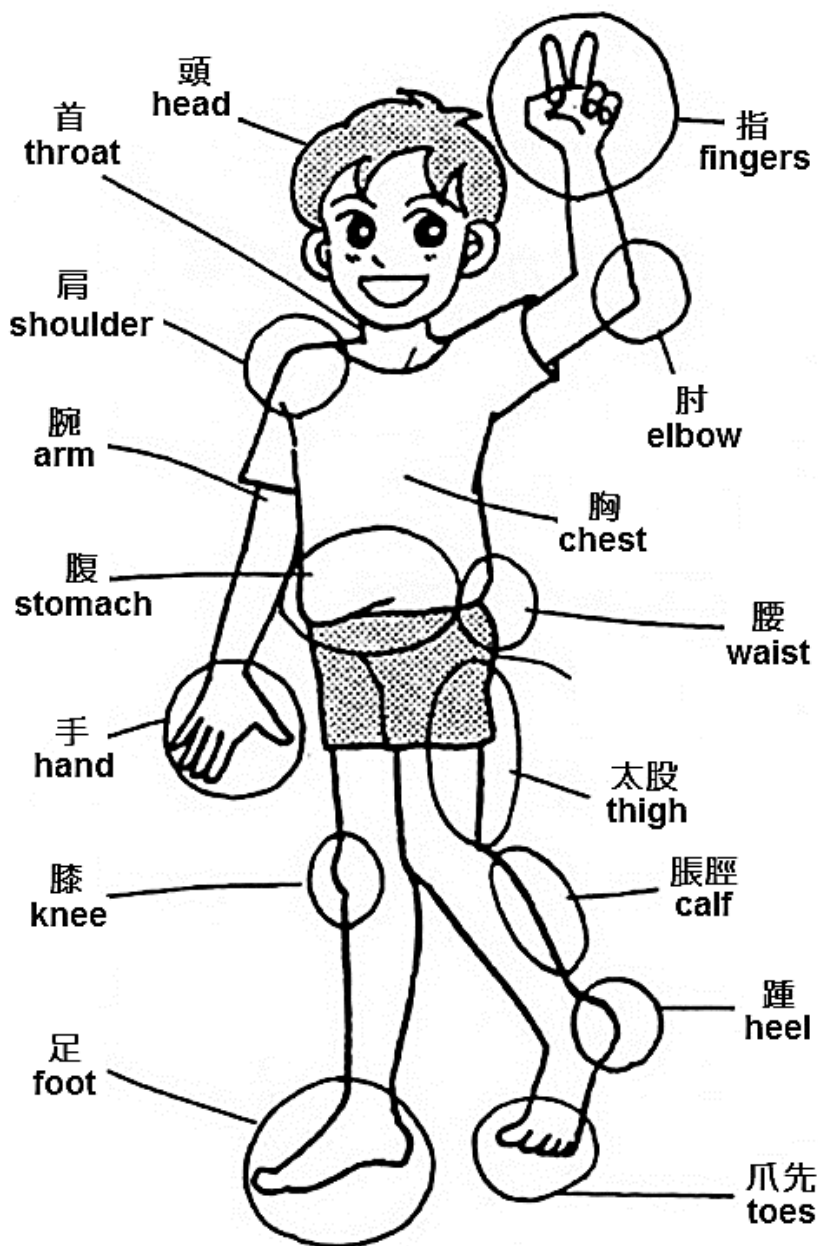
15min	Pair Exercise	Demonstrate the doctor-patient conversation with JTE Explain the exercise	Demonstrate with the ALT Translate as necessary	Walk around the classroom Do this exercise at least 3 times
20min	Karuta	The ALT will read descriptions of each picture	Divide class in 8 and pass them a set of karuta. Give stickers to students who got the most cards in each group.	The students must choose the pictures that match with the sentences.
5min	Closing	Thank students for working hard	Translate as necessary	Sit and listen

		
I have a stomachache	I have a headache	I have a sore throat
		
I have a cough	I have a runny nose	I have a fever
		
I have sore muscles	I have a broken bone	I have a bleeding cut
		

I have an itchy rash	I am dizzy	I am tired
-----------------------------	-------------------	-------------------

Body Parts

髪	Hair
頭	Head
耳	Ear
目	Eye
鼻	Nose
口	Mouth
体	Body
首	Neck
肩	Shoulder
腕	Arm
肘	Elbow
手	Hand
指	Finger
胸	Chest
腹	Stomach
腰	Waist
太股	Thigh
脛	Calf
膝	Knee
足	Foot
足首	Ankle
踵	Heel
爪先	Toes
体	Body



Vocabulary and Phrases:

患者の症状

- I have a stomachache (腹痛)
- I have a headache (頭痛)
- I have a sore throat (喉が痛い)
- I have a cough (咳)
- I have a runny nose (鼻水)
- I have a fever (熱)
- I have an itchy ____ (場所) (～が痒い)
- I am dizzy (目眩)
- I am tired (疲れた)
- I have a cold (風邪)
- I have the flu (インフルエンザ)
- I have mild / severe pain (じわっと痛い/ 非常に痛い)
- My ____ hurts (～が痛い)

医療系の単語

- Medicine (薬) 薬全般的なもの
- Prescription (処方箋) 医者によるもの
- Pharmacy (薬局)
- X-ray (レントゲン)
- Diet (食事)
- Treatment (治療)

医者による処方

Get some rest	Take this medicine.	Go to the dentist
Use this cream twice a day	Drink lots of water	Eat healthier meals
Use these eye drops	You need an X-ray	Do more exercise

Kawaii and Japanese Pop Culture

Overview

Name & School	HASHINO Yuichi, Takatori Kokusai High School
Target Grade	SHS 1 st grade
Lesson Topic	<i>Kawaii</i> and Japanese Pop Culture
Lesson Focus	<div>Reading</div> <div>Writing</div> <div>Speaking</div> <div>Listening</div>
Lesson Aim(s)	Think of Japanese pop culture and learn the difference between “kawaii” and “cute”
Preparation & Required Materials	Textbook (Power On English Communication I, Lesson 4), handout

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
2	Greeting Explain today's goal	welcome students and ask them some questions	welcome students	Greet ALT and JTE and answer the questions
3	Introduction 1 Students answer the questions 1 Students make pairs and ask the question each other.	give handouts to students Ask question 1 and have students think of Japanese word “kawaii”.	help students to write down their idea.	-think and write down their ideas on the handout. -make pairs and ask question.
7	Share the ideas Teachers ask questions and students tell their opinions.	-answer questions and show students models. -tell students what ALT think of when she hear the word “kawaii”	-ask ALT some questions -write down the students' answers on the blackboard	-look at teachers -answer the questions -try to figure out the difference between their opinion and ALT's

10	Introduction 2 Students answer the questions 2	-explain the Japanese words used in foreign countries. -tell the students ALT's experience or preference. (Ex. "I have never been to <i>karaoke</i> ." "I like to eat <i>sushi</i> , <i>tofu</i> or something)	-help the students write down the answers	listen to the teachers and answer the questions.
7	Vocabulary Use handout and learn new expressions "close to", "the same as", "familiar to" and "search for"	read the sentences and have students repeat after ALT	explain each expression	fill in the blanks on the handout
7	Listening Students listen to the CD with their textbook closed and answer True or False. After checking answers, students open their textbook and find the reason why sentence no.2 is false.	read three sentences on the handout	play the CD and have students answer T or F.	Listen to the CD and teachers answer T or F.
7	After First Reading Students think when we use "kawaii" or "cute." ALT explains when they use "kawaii" in English.	-have students answer the questions. -explain the difference between "kawaii" and "cute"	help students to answer the questions.	read the passage on the textbook and try to answer the questions.
2	Wrap up	-ask the students to think of the word "kawaii"	tell the students what to do in the next class	listen to the teachers

Listening

Close your textbook. Listen to the CD and answer True or False.

- | | |
|---|--------------------------|
| 1. <i>Kawaii</i> is a Japanese word familiar to a lot of people in the world. | () |
| 2. A Swedish woman says, " <i>Kawaii</i> is the same as cute." | () |
| 3. It is not easy to explain the meaning of <i>kawaii</i> . | () |

1st Reading

Read the passage aloud with your teacher and classmates!

After First Reading

Are they "cute" or "*kawaii*"?

(A)



()

(B)



()

(C)



()

(D)



()

Further Comprehension

1. Open your textbook to page 47. Write down your answers for Task 1 and 2.

Task 1

1.

2.

3.

Task 2

①	②	③	④
---	---	---	---

2. Read the passage on page 46 and answer the following questions.

(1) Who says, “*Kawaii* is not the same as cute”?

(2) According to an American man, what does the word “*kawaii*” mean?

2nd Reading

Read the passage again and have better understanding!

Grammar

It is 形容詞 (for 人) to 動詞の原形 . . . (人にとって、人は) _____ するのは形容詞だ。

★It が to 不定詞以下の内容を指します。

★「誰にとって」を表すときは for を使います。

It is difficult **to** explain the meaning of *kawaii*.

kawaii の意味を説明するのは難しい。

It is important **for** Japanese students **to** study English.

英語を勉強することは日本人の学生にとって重要だ。

Explain the situations of A to D using the phrase “It is 形容詞 for 人 to 動詞 .”

A: Kenji



B: Rika



C: Ichiro



D: Miki



Hints:

important : 重要である、hard : 大変だ、easy : 簡単だ、necessary : 必要だ

get up early : 早起きする、understand English : 英語を理解する、hit a ball : ボールを打つ

A

B

C

D

Lesson 4 *Kawaii* and Japanese Pop Culture

②

Class:

Number:

Name:

Practice

1. Write down the appropriate words for each definitions.

a. ()	...	near in space or time
b. ()		well known to you
c. ()	...	to tell something about
d. ()		to look for something
		...	
		...	

2. Rearrange the words below to match Japanese phrases.

① 本をたくさん読むのは大切です。

It (read / is / to / a lot of books / important).

② ギターを弾くのは難しいですか。

Is (difficult / the guitar / play / to / it)?

③ 日本人が外国語を学ぶのは大変なことでした。

(Japanese people / was / for / learn / to / it / hard) foreign language.

- ④ そこへ今行く必要はありません。
(to / necessary / is / it / not / go) there now.

- ⑤ 私にとって、自分の部屋をきれいにしておくことは重要です。
It (is / for / keep / me / important / to / my room / clean).

Exercise

Match the English words to their Japanese translation.

1. Super cute is closer to <i>kawaii</i>	()	a. インターネットでその単語を検索すれば
2. a Japanese word familiar to a lot of people	()	b. ファッションナブルでかわいい
3. fashionably cute	()	c. それはただのキュート以上のことを意味する
4. It is difficult to explain the meaning of <i>kawaii</i>	()	d. 一つのこと明らかである
5. you will get millions of hits	()	e. たくさんの人によく知られている日本語
6. Does the word mean the same as the English word "cute"?	()	f. そんな感じのもの
7. something like that	()	g. 何百万ものヒット（検索結果）を得るだろう
8. It means more than just cute	()	h. スーパーキュートがカワイイにより近い
9. If you search for the word on the Internet	()	i. その単語は英単語の <i>cute</i> と同じ意味だろうか
10. one thing is clear	()	j. カワイイの意味を説明するのは難しい

Opinion Differences

Overview

Name & School	Katsushima Masayuki / Gojo high school
Target Grade	SHS 1 st grade
Lesson Topic	Film and Movies
Lesson Focus	Reading Writing <u>Speaking</u> Listening
Lesson Aims	To be able to express and understand specific opinions in English. To be able to express a difference in opinion in a polite way in English.
Preparation & Required Materials	Worksheet

Activity (in detail)

Time	Activity(& Materials as needed)	ALT will...	JTE will...	Students will...
15 min	<p>Opener: Counting Games Sevens</p> <p>This game involves students counting in a sequential order while standing in a circle. There are two actions that need to be performed when saying a number.</p> <p>An elimination variation can be played where failing to count correctly or perform the right action results in a student being 'out' of the game. Can be done with a large group although smaller ones are recommended.</p>	<p>To explain the game</p> <p>To watch student's attitude and advice</p>	<p>To translate the explanation</p> <p>To watch student's attitude and advice</p>	<p>To pat either of their shoulders with opposite hand when saying a number. The patted shoulder indicates either the person to their right or left has to say the next number. The direction of the count can change at any point. The action changes when any number said has a '7' in it. Then the student must wave their hand over their head. The direction of their finger</p>

				indicates the next counter.
15 min	<p>Activity1: Opinion Intensity Pair Work, Film and Movies</p> <p>Students would continue finishing off/starting the pair work in the 'Opinion Intensity' lesson. They will use the same modal dialogue but it will expanded slightly; students will be prompted to be more polite when asking rather than just asking a given question. Students will also be prompted to ask and hold opinions surrounding the types of music and films they have already studied.</p>	<p>To explain the activity</p> <p>To watch student's attitude and advice</p>	<p>To translate the explanation</p> <p>To watch student's attitude and advice</p>	<p>To talk to their friends and use the same model dialogue</p>
15 min	<p>Activity2: Introduction of Opinion Differences</p> <p>Students will have the worksheet handed out to them. I will ask if they found anyone with differing or similar tastes to them during the pair work. I will introduce the concept of 'disagreeing' and 'agreeing' with an opinion. I and the JTE will also provide a modal conversation with a focus on a polite way to disagree with someone.</p>	<p>To ask if they found anyone with differing or similar tastes to them during the pair work.</p> <p>To introduce the concept of 'disagreeing' and 'agreeing' with an opinion.</p> <p>To provide a modal conversation</p>	<p>To translate what he says</p> <p>To provide a modal conversation</p> <p>To watch student's attitude and advice</p>	<p>To hand out worksheet</p> <p>To talk to their friends and use the same model dialogue</p>

5 min	<p>Announcement</p> <p>Seems like a lot of material to do in one lesson. So I'll do Activity3: Directed Pair Work Opinion Differences next class.</p>	<p>To explain the activity</p> <p>To watch student's attitude and advice</p>	<p>To translate the explanation</p> <p>To watch student's attitude and advice</p>	<p>To listen carefully</p>
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[Worksheet]

Opinion Differences

Name:

Class:

Date:

Let's *review* opinion intensities. Find **three** partners and ask their opinion.

"Hello!"

"Hi!"

"Can I ask you some questions about your opinions?" "Yes, of course you can."

"What do you think is okay? / What do you _____?" "I think _____ is okay. What do you think?"

"I think _____ is okay."

"Oh, I see. Nice to talk to you."

"You too."

Partner 1

Name:

What did he/she think?:

He/She _____.

Partner 2

Name:

What did he/she think?:

He/She _____.

Partner 3

Name:

What did he/she think?:

He/She _____.

Did you *agree* or *disagree* with anyone?

I agreed/ disagreed with (Partner 1 _____)

because he/she _____

and I _____.

I agreed/ disagreed with (Partner 2 _____)

because he/she _____

and I _____.

I agreed/ disagreed with (Partner 3 _____)

because he/she _____

and I _____.

Lesson 4 Gorillas and Humans

Overview

Name & School	Junko Morii Ikoma Senior High School
Target Grade	SHS1 st grade
Lesson Topic	To think and talk about endangered animals
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	To write and talk about endangered animals
Preparation & Required Materials	Worksheet

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
15 min	Review After listening to the ALT and JTE students answer some questions and check the answers Work in pairs	Play the role of Prof. Yamagiwa, an expert on gorillas	Play the role of the interviewer	Close their textbooks Answer questions in their worksheets
15 min	Listening Practice	Read sentences about an endangered animal	Check if the students know the meaning of the words like global warming	Listen to ALT and fill in the blanks in their worksheets
20 min	Writing & Speaking Practice	Read a model report	Translate if necessary	Complete their report on any endangered animal Speech practice in pairs

Worksheet

Review of the textbook

1. What problems do gorillas have now? _____

2. Why are gorillas becoming extinct? _____

3. Why are people destroying the gorillas' living areas? _____

Listening Practice

I'd like to talk about (). They are very big white bears. They live in the ice fields in the (). But the ice there is melting because of (). I think we have to do something to () these animals.

Writing & Speaking Practice

Choose one animal that is becoming extinct and write a report about it. You can write about gorillas, lions, pandas, polar bears, or any other animals. At the end of your report, you should write something that you can do to save that animal. After that, make a speech about your report in pairs.

〈example〉

I'd like to write about Asian elephants, because they are becoming extinct. They are very big and have long noses. They live in India. They are becoming extinct because people have destroyed their living places. I think we should stop destroying their living places to save them.

Holiday Season

Name & School	Kashiahra High School Kuriyama Takafumi
Target Grade	SHS 1 st grade
Lesson Topic	Holiday Season
Lesson Focus	Writing Listening
Lesson Aims	Students will learn about the “Holidays Season” in America, try make their own Christmas cards.
Preparation & Required Materials	Blank index cards

Overview

There are a lot of cultural differences between Japan and America. ALT introduces holiday season such as Halloween, Christmas, and the New Year on her PPT. After that, Students try to make a Christmas Card.

Activity(in detail)

Time	Activity(&Materials as needed)	ALT will...	JET will...	Students will...
3	Greeting and Explanation	Greet students and introduce the topic of the “holiday season”		Greet ALT and JET
15	Presentation	Use the presentation on screen. Give some information about each of the slides and share her own personal experiences. Inform the students that there are many different holidays celebrated between Halloween and the New Year, and briefly explain some of the multicultural holidays highlighted in the presentation.	Facilitate understanding Listening, assist with student understanding	See the presentation and answer ALT's questions.
2	Activity Transition	Have students make groups 4 or 5 . Pass out work sheet: "Tell me more: Your Favorite Holiday"	Help ALT to pass out worksheet	Make groups of 4 or 5.
25	Cultural Craft: Christmas Cards	Pass out blank index cards to students Compare the tradition of sending Christmas cards to the tradition of sending New Years postcards in Japan. Write a few examples of common	Monitor students Provide students Help with problems	Fill in the blanks of Worksheet. Make their own cards to exchange with friends

		greetings on the board (Happy holidays, Season's greetings, etc.) and draw some Christmas symbol examples on the board (like trees, snowflakes, bells, holly wreath, etc.)		
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Speaking to Writing

Overview

Name & School	(Mr.) Shintaro Ueno Nara Senior High School
Target Grade	1 st Grade
Lesson Topic	Let' s talk and write about the future of a thing
Lesson Focus	Reading <u>Writing</u> <u>Speaking</u> Listening
Lesson Aim(s)	Training on Shifting from Bainstorming to Speaking, Speaking to Writing
Preparation & Required Materials	Word Counting Sheet (a form to check the number of the words spoken on the selected item) with samples of items to choose from All Ears (listening practice drill book)

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
5	Warming up for speaking Vowels and Consonants Warming up for listening Picking up one lesson	Give model pronunciation. Instruct where to try.	Show the practice model. Give assistance if necessary	Repeat after ALT. Do the questions.
20	Brainstorming One minute speaking (in pairs) Adopted from plan by G.A. Prins (Continuous speaking)	Demonstrate the activity.	Instruct the practice.	Pick up a thing out of the given list (e.g. cellphone), think about its future, and try speaking on in a minute
20	Create a logically constructed passage. Read the passage (in pairs).	Demonstrate the activity.	Instruct the practice.	Organize the logical construction on what they have spoken and write it down. Then read it to their pairs.

Magic Drink Project

Overview

Name & School	Miyu Inoue Nishinokyo high school
Target Grade	SHS 1 st grade
Lesson Topic	Magic Drink
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	<input type="checkbox"/> Students will practice speaking fluency. <input type="checkbox"/> Students will practice creative writing in English <input type="checkbox"/> Students will practice preparing presentations
Preparation & Required Materials	Magic Drink Presentation Worksheet (1 for each pair), timer

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
0-1	Greet students	speak	listen	listen/respond to JTE questions
1-5	Hand out and explain evaluation sheets	observe/assist	speak/assist	write, listen
5-45	Begin presentations	observe/assist	observe/assist	listen, take notes, speak
45-50	Collect project materials and thank the class	check student understanding/assist	collect materials/ assist	listen, gather papers
Extra Time*	Shiritori Game	observe/assist	speaking/assist	speak/listen

Let's have a debate about space exploration!

My Name & School Yasuhiro Shimizu from Sakurai High School Target Grade Intended to target the 1st grade at senior high school, but applicable to other grades Lesson Topic The Earth, Our Home! Lesson Focus

(Circle all that apply) ☐ Reading ☐ Writing ☐ Speaking ☐ Listening Lesson Aim(s)

- Promote the students' listening and reading comprehension of the textbook passage
- Help the students prepare for a debate over a theme related to the textbook passage Preparation &
- "Power On" textbook for English Communication I (Lesson 7: "The Earth, Our Home")

Required Materials

- A Book titled "宇宙へ「出張」してきます (I'm going to space on business) " written by a Japanese (Please attach) astronaut
- Planning Sheets for students' use

Activity (in detail)

Time Activity (& Materials as needed) ALT will... JTE will... Students will... 3 min Warm-up 13 min Review of the textbook passage

1) Listening to the passage read out -Read aloud the passage

-See if the students are -Listen carefully and by ALT (This passage is about listening understand what they Astronaut Furukawa)

hear

2) Line game (Teachers ask -Ask questions in turns -Ask questions in turns -Answer the questions questions, the first student to raise with JTE with AL This/her hand can answer, and all the students in his/her line can sit down if his/her answer is correct) 32 min Preparation for a debate

1) Introduction of a book written by -Help JTE if necessary

-Introduce the book and -Listen to JTE Furukawa and others (The book

Furukawa's idea about

says Furukawa thinks Japan should

space exploration

be more active in space exploration)

2) Explanation of a debate the -Explain that the students -Explain in simpler -Listen to ALT and JTE students are going to do

(The theme are going to do a debate English after ALT's trying to understand the is the pros and cons of Japan's and tell them

what the explanation if the explanation

possible spending a huge amount of theme is

students don't understand

money on space exploration in the

well

future amid more and more natural

disasters happening with a lot of

money needed for disaster

prevention and management)

3) Division of the students into two -Explain that the students -Decide who goes to -Listen to the explanation sides (the affirmative side and the sitting in one half of the which side and tell each and move so that there negative side)

classroom go to the side to get together in a are two big groups sitting
affirmative side and the designated area of the separately

other half the negative classroom

side

4) Eliciting of students' ideas -Elicit ideas from the -Elicit ideas from the -Give as many ideas as supporting their side and/or
affirmative side students negative side students possible supporting their rejecting the other side
and make a list or draw a and make a list or draw a side and/or rejecting the
mind map on a small mind map on a small other side

white-board based on white-board based on

students' responses

students' responses

5) Re-arrangement of groups (to -Inside the affirmative -Inside the negative side, -Divide into new groups
make 10 groups of 4 students, with side, decide who goes to decide who goes to
each group having two from the which group by lottery
which group by lottery

affirmative side and two from the

negative side)

-Walk around the -Walk around the -Talk with a partner in 6) Planning of the debate (In each classroom helping classroom helping the same side group, two from the affirmative side studentsstudents (affirmative / negative) talk together and decide what to say within each group and in what order in the debate and decide what to say in write it down on the "Planning what order in the debate Sheet," with two other members from the negative side doing the same)

2 min Information about the next period-Explain again that the -Tell the students not to -Listen to ALT and JTEstudents are going to lose the "Planning Sheet" have a debate in the next and keep it for the next periodperiod

Going shopping

School & Name	Seiwaseiryō High School & Naoki Noro . Victoria Eichbauer
Lesson Focus	Introduce vocabulary and phrases used to go shopping
Lesson Topic	Fashion goods, Conversation in shopping
Target Grade	SH (1 st grade)
Preparation& Required Materials	Color printed photos of fashion goods (like jacket, vest, pants and so on) , Today's handout,

Term2, Lesson3

Overview

Activities

Time	Procedure	ALT	JTE	Students
5	Introduction	Greet. Ask students some small questions (For example, “How are you, today ?”).	Translate directions as needed.	Greet, and listen to the ALT. Listen to directions.
10 (15)	Warm Up: Fashion goods (vocabulary and understanding USD)	Color large printed fashion goods photos and ask about how much each item costs in USD.(100 円=\$1)	Translate as needed; demonstrate with ALT if necessary	Students think the names of fashion goods and, guess how much they think each cost.
10 (25)	Writing (Filling out the handout)	Direct students to make pairs. Pass out the handout. Tell the students to write down as many color names in English as possible. Tell them to write down their shoe size, and clothing size. If necessary, show them some examples.		Divide and move into 20 groups of two. Listen and fill out the handout with their partners.
15 (40)	Speaking (Let's role play!)	Read sample dialogue together, going shopping. Explain how to do this conversation between the customer and the shop clerk to students. Tell the students to share the roles.		Listen to the sample dialogue. In pairs, play janken to decide who will play as the customer or the shop clerk.

5 (45)	Sharing	Ask the students to show their role plays in front of them as volunteers. If there is no one who wants to do, pick up some students.	Look at their performances, and Listen to them.
5 (50)	Closing/Extra Time	Ask if there are questions. Say good bye.	Ask questions (if any). Say good bye.

Lesson 3 We are going to take a trip

Overview

Name & School	Yasuhiko Kinoshita Shinsei Shoyo Senior High School
Target Grade	SHS 1 st grade
Lesson Topic	Lesson 3 We are going to take a trip.
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	To make the students be used to Native speaker's pronunciation
Preparation & Required Materials	Cf. attached sheet

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE...	Students will...
10min	<i>Shiritori</i> Competition by every line team	Explanation & evaluation	Helps them understand her explanation	In time limits, they answer words as much as possible.
5 min	Guess the word (Handout A)	Gives hints	Helps them understand her explanation & watches them	Write down the answer

5 min	Fill in the blanc (Handout B)	Reads aloud & checks the answer	Explanation	Fill in the blanc
5 min	Repeat after ALT (Handout B)	Reads aloud the text	Explanation	Repeat after ALT
10min	Dictation (Handout C)	Pronounces the words in the text & checks the answer	Explanation	Listen & dictate
5 min	Find out a pause for breath (Handout D)	Reads aloud the text and pause for breath & checks the answer	Explanation	Listen to ALT & find out pauses
5 min	Comprehension T or F (Handout E)	Read aloud four statements & check the answer	Explanation	Read silently four statements & answer T or F

Class () Number () Name ()

Warming up : word-chain game, “shiritori”

Handout A : Guess the word !

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

[Thailand, beaches, Bangkok, temples, massage]

Handout B

Next week, Pam and Ben are going to go (1) Thailand. They are going to visit Bangkok, Samui, (2) Phuket. Thailand (3) many beautiful temples. Pam is going to go shopping. In Thailand, the prices (4) very good. Ben is going to go (5) the beach every day. The beaches are beautiful. He is going to (6) a Thai massage (7).

Handout C (Dictation)

1	2	3
4	5	6
7	8	9
11	12	13

Handout D (Listening) Put a slash and answer a word before the slash.

1	2	3
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Handout E (T or F)

1. Pam and Ben are going to visit Thailand next winter. ()
2. They are going to go to Phuket, but they are not going to visit Bangkok. ()
3. Ben is going to have a Thai massage at the beach. ()
4. Pam is going to buy a lot of food in Thailand. ()

Pair Debate

Overview

Name & School	Haruka Miyagishi, Tomigaoka Senior High School
Target Grade	SHS 1 st grade
Lesson Topic	School Uniforms
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	To review vocabulary and content of the lesson To express students' own ideas about school uniforms To develop debating, discussing and explaining skills
Preparation & Required Materials	Worksheet 1 (Word Search), Worksheet 2 (Listening), Worksheet 3 (Pair Debate)

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
10min.	<u>Warm-up 1</u> < Word Search > (worksheet 1)	Explain about the activity Check the answers	Walk around the classroom and give any help if necessary	Listen to the instruction Find the words (in pairs if necessary)
5min.	<u>Warm-up 2</u> < Listening Activity > (worksheet 2)	Explain about the activity Read the text Check the answers	Walk around the classroom and give any help if necessary	Listen to the instruction Listen to the text and match each picture with the text Guess the country of each picture

35min.	<p><u>Pair Debating 1</u> (worksheet 3)</p> <p><Preparation></p> <p><Step 1></p> <p><Step 2 (Preparation)></p> <p><Step 3 (Attack)></p> <p><Feedback></p> <p><u>Pair Debating 2</u>, (if we have time)</p> <p><u>Demonstration</u></p> <p><u>Feedback</u></p>	<p>Explain the activity</p> <p>Show the model of debate with JTE</p> <p>Divide students into 2 groups(for and against school uniforms)</p> <p>Give instruction for Step 1</p> <p>Give instruction for Step 2</p> <p>Give instruction for Step 3</p> <p>Give some comments and advice for the next round</p> <p>Choose some good pairs and have them demonstrate in front of the class</p> <p>Give some feedback in general</p>	<p>Show the model of debate with ALT</p> <p>Help students make pairs</p> <p>Give any help if necessary</p> <p>Give any help if necessary</p> <p>Help students think of good attack</p> <p>Give any help if necessary</p> <p>Give some comments and advice for the next round</p> <p>Give some feedback in general</p>	<p>Listen to the instruction</p> <p>Think of 2 reasons for or against school uniforms</p> <p>Exchange their own ideas in pairs and take notes</p> <p>Think of good attack for their partners' ideas</p> <p>Exchange their attack in pairs</p> <p>Listen to some comments and advice from ALT and JTE</p> <p>Watch the demonstration</p> <p>Listen to ALT and JTE</p>
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Field Trip to Ottawa

Overview

Name & School	Veronique Hynes, Yamato Koryo SHS
Target Grade	SHS 2 nd grade
Lesson Topic	Following a travel itinerary
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	Cover the material from the Chapter 4 of <i>My First Passport</i> in a more dynamic and accessible way Learn more about Canada.
Preparation & Required Materials	<ul style="list-style-type: none"> - Projector - screen - Worksheets

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
5 min	Attendance and general housekeeping	Set up the projector	Take attendance	Get their notebooks and student passports out
5-10 min	Watch a travel vlog about Ottawa (ALT's hometown). https://www.youtube.com/watch?v=94sPxYqUraM (5 min long, English audio, Japanese subtitles available, but the subtitles are probably not every good)	Answer questions, make sure to pause the video to highlight some important parts (canal, Byward market)	Help answer questions and translate as necessary.	Watch, Take notes, hopefully ask questions

15 min	Travel itinerary worksheets A and B. Students pair up and janken. The winner is tour director and gets a copy of the itinerary. Their partner has to ask questions to figure out their itinerary. The tour director CANNOT show their partner their paper.	Explain and demonstrate , help students with activity	Explain and demonstrate , encourage students to use the "Classroom English" vocabulary" we learned in the first class.	Find a partner, janken and do the activity.
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Trip to Ottawa, Canada! B

Tour Guide Version

Remember to use your “Classroom English” from

- How do you spell that?
- Could you say that again?
- Could you speak more slowly?



first class:

Day	Morning	Afternoon	Evening
Monday	Go to Parliament Hill	Eat beavertails	Go shopping at the Byward Market
Tuesday	Go to the Tulip Festival.	Go boating on the Rideau Canal.	Eat Lebanese food.



Trip to Ottawa, Canada!

A



Ask the tour guide:

- When are we going to...
- What time are we going to...
- Are we going to...

Remember to use your “Classroom English” from first class:

- How do you spell that?
- Could you say that again?
- Could you speak more slowly?

Day	Morning	Afternoon	Evening
Monday			
Tuesday			

Go boating on the canal

Eat Lebanese food

Eat beavertails

Go to the Tulip festival

Go to Parliament Hill

Go shopping at the Byward Market



Famous Places around the world

Name & School	Mitsuko Toki, Soekami Senior High School
Target Grade	SHS 2 nd grade
Lesson Topic	Comparative and Superlative Adjectives (especially comparative)
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	<ul style="list-style-type: none"> ● To understand Comparatives and Superlatives ● To use the grammar correctly ● To enjoy talking about the student's ideas with each other
Preparation & Required Materials	<ul style="list-style-type: none"> ● Pictures of famous places ● Worksheets

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
2min	Greeting Preparation	-Greet the class -Write the names of famous places on the board	-Greet the class	-Greet the ALT and JTE
8min	Introduce topic Activity 1 : Matching picture with famous places	-explain today's topic -Ask the students to know about each famous places	-Support ALT and Students if necessary	-Volunteer use magnets to match pictures to the correct words

15min	Activity 2: Using the worksheet, practice the comparatives	-Pass out worksheets to each row Alternating A and B (worksheet A and B) -Use Comparatives chart to review how to make comparative sentences with students	-Get into Pairs -Help the ALT to translate if necessary	-get the worksheets and write correct answers -Review how to make comparative sentences with ALT -get into pairs
20min	Activity 3 : Students will work in pairs : ask and answer the questions loudly and actively (It's different information in worksheet A and B about famous places)	-Demonstrate the conversation with the JTE	-Demonstrate the conversation with the ALT	-Ask and answer the questions to the partner -Write the answer hearing from the partner
5min	Wrap up	-Review when most students have completed -Thanks the students for a good lesson	-Thanks the students for a good lesson	-complete the questions on the worksheets

Comparatives and Superlatives

WORKSHEET A

a.



Name: The Eiffel Tower

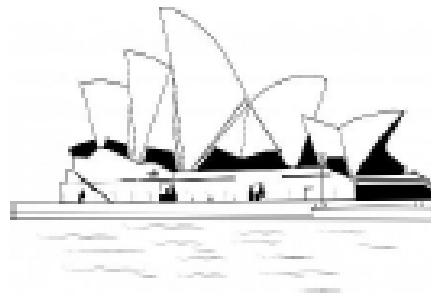
Location: Paris, France

Height: 300m

Age: 128 years old

Visitors per year:

b.



Name: The Sydney Opera House

Location: Sydney, Australia

Height: 65m

Age:

Visitors per year:

c.



Name: Big Ben

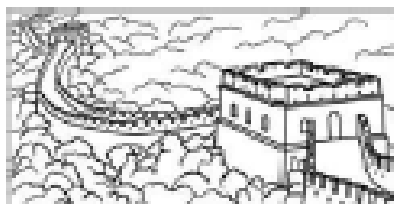
Location: London, England

Height:

Age: 158 years old

Visitors per year:

d.



Name: The Great Wall of China

Location: Beijing, China

Height:

Age: 2,300 years old

Visitors per year: 10,000,000

e.



Name: The Statue of Liberty

Location: New York, U.S.A.

Height: 93m

Age:

Visitors per year: 4,000,000

f.



Name: Christ the Redeemer

Location: Rio de Janeiro, Brazil

Height: 38m

Age: 86 years old

Visitors per year:

Adjective	Comparative	Superlative
tall	taller	tallest
interesting	more interesting	most interesting
hot	hotter	hottest
good	better	best
bad	worse	worst
fun	more fun	most fun

Comparative practice!

Ask your partner the questions.

1. Which is taller, the Eiffel Tower or the Sydney Opera House?

2. Which is older, Big Ben or Christ the Redeemer?

3. Which is more popular, the Great Wall of China or The Statue of Liberty

4. Which is older, the Eiffel tower or the Great Wall of China?

Rearrange the words to make a sentence.

5. The Eiffel tower/ than / is / taller / Big Ben

6. popular / is / more / The Sydney Opera House / than / Christ the Redeemer

7. The Eiffel Tower / shorter / than / is / The Great Wall of China

Use the words on your worksheet to make a sentence.

8. Suzu Hirose / cute / Mackenyu

9. BTS / good / Johnnys

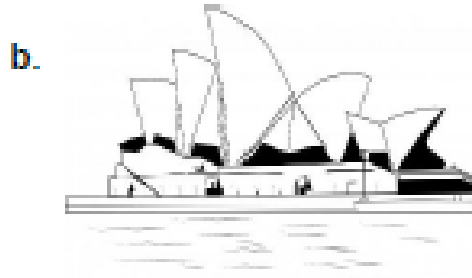
10. McDonalds / delicious / Mos Burger

Comparatives and Superlatives

WORKSHEET B



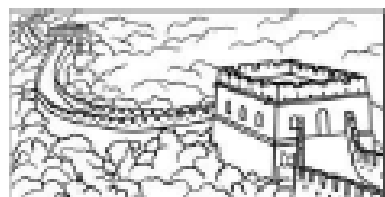
Name: The Eiffel Tower
 Location: Paris, France
 Height:
 Age:
 Visitors per year: 6,900,000
 d.



Name: The Sydney Opera House
 Location: Sydney, Australia
 Height:
 Age: 44 years old
 Visitors per year: 8,200,000



Name: Big Ben
 Location: London, England
 Height: 96m
 Age:
 Visitors per year: 75,000



Name: The Great Wall of China
 Location: Beijing, China
 Height: 14m
 Age:
 Visitors per year:



Name: The Statue of Liberty
 Location: New York, U.S.A.
 Height: 93m
 Age: 131 years old
 Visitors per year:



Name: Christ the Redeemer
 Location: Rio de Janeiro, Brazil
 Height: 38m
 Age:
 Visitors per year: 1,800,000

Adjective	Comparative	Superlative
tall	taller	tallest
interesting	more interesting	most interesting
hot	hotter	hottest
good	better	best
bad	worse	worst
fun	more fun	most fun

Comparative practice!

Ask your partner the questions.

1. Which is taller, the Great Wall of China or Big Ben?

2. Which is older, The Sydney Opera house or The Statue of Liberty?

3. Which is more popular, The Eiffel tower or Christ the Redeemer?

4. Which is more popular, The Sydney Opera House or Big Ben?

Rearrange the words to make a sentence.

5. The Eiffel tower/ than / is / taller / Big Ben

6. popular / is / more / The Sydney Opera House / than / Christ the Redeemer

7. The Eiffel Tower / shorter / than / is / The Great Wall of China

Use the words to make a sentence.

8. Suzu Hirose /cute/ Mackenyu

9. BTS /good/ Johnnys

10. McDonalds /delicious/ Mos Burger

Diversity of Languages

Overview

Name & School	Ayaka Kume Heijo Senior High School
Target Grade	SHS 2 nd grade
Lesson Topic	Diversity of Languages (inspired by the contents from CROWN II "Lesson 4 Cherokee")
Lesson Focus	Reading Writing <u>Speaking</u> <u>Listening</u>
Lesson Aim(s)	<ul style="list-style-type: none"> ● Students will learn diversity of languages in the world. ● Students will understand how strongly languages and culture are connected with each other. ● Students will enjoy listening to what the ALT says and talking to her.
Preparation & Required Materials	<ul style="list-style-type: none"> ● CROWN II (Sanseido) ● Worksheet

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
5 mins	Greeting and Warm up (Reviewing of Lesson 4 "Cherokee") <ul style="list-style-type: none"> • What is the problem of the Cherokee language? <ul style="list-style-type: none"> – It's in danger of extinction. – It's dying. • Why is it important to preserve the language? <ul style="list-style-type: none"> – Because the language keeps the unique culture alive. – Because language makes us different from all other living things. 	Greet the students and ask some questions about the last lesson	Greet the students and ask questions with the ALT, Support the students if they need	Greet the teachers and answers the questions the ALT gives

15 mins	<p>Getting to know about the ALT</p> <ul style="list-style-type: none"> • About her country • Languages that are spoken there -Several official languages -Several races -Why different languages exist in one country 	<p>Introduce about her country and which languages are spoken there, give students a quiz</p> <p>-Word comparison (Eng-other language-Jpn)</p>	<p>Support the students with some explanations in Japanese or easier English</p>	<p>Listen to what the ALT says and answer the quiz</p>
15 mins	<p>Working in pairs and groups</p> <ul style="list-style-type: none"> • Languages around you (in your daily life) -borrowed words -foreign languages on signs or guides • Why they are used or spoken in your daily life • What if we are forced to use one specific language (not our mother tongue), how would you feel? 	<p>Let students make pairs (later groups) and think about which languages students can find in their daily life, Give groups paper and let them write down what they say</p>	<p>Support the students with some explanations in Japanese or easier English</p>	<p>Discuss the topic they are given in pair and groups</p>
10 mins	<p>Share what they discussed in groups</p> <p>Wrap up the class</p>	<p>Let students share their opinions in front of the class and make some comments about their opinions</p> <p>Thank the students for their work</p>	<p>Support the students with some explanations in Japanese or easier English, Make some comments about their opinions, Thank the students for their work</p>	<p>Share what they discussed in groups</p>

Ashura

Overview

Name & School	Mizuno Saho : Unebi Senior High School
Target Grade	SHS 2 nd grade
Lesson Topic	Ashura
Lesson Focus	Reading ○Writing ○Speaking Listening
Lesson Aim(s)	Introduce Japanese cultural assets to ALT using what they have learned in the English Communication class.
Preparation & Required Materials	This lesson will be done after students have finished the lesson about Ashura.

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
5min	Warm up Questions 1. Have you ever visited the Kofukuji temple? 2. Have you seen Ashura? 3. Are you interested in Buddhist statues?	Answer the questions and talk about her general impression about the temples in Nara.	Ask ALT the questions.	Listen to ALT. Ask each other the same question.
20min	Preparation for the presentation topics ~ 1. the Kofukuji temple 2. Ashura and other Hachibushu 3. Dakkatsu kanshitshu 4. Origin of the Buddhist statues	Look around the students activity and give them advice.	Divide the students into the group of 4 or 5 and assign the topic respectively. Tell them to add how they think or feel about each topic to the historical facts. Tell them not to copy the textbook.	Make the script for the assigned topic.

5min	Rehearsal			Practice and rehearse the presentation in their group.
20min	Presentation / Feedback	Listen and comment.	Encourage the students not to read the script	Make their presentation. Listen to other groups.

My favorite comics/cartoons

Overview

Name & School	Shuto UEMA, Yamato Koryo Senior High School
Target Grade	SH(2 nd)
Lesson Topic	My favorite comics/cartoons
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	To think and talk about students' own favorite things To convey students' own ideas and the others'
Preparation & Required Materials	Handout

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
5min	Greeting and small talk with quizzes.	Talk about ALT's favorite comics or cartoons in his/her childhood and ask students.	Translate as needed And the same as ALT did.	Listen carefully. Answer questions of ALT.
15min	Handout -think about favorite comics or cartoons -make a script for pair work	Give students hints	Give students hints	Think about favorite comics or cartoons. Fill in the blanks.
5min	Practice by themselves -Practice their speech	Help students	Help students	Practice their own speech in a normal voice.

10min	<p>Pair work1 (speech)</p> <ul style="list-style-type: none"> -Demonstration(ALT&JTE) -Make pairs -Listen to the partner's speech. (take notes) -Change partner twice. 	<p>Demonstrate with JTE.</p> <p>Help students during pair work.</p>	<p>Demonstrate with ALT</p> <p>Help students during pair work.</p>	<p>Listen to teachers carefully.</p> <p>Make a speech with their partner and change twice.(3 times to do)</p>
10min	<p>Pair work2(convey)</p> <ul style="list-style-type: none"> -Demonstration(ALT&JTE) -Make pairs -Listen to the partner's speech. (take notes) -Change partner twice. 	<p>Demonstrate with JTE.</p> <p>Help students during pair work.</p>	<p>Demonstrate with ALT</p> <p>Help students during pair work.</p>	<p>Listen to teachers carefully.</p> <p>Make a speech about the other partners' favorite things with their partner and change twice.(3 times to do)</p>
5min	<p>Greeting</p> <p>-Before the greetings, some students make presentation at the front as volunteers.</p>	<p>Pick some students as volunteers.</p> <p>Greeting</p>	<p>Help ALT</p> <p>Give the volunteers a stamp (point).</p> <p>Greeting</p>	<p>Raise their hands to be a volunteer.</p> <p>Greeting</p>

My favorite comics/cartoons

☆Please tell your favorite comics/cartoons!!

①Let's make a speech about your favorite comics/cartoons!! Fill in the blanks!

My favorite comics/cartoons is _____.

The main character is _____. He/She is _____.

My favorite character is _____ because _____.

This is about _____.

Please try it!

②Let's make a speech to your friends and listen to your friends!

[MEMO]

	Friend1	Friend2	Friend3
Title			
Main character			
Favorite character			
Story			
Others			

③Let's talk about your friends' favorite comics/cartoons!!

Describing Food

Overview

Name & School	Abbey Simpson – Takatori Kokusai High School
Target Grade	SHS 3 rd grade
Lesson Topic	Describing food
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	To describe foods using a variety of adjectives and ask food questions
Preparation & Required Materials	Handout with food matching, new adjectives and food survey.

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
8 minutes	Warm up – match the foods to the different countries. Students try to guess where various famous foods come from in the world. Go through as a class afterwards	Explain activity and help students with any words they may not be familiar with	Assist in explaining foods to students.	Match foods to their country, use dictionaries if needed to understand words
12 minutes	Ask students to volunteer famous Japanese foods. Write them on the board. Teacher gives a short quiz, describing the food and asking students to guess which food it is. Students form pairs and try to create their own guessing game for 2 minutes. Ask for volunteers to share afterwards.	Create a simple quiz and let the students guess the Japanese food. "It is small and round. It is made of octopus. It's a famous food in Osaka."	Assist students making descriptions of food and giving hints and encouraging dictionary use	Listen carefully to teachers examples and make their own description of a food on the board to quiz their partner.

10 minutes	Food vocab – using the worksheet practice the pronunciation of the words. Translate any new words and encourage students to make notes. Students answer the questions using adjectives	Reads new vocab for students to copy and asks if they know Japanese translation	Helps with understanding new words and with translation if necessary	Students listen and repeat after ALT and use dictionaries to help them understand new words
15 minutes	Food surveys – using the mini handout students should move freely around class and ask “what is your favourite food?” they should also find out why and make memos of adjectives and how often they eat it. Teachers give example of how to describe their favorite food and encourage using the new adjectives	Encourage new adjective use “my favourite food is Pizza, it is delicious, hot and crispy. I like spicy pizza the best. I eat it once a month” Participate in the survey by answering questions	Encourage and correct phrases during the activity, answer participate in the survey by answering questions	Speak to many people and make memos of their favourite food and why they like it. Ask teachers for help if they cannot think of a word.

Describing food

Match the food to the country it comes from – some countries are used more than once!

Italy	United Kingdom	USA	Mexico
Germany	Korea	Thailand	France
Green curry _____	Fish and chips _____		
Pizza _____	Tacos _____		
Sausages _____	French fries _____		
Bulgogi _____	Macarons _____		
Ice cream _____	Hamburgers _____		



Popular Japanese food around the world

Japanese food is becoming more popular in other countries, with lots of restaurants serving Japanese food. List some Japanese food that you think is popular in foreign countries



Food Adjectives – listen and repeat with the teachers. Make memos of the Japanese meaning.

How does it taste?

Sweet Bitter Bland Spicy Salty Sour Mild

What is its texture?

Crispy Crunchy Creamy Chewy Greasy/Oily Juicy

Moist

How is it cooked?

Fried Stewed Boiled Stuffed Baked/Roasted Diced

Grilled Poached Coated

Adjectives to describe if a food was good or bad

Negative

Harsh – Unpleasant taste

Tasteless/ bland – No flavor

Disgusting – tastes horrible!

Positive

Delicious – appetizing

Succulent – Juicy and moist

Yummy – Delicious

Appealing – looks good and tempting

Mouthwatering – Yummy, tasty, delicious



Adjectives



Question time!

Use the vocab in taste to help answer the questions below

Adjective	Definition	Example food
1.	An enjoyable taste, characteristic of sugar	
2.	Tasteless or flavorless	
3.	Flavored with spices and chilies	

4. Most fried foods are very _____. They aren't good for your health.

5. Coffee, dark chocolate and beer usually taste _____.

Favourite food survey

Move around class and ask others about their favorite food. Make memos
of their answers, including adjectives.

My favorite food: _____

Name	Favourite food	Why do they like it?	How often do they eat it?

Bargain Hunter

Overview

Name & School	Jara-Marie Villanueva, Horyuji Kokusai High School
Target Grade	SHS 3 rd grade
Lesson Topic	Buy and Sell
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	<ul style="list-style-type: none"> ● Students will learn words and phrases related to bargaining. ● Students will practice bargaining. ● Students will practice listening to two to four-digit numbers and foreign currency.
Preparation & Required Materials	<ul style="list-style-type: none"> ● Inspire 1 (Textbook and CD) ● Model dialogue for students ● Picture Items

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
5 mins	<p>Greeting & [optional] Warm up (review Lesson A, Dubai Shopping Tour text)</p> <p>Review: Souk- a large marketplace in the Middle East and North Africa. They are popular with both locals and tourists looking for souvenirs to take home.</p> <p>Kinds of Souk</p> <ol style="list-style-type: none"> 1. The Covered Souk- traditional shoes 2. The Gold Souk- jewelry 3. The Spice Souk- food and spices 	<p>Greet the students. Ask the students if they remember the word "Souk."</p> <p>Ask the students to tell their partner which souk they would like to visit and why.</p> <p>[optional] Sample answer from text book: I'd like to visit the Gold Souk because I love gold and jewelry.</p>	<p>Greet the students.</p> <p>Support the students in the small speaking task</p>	<p>Greet the teachers</p> <p>Share their answer to the question "Which souk would you like to visit? Why?"</p>

10 mins	Introduce the topic	<p>Give the handouts to the students.</p> <p>Explain the term <i>bargain/ bargaining</i>.</p> <p>Point out that both the buyer and seller use polite English in the discussion (example: Excuse me, Sorry)</p>	<p>Explain to the students that they are going to listen and read along to a conversation and that the situation is in a souk. One is a seller and one is a buyer.</p>	Listen and read along the conversation.
20-30 mins	<p>Bargain Hunter</p> <ol style="list-style-type: none"> 1. Divide the class into two teams. 2. Students are the buyers/ bargain hunters. The JTE and ALT will take turns to be the seller/ store owner. Don't forget to model the activity before the game starts. 3. The teams will choose a representative to play Janken (rock-paper-scissors). Whoever wins will get the chance to bargain with the seller (using the model dialogue). If they can do the dialogue correctly then they 	<p>Post the following on the board:</p> <ul style="list-style-type: none"> -ALT's Souk / ALT's Store (example: Jara's Store) - picture items - model dialogue <p>-Model the activity before the game starts.</p>	<p>Explain the rules of the activity.</p> <p>-Model the activity before the game starts.</p>	Listen and understand the activity.

	<p>get the item. The store owner then puts the sign "sold out."</p> <p>4. The team that gets more items will win the game.</p> <p>Note: For each round, choose other students to play Janken so they can try the dialogue.</p> <p>Bonus: Ask for volunteers to bargain for a "special gift" without looking at the model dialogue. If they can successfully get the item at a lower price then they get a special gift in the next lesson.</p> <p>Variation: You can include the price of the items on the board. Add or remove as many items as you want.</p>			
5 mins	Wrap up	<p>Thank the students for a good lesson. Mention the things the students did well.</p>	<p>Thank the students for a good lesson. Mention the things the students did well.</p>	

Bargain Hunter

Model Dialogue (From the textbook- write or post on the board)

Buyer: Excuse me. How much is that/those (item/s)?

Seller: It's (amount).

Buyer: Sorry, that's too expensive. How about (lower amount)?

Seller: (amount)! Sorry, no, but I can give them to you for (amount).

Buyer: Deal! / Ok, I'll get it. / Ok, I'll buy it.

Sample Set-up on the board:

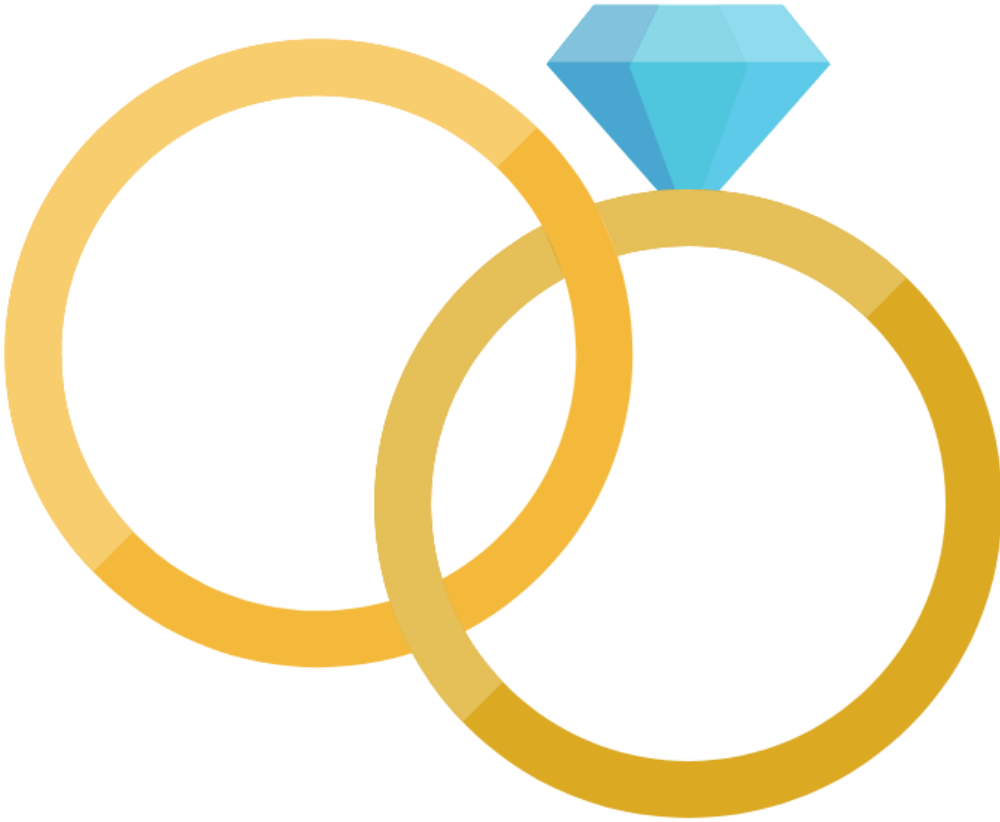


Picture Items



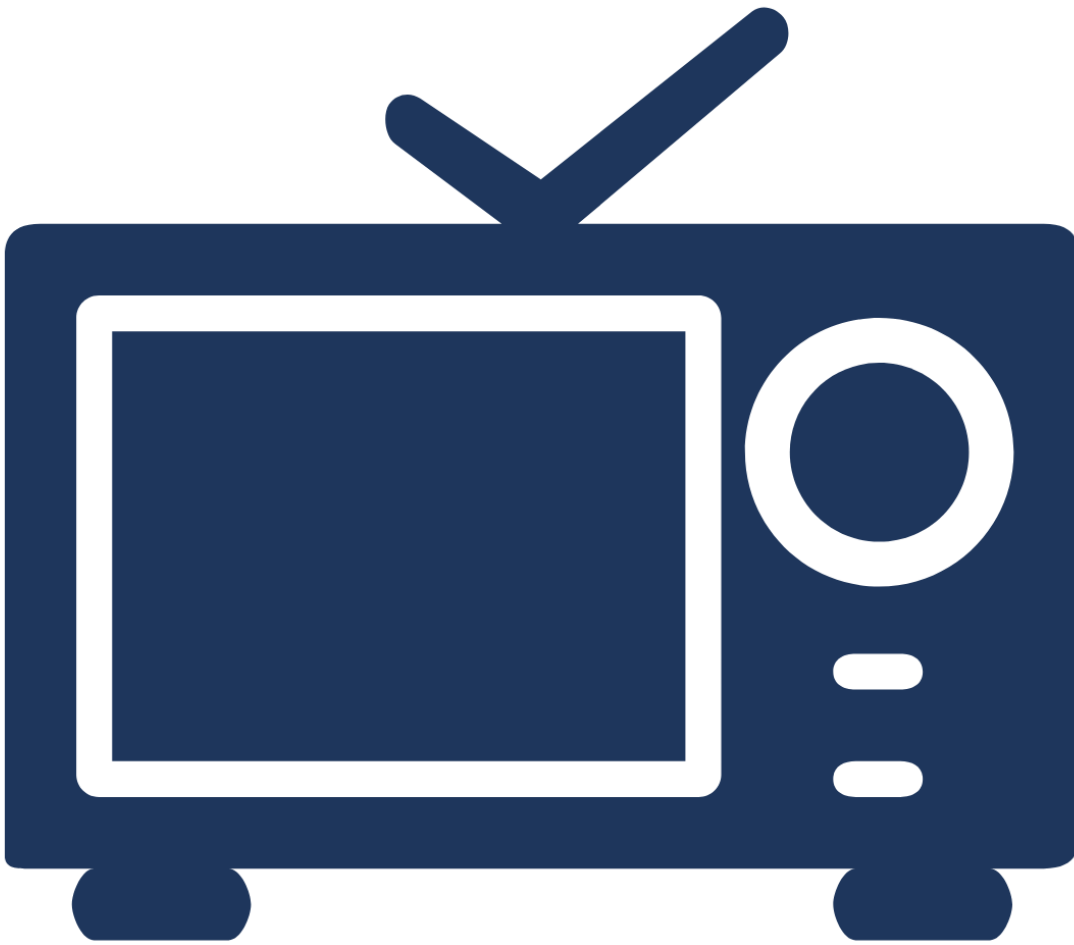








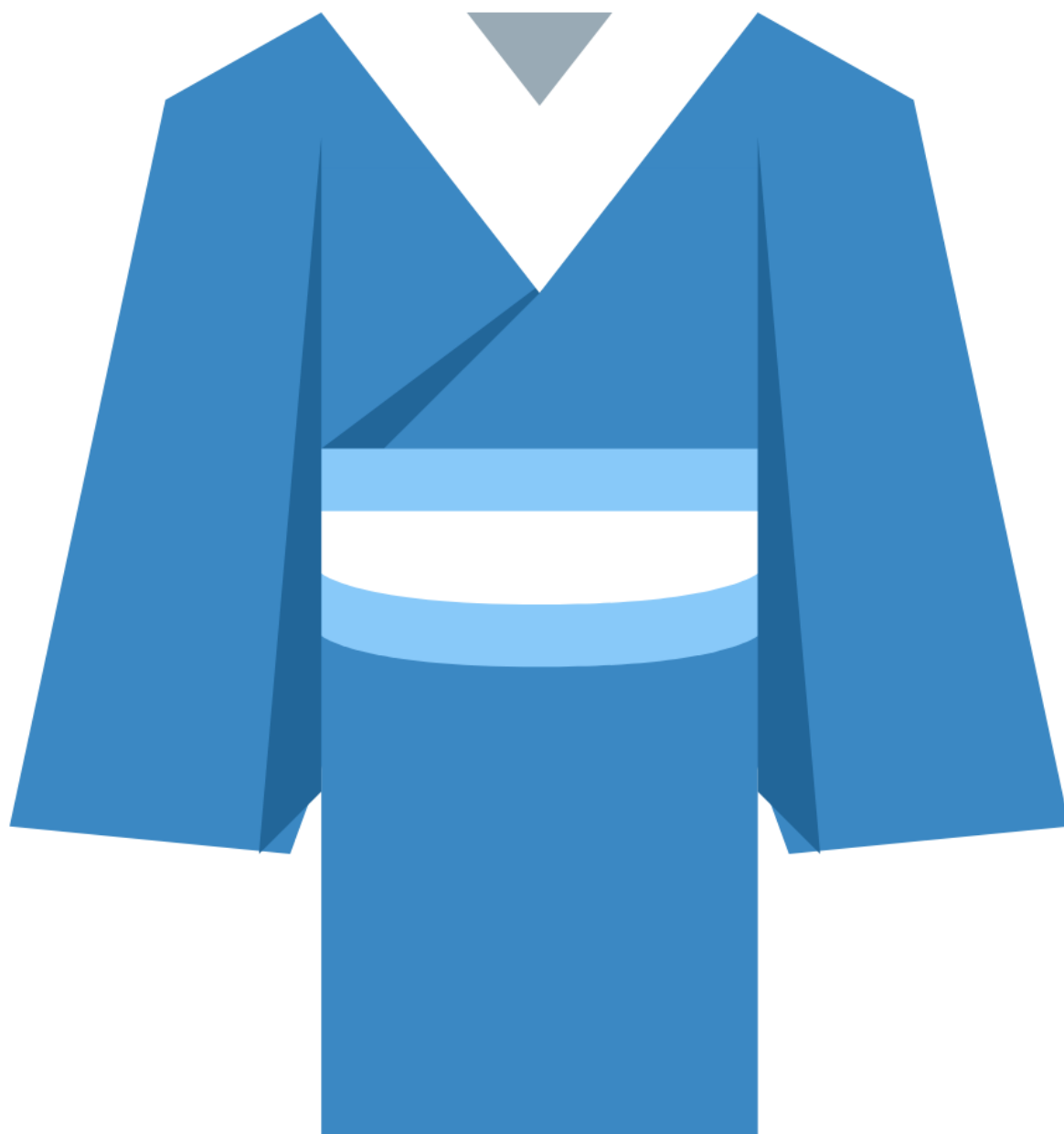


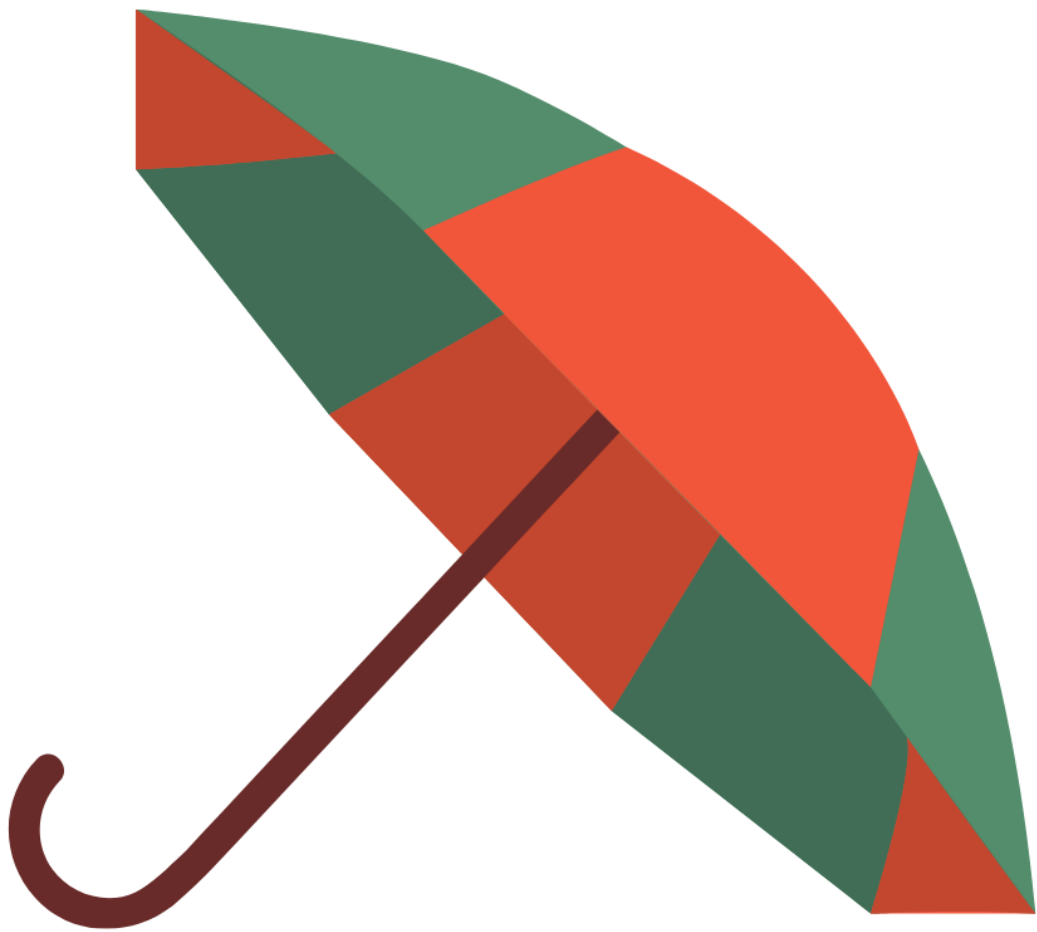


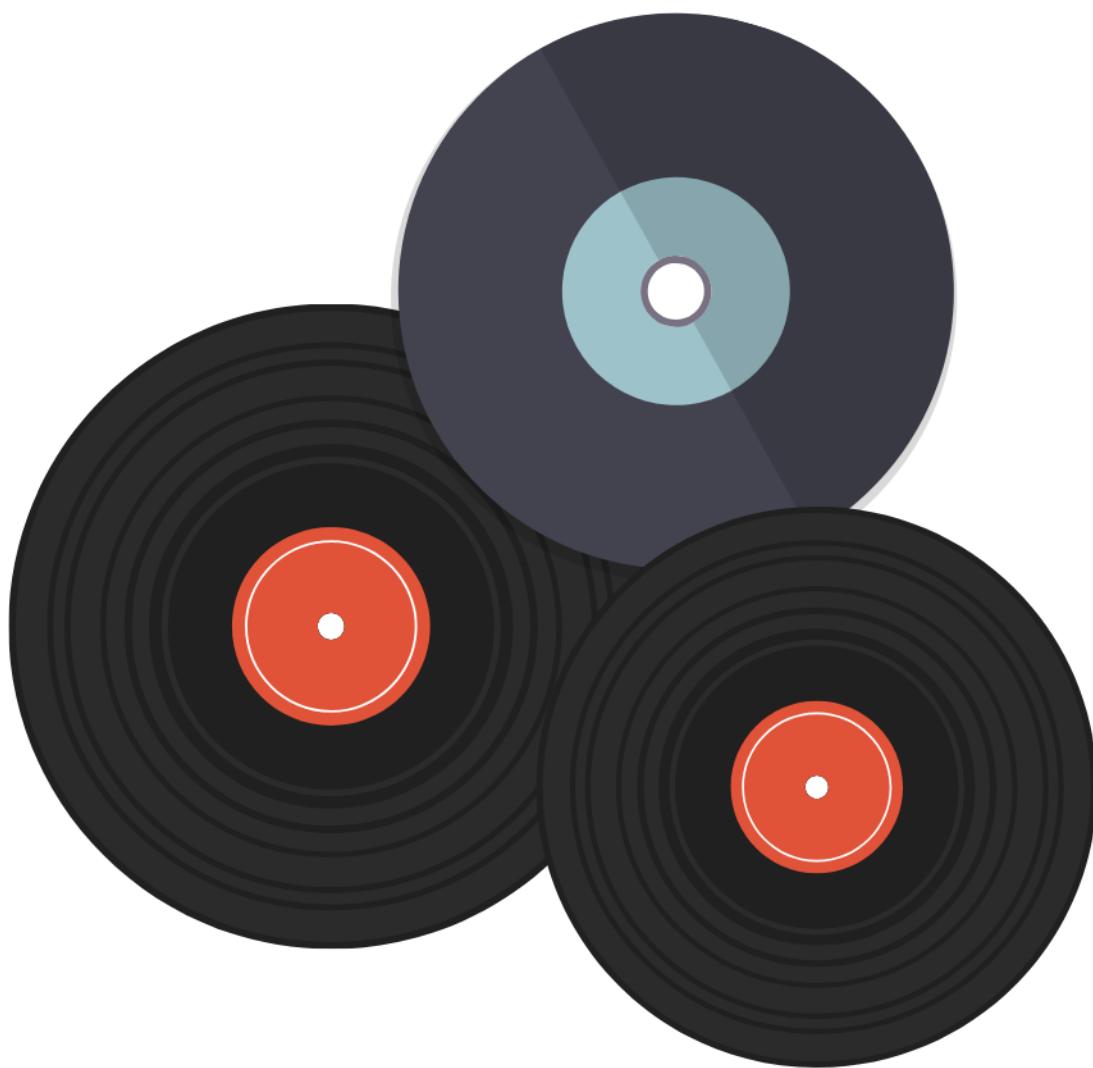


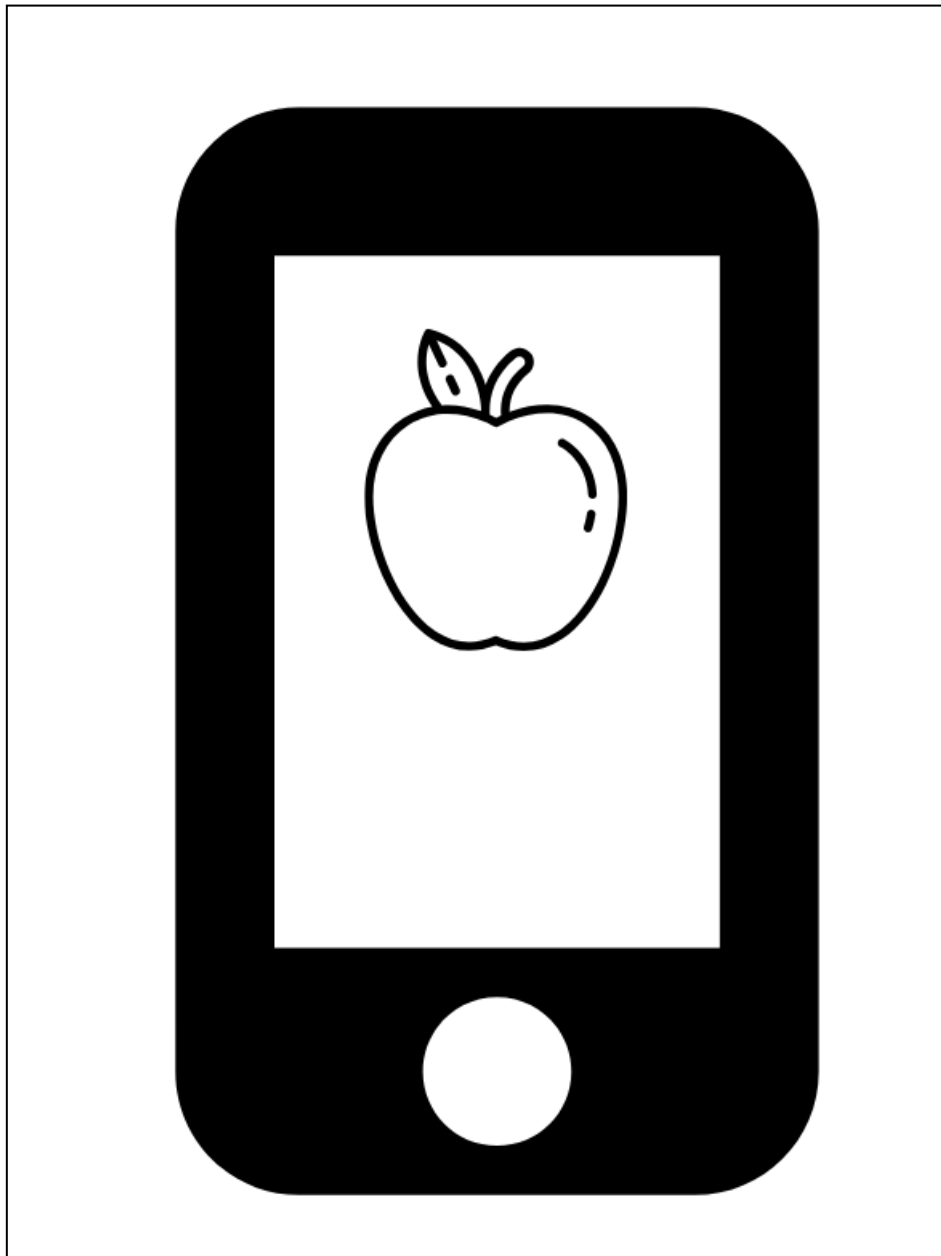












SPECIAL GIFT



SOLD OUT

SOLD OUT

SOLD OUT

SOLD OUT

Teacher's Material

Review:

Souk- a large marketplace in the Middle East and North Africa. They are popular with both locals and tourists looking for souvenirs to take home.

Kinds of Souk

4. The Covered Souk- traditional shoes
5. The Gold Souk- jewelry
6. The Spice Souk- food and spices

To Bargain/ Bargaining- to try to make someone agree to give you something at a better price.

~~~~~

### Model Dialogue (for the game)

**\*JTE- buyer**

**\*ALT- seller**

**Buyer:** Excuse me. How much is that watch?

**Seller:** It's 120 dollars.

**Buyer:** Sorry, that's too expensive. How about 80 dollars?

**Seller:** 80 dollars! Sorry, no, but I can give them to you 100 dollars.

**Buyer:** Deal! / Ok, I'll get it. / Ok, I'll buy it.

\*ALT and JTE can keep bargaining until both agrees.



# Popular Media 1

## Overview

|                                             |                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Name &amp; School</b>                    | Kiera Woods – Takatori Kokusai High School                                                                                                                                                                                                                                                       |
| <b>Target Grade</b>                         | SHS (Intermediate-Advanced)                                                                                                                                                                                                                                                                      |
| <b>Lesson Topic</b>                         | Sharing Opinions / Popular Media                                                                                                                                                                                                                                                                 |
| <b>Lesson Focus</b>                         | Reading <b>Writing</b> Speaking Listening                                                                                                                                                                                                                                                        |
| <b>Lesson Aim(s)</b>                        | <ul style="list-style-type: none"> <li>Students will be able to use specific terms related to genres of different forms of popular media.</li> <li>Students will be able to express their opinions about media they are interested in by using opinion language and relevant details.</li> </ul> |
| <b>Preparation &amp; Required Materials</b> | <p><b>Main Handout</b> with 1 of 2 bingo sheets on the back,<br/>half-sheet <b>homework</b> handouts, <b>timer</b>, <b>stickers/stamps</b></p> <p><i>(Students should have already learned opinion phrases and simple agree/disagree language)</i></p>                                           |

## Activity (in detail)

| Time | Activity (& Materials as needed)                                                                                                                  | ALT will...                                                                                                                             | JTE will...                                                                                      | Students will...                                                                                                  |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| 2    | <b>Greeting, Introducing Topic</b><br>Talking about popular media for the next few classes, ending in a speaking presentation                     | -Greet students and announce topic and the general plan<br>-Give <b>handouts</b>                                                        | -Greet students,<br>-Ask for a show of hands, who likes movies, Youtube, TV, and who likes music | Greet teachers<br>Raise hands if they enjoy a type of media called out                                            |
| 13   | <b>Vocabulary Check</b><br>Go through section by section. Check the meanings together, give examples, and ask students for their favorite genres. | -Check pronunciation and explain any terms that are less familiar<br>-Give examples, and ask students after each section what they like | -Check understanding<br>-list an example sometimes to give context                               | -Take notes on their handouts<br>-Repeat vocab<br>-Volunteer to share their favorite genres using example phrases |

|    |                                                                                                                                                                                                                                                                 |                                                                                                                                                                            |                                                                                                                                      |                                                                                 |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| 3  | <p><b>Fill in Bingo sheet</b> on handout back</p> <p>Fill genre names in the brackets, the line with the x is for signatures</p>                                                                                                                                | Tell students to choose 4 genres of each media type to fill in their sheets                                                                                                | Help students understand that they need 4 different genres of each media                                                             | -fill in bingo sheet                                                            |
| 5  | <p><b>Model Conversation</b> and <b>Activity Introduction</b></p> <p>Students will be having 1-on-1 conversations to fill in a bingo sheet. Each classmate can only sign their paper once.</p>                                                                  | <p>Model with JTE</p> <p>-emphasize students should only sign if the genre was on the sheet, but they can ask about different media (ex. if TV didn't work, ask music)</p> | <p>Model with ALT</p> <p>-emphasize that these are 1-on-1 conversations, groups may not gather to collect multiple names at once</p> | <p>-Listen to example and rules explanation</p> <p>-ask questions if unsure</p> |
| 15 | <p><b>Conversation Bingo</b></p> <p>Make sure students are responding in full sentences and are talking to many people</p>                                                                                                                                      | <p>-support students</p> <p>-Can participate</p> <p>-give <b>stickers/stamps</b> for bingos</p>                                                                            | <p>-support students</p> <p>-can participate</p> <p>-keep time</p>                                                                   | -talk to many classmates to collect bingo signatures                            |
| 7  | <p><b>Explain HW</b> and <b>Wrap Up</b></p> <p>Students will write 2 sets of 4 sentences introducing favorite media. They should/can include details like why they like it, examples of that genre, or how it makes them feel. We will check it next class.</p> | Explain the purpose of doing this homework, and introduce expectations                                                                                                     | Pass out <b>homework</b> sheet, explain expectations                                                                                 | Prepare homework before next class                                              |

## Popular Media

**Types of Media** – Can you think of any more types?

**TV shows** – To me, \_\_\_\_\_ are the best kind of TV shows...

|               |                 |                   |
|---------------|-----------------|-------------------|
| Variety shows | Romantic dramas | Historical dramas |
| News shows    | Anime/Cartoons  | Comedy shows      |

**Music** – I think \_\_\_\_\_ is the best kind of music...

|             |       |             |           |
|-------------|-------|-------------|-----------|
| J-Pop       | K-Pop | Jazz        | Classical |
| Hip-hop/R&B | Rock  | Western Pop |           |

**Youtubers** – In my opinion, \_\_\_\_\_ Youtubers are the best...

|                |                 |        |
|----------------|-----------------|--------|
| Lifestyle vlog | Beauty tutorial | Comedy |
| Travel         | Cooking         | Gaming |

**Movies** – I believe \_\_\_\_\_ movies are the best kind of movie...

|                                    |          |          |
|------------------------------------|----------|----------|
| Rom-com ( <i>romantic comedy</i> ) | Drama    | Fantasy  |
| Horror                             | Thriller | Action   |
| Sci-Fi                             | Comedy   | Animated |



# Bingo

Fill in each box with a different type of media. Each student may only sign one box.

**A:** Hey, what is the best kind of music / movie / Youtuber / TV show?

**B:** (*Opinion Phrase*) Answer + Add

**A:** React + Agree/Disagree + Add. Thanks! Please sign on this line.

**B:** Sure, okay.

\*switch roles and repeat\*

|                                                            |                                                            |                                                            |                                                            |
|------------------------------------------------------------|------------------------------------------------------------|------------------------------------------------------------|------------------------------------------------------------|
| <div>[<br/>]</div> <div>music</div> <div>x _____</div>     | <div>[<br/>]</div> <div>Youtubers</div> <div>x _____</div> | <div>[<br/>]</div> <div>movies</div> <div>x _____</div>    | <div>[<br/>]</div> <div>TV shows</div> <div>x _____</div>  |
| <div>[<br/>]</div> <div>music</div> <div>x _____</div>     | <div>[<br/>]</div> <div>TV shows</div> <div>x _____</div>  | <div>[<br/>]</div> <div>music</div> <div>x _____</div>     | <div>[<br/>]</div> <div>movies</div> <div>x _____</div>    |
| <div>[<br/>]</div> <div>TV shows</div> <div>x _____</div>  | <div>[<br/>]</div> <div>movies</div> <div>x _____</div>    | <div>[<br/>]</div> <div>Youtubers</div> <div>x _____</div> | <div>[<br/>]</div> <div>Youtubers</div> <div>x _____</div> |
| <div>[<br/>]</div> <div>Youtubers</div> <div>x _____</div> | <div>[<br/>]</div> <div>music</div> <div>x _____</div>     | <div>[<br/>]</div> <div>movies</div> <div>x _____</div>    | <div>[<br/>]</div> <div>TV shows</div> <div>x _____</div>  |

## Bingo

Fill in each box with a different type of media. Each student may only sign one box.

**A:** Hey, what is the best kind of music / movie / Youtuber / TV show?

**B:** (*Opinion Phrase*) Answer + Add

**A:** React + Agree/Disagree + Add. Thanks! Please sign on this line.

**B:** Sure, okay.

\*switch roles and repeat\*

|                                             |                                              |                                              |                                              |
|---------------------------------------------|----------------------------------------------|----------------------------------------------|----------------------------------------------|
| <p>[<br/>]<br/>music</p> <p><u>x</u></p>    | <p>[<br/>]<br/>movies</p> <p><u>x</u></p>    | <p>[<br/>]<br/>Youtubers</p> <p><u>x</u></p> | <p>[<br/>]<br/>music</p> <p><u>x</u></p>     |
| <p>[<br/>]<br/>TV shows</p> <p><u>x</u></p> | <p>[<br/>]<br/>Youtubers</p> <p><u>x</u></p> | <p>[<br/>]<br/>music</p> <p><u>x</u></p>     | <p>[<br/>]<br/>TV shows</p> <p><u>x</u></p>  |
| <p>[<br/>]<br/>movies</p> <p><u>x</u></p>   | <p>[<br/>]<br/>Youtubers</p> <p><u>x</u></p> | <p>[<br/>]<br/>TV shows</p> <p><u>x</u></p>  | <p>[<br/>]<br/>movies</p> <p><u>x</u></p>    |
| <p>[<br/>]<br/>movies</p> <p><u>x</u></p>   | <p>[<br/>]<br/>music</p> <p><u>x</u></p>     | <p>[<br/>]<br/>TV shows</p> <p><u>x</u></p>  | <p>[<br/>]<br/>Youtubers</p> <p><u>x</u></p> |

## Homework

Write long sentences about your favorite kinds of media. Give examples and reasons why you like it. Use opinion language.

Circle one, and write 4 or more sentences about it:

[TV Shows                      Music                      Youtubers                      Movies]

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Circle one, and write 4 or more sentences about it:

[TV Shows                      Music                      Youtubers                      Movies]

---

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Due next class ☺

## Talk about the weather

### Overview

|                                             |                                                                   |
|---------------------------------------------|-------------------------------------------------------------------|
| <b>Name &amp; School</b>                    | Tae Fujioka, Nikaido High School                                  |
| <b>Target Grade</b>                         | SHS 3 <sup>rd</sup> grade                                         |
| <b>Lesson Topic</b>                         | Weather and climate                                               |
| <b>Lesson Focus</b>                         | <b>Speaking, Listening</b>                                        |
| <b>Lesson Aim(s)</b>                        | <b>Learn how to ask and tell weather, climate and temperature</b> |
| <b>Preparation &amp; Required Materials</b> | Worksheet, PowerPoint                                             |

### Activity (in detail)

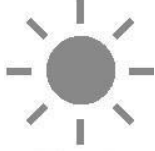






| Time   | Activity (& Materials as needed)                                                                                                             | ALT will...                                             | JTE will...                                                  | Students will...                                |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|--------------------------------------------------------------|-------------------------------------------------|
| 8 min  | <b>Greeting &amp; Warm-up</b><br>Review vocab<br>Conversation practice from last lesson                                                      | Drill pronunciation                                     | Encourage students to repeat.<br>Make pairs for conversation | Repeat the vocabulary<br>Work with pairs        |
| 3 min  | <b>Activity 1</b><br>Introduce weather vocab with worksheet                                                                                  | Check the meaning with pictures and drill pronunciation | Explain in Japanese if necessary                             | Fill in the worksheet and repeat the vocabulary |
| 2 min  | Pair work 1 (weather map)                                                                                                                    | Hand out worksheets                                     | Help students                                                |                                                 |
| 12 min | Explanation<br>Students paired into A and B, given 2 different maps and have to fill in the information gaps<br>Switch their part at 6 mins. | Give instruction of the activity                        |                                                              |                                                 |
| 3 min  | Check answers                                                                                                                                | Ask the answers to students                             |                                                              |                                                 |

|        |                                                                                                           |                                           |                                    |                                            |
|--------|-----------------------------------------------------------------------------------------------------------|-------------------------------------------|------------------------------------|--------------------------------------------|
| 3 min  | <b>Activity 2</b><br>Introduce climate vocab with worksheet                                               | Check the meaning and drill pronunciation | Explain in Japanese if necessary   | Fill in the worksheet and repeat the vocab |
| 1 min  | Pair Work 2 (weather map)                                                                                 | Give instruction                          | Make pairs with different students |                                            |
| 12 min | Explanation<br>Students change partners, fill in climate information gap.<br>Switch their part at 6 mins. |                                           |                                    |                                            |
| 3 min  | Check answers                                                                                             | Ask the answers to students               |                                    |                                            |
| 3 min  | <b>Review</b><br>Re-check the words introduced in this lesson                                             | Drill pronunciation                       |                                    | Repeat the vocab                           |



## Vocabulary

1. Match the weather words to the right pictures.

|                                                                                   |                                                                                   |                                                                                    |                                                                                     |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |  |
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|  |                                                                                   |   |  |
|                                                                                   |                                                                                   | <div style="border: 1px solid black; width: 140px; height: 25px;"></div>           |                                                                                     |

stormy / sunny / rainy / cloudy / windy / sleet / snowy

2. Match the English and Japanese words of climate.

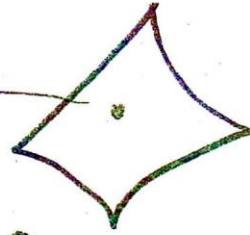
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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">hot</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">warm</div> | <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">肌寒い</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">乾燥している</div> |
| <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">cool</div> <div style="border: 1px solid black; padding: 5px;">cold</div>                     | <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">暑い</div> <div style="border: 1px solid black; padding: 5px;">ムシムシする</div>                       |

(A)

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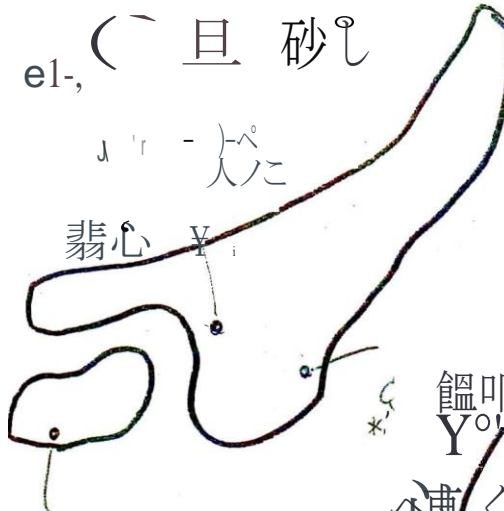
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**Pair Work - Ask to your partner and fill in the blanks.**

**S片① A: How is the weather in\_\_?**

B: It is

**5A② What is the climate like in \_\_**

B: It is

|     | Place     | Weather | Climate |
|-----|-----------|---------|---------|
| ex. | Osaka     | sunny   | warm    |
| 1   | 京都府 京都市   |         |         |
| 2   | 北海道 札幌市   |         |         |
| 3   | 埼玉県 さいたま市 |         |         |
| 4   | 東京都 港区    |         |         |
| 5   | 東京都 文京区   |         |         |

(B)

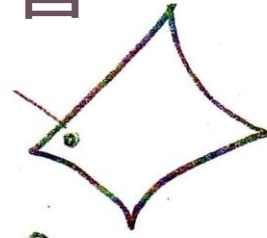
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に孔い喜  
叫 UC 翠し

**Pair Work - Ask to your partner and fill in the blanks.**

**SA ① A:** How is the weather in \_\_\_\_\_.

**B:** It is \_\_\_\_\_.

**SA ② Wh at is the climate like in \_\_\_\_\_ B:** It is \_\_\_\_\_.

|     | Place   | Weather | Climate |
|-----|---------|---------|---------|
| ex. | Osaka   | sunny   | warm    |
| 1   | 札幌      |         |         |
| 2   | 仙台      |         |         |
| 3   | 新潟      |         |         |
| 4   | 位 砂 / 0 |         |         |
| 5   | 凡 互     |         |         |

## Self-introduction

### Overview

|                                             |                                                                                                                                                                                                                                      |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Name &amp; School</b>                    | Saki Tsujimoto Yoshino High School                                                                                                                                                                                                   |
| <b>Target Grade</b>                         | SHS 3 <sup>rd</sup> grade                                                                                                                                                                                                            |
| <b>Lesson Topic</b>                         | New Friends(Self introduction)                                                                                                                                                                                                       |
| <b>Lesson Focus</b>                         | Reading    Writing <b>Speaking</b> <b>Listening</b>                                                                                                                                                                                  |
| <b>Lesson Aim(s)</b>                        | <p>Have students speak about themselves</p> <p>Through ALT's self-introduction, students will be able to listen to native pronunciation and understand about him/her information</p> <p>Make some questions of ALT's information</p> |
| <b>Preparation &amp; Required Materials</b> |                                                                                                                                                                                                                                      |

### Activity (in detail)

| Time | Activity (& Materials as needed)                  | ALT will...                                               | JTE will...                             | Students will...                    |
|------|---------------------------------------------------|-----------------------------------------------------------|-----------------------------------------|-------------------------------------|
| 5    | • Greeting and Warming up                         | • Greeting to students and play easy words game           | • Walking around and help if necessary  | • Greeting and play games with ALT  |
| 10   | • Practicing useful phrase                        | • Reading useful phrases and check students pronunciation | • Checking student's voice and attitude | • Repeating after ALT in loud voice |
| 5    | • Making presentation sheet and practice together | • Walking around and help if necessary                    | • Walking around and help if necessary  | • Making own presentation sheet     |

|    |                                                                                          |                                                                                                                                  |                                                                                                                                       |                                                                                                                      |
|----|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| 15 | <ul style="list-style-type: none"> <li>• Having a presentation in a group</li> </ul>     | <ul style="list-style-type: none"> <li>• Checking students pronunciation, vocabulary and grammar</li> </ul>                      | <ul style="list-style-type: none"> <li>• Checking students attitude and voice</li> </ul>                                              | <ul style="list-style-type: none"> <li>• Presenting each other and evaluate friend's presentation</li> </ul>         |
| 5  | <ul style="list-style-type: none"> <li>• Listening to ALT's self-introduction</li> </ul> | <ul style="list-style-type: none"> <li>• Having self-introduction in front of students and answer student's questions</li> </ul> | <ul style="list-style-type: none"> <li>• After ALT's presentation, give some questions to students about ALT's information</li> </ul> | <ul style="list-style-type: none"> <li>• Listening carefully and making questions about ALT's information</li> </ul> |
| 5  | <ul style="list-style-type: none"> <li>• Reviewing and greeting</li> </ul>               | <ul style="list-style-type: none"> <li>• Greeting</li> </ul>                                                                     | <ul style="list-style-type: none"> <li>• Announcing next class's lesson topic and give homework</li> </ul>                            | <ul style="list-style-type: none"> <li>• Greeting</li> </ul>                                                         |

# Laboratory Equipment

## Overview

|                                             |                                                                                                                                 |
|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <b>Name &amp; School</b>                    | Brendon Riekert - Seisho Combined Junior and Senior High School                                                                 |
| <b>Target Grade</b>                         | SHS first years                                                                                                                 |
| <b>Lesson Topic</b>                         | Laboratory equipment.                                                                                                           |
| <b>Lesson Focus</b>                         | <b>Reading    Writing    Speaking    (Listening)</b>                                                                            |
| <b>Lesson Aim(s)</b>                        | <b>To learn useful scientific vocabulary. To learn useful descriptive phrases.<br/>Practice critical thinking skills.</b>       |
| <b>Preparation &amp; Required Materials</b> | Power point presentation, Heads up cards, Vocabulary List 8, Helpful phrases sheet, Lab coat. Equipment from laboratory. Timer. |

## Activity (in detail)

| Time  | Activity (& Materials as needed)                                                                                                                                                                                                                                                                              | ALT will...                                                                                                                                                        | JTE's will...                                                                                  | Students will...                                                                                                                                                                                                                                              |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 12min | <p><b>Critical thinking activity as a warm up.</b></p> <p>Topics</p> <p>1. J pop is the best music genre in the world.</p> <p><i>Give your opinion in three or more points.</i></p> <p>2. Some people say we should ban nuclear energy in Japan.</p> <p><i>Give your opinion in three or more points.</i></p> | <p>Reveal the topic.</p> <p>At the end of the activity, pick volunteers to share their opinions.</p> <p>Sneak up on students and remind them to speak English.</p> | <p>Translate any unfamiliar terminology for students to understand. Help answer questions.</p> | <p>In pairs play Janken. Winners get to choose to be either for or against the topic. Students are given 2 minutes to brainstorm ideas. After that the students have a 1min long conversation with the listener encouraged to ask questions. Repeat once.</p> |



|       |                                                                                                                                                                                                                          |                                                                                                                                                                      |                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 25min | <b>Main lesson.</b><br>Power point presentation on vocabulary for various pieces of laboratory equipment.<br>Hand out vocabulary sheet 8 which is related to today's power point slides.<br>Use lab equipment as needed. | Introduce new vocabulary in a slide show presentation.<br>Occasionally will ask students for the Japanese name of a piece of equipment or to explain what it is for. | Give translations as needed, help students express their ideas. At their discretion ask the ALT questions they think the students may have. | Listen enthusiastically and avoid direct eye contact for fear of being asked a question. Try to explain the use of the equipment in English.                                                                                                                                                                                                                                                                   |
| 10min | <b>Activity. Heads up.</b><br>Heads up activity cards.<br>Useful phrases sheet.                                                                                                                                          | ALT and JTE work together to explain how the game works.                                                                                                             | JTE and ALT work together to explain how the game works.                                                                                    | Students split into teams of 4-5. Each group gets a set of heads up activity cards placed face down in the middle of the desk.<br><br>When the timer starts the first person puts their card to their head and other students try to explain what the piece of lab equipment is using the useful phrases and vocabulary sheet. Two rounds of 5 min are played. The team that can describe the most cards wins. |

|      |                                                                                                     |                                                                                                                  |                                                         |  |
|------|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|--|
|      |                                                                                                     |                                                                                                                  |                                                         |  |
| 3min | <b>Closing</b><br>Handing out of homework.<br>Journal activity.<br>Collection of previous homework. | Explain the topic for the Journal activity.<br>Collect last week's homework. Thank students for a job well done. | Confirm understanding.<br>Collect last week's homework. |  |

Test Tube

Erlenmeyer  
Flask

Pipet

Beaker

Graduated  
Cylinder

Funnel

Balance

Centrifuge

Evaporating  
Dish

Lab Coat

Safety Glasses

Gloves

Refrigerator

Microscope

Petri Dish

Tweezers

Capillary  
Column

Volumetric  
Flask

Microscope  
Slides

Mortar and  
Pestle

Thermometer

Hot Plate



Clamp

Tongs

Stir Plate

Bunsen Burner

Stirring Rod

Wash Bottle

Syringe

Spatula

Stand

Burette

Bench

Medicine

Dropper

Litmus Paper

## Useful Sentences

This thing is used to \_\_\_\_\_

The color of this thing is \_\_\_\_\_

This thing looks like \_\_\_\_\_

This thing is about this big.

This thing is made of \_\_\_\_\_

You can put chemicals in this thing.

The shape of this thing is \_\_\_\_\_

There are buttons on this thing.

You can wear this thing.

When you turn this thing on, it is very hot.

You can use this thing to mix chemicals.

This thing is smaller/bigger than \_\_\_\_\_ .

You can measure the temperature with this thing.

You can see small things with this thing.

You can measure the weight of things with this thing.

This thing protects your eyes.

Super Science English

No. \_\_\_\_\_ Name \_\_\_\_\_

# Vocabulary List 8

Build up science vocabulary to be a leader of science!!

理系英語を使いこなせるようになろう！

グローバルに活躍できる人材を目指して・・・

## Topic: Laboratory equipment.



|   | Nouns              | definitions                                                                       |
|---|--------------------|-----------------------------------------------------------------------------------|
| 1 | Test tube          | A glass tube closed at one end. Used for testing.                                 |
| 2 | Erlenmeyer flask   | A conical flat bottomed flask with a narrow neck.                                 |
| 3 | Pipet              | An instrument for transferring small amounts of liquid.                           |
| 4 | Beaker             | Container used for liquids. Often made of glass.                                  |
| 5 | Graduated cylinder | A narrow, long cylinder which is marked with lines (graduated) to measure volume. |
| 6 | Funnel             | A tube that is wide at the top and narrows to guide liquid into a container.      |
| 7 | Balance            | Also known as a laboratory scale, used to measure mass.                           |
| 8 | Microscope         | An instrument that can see objects too small to see with the naked eye.           |

|    |                  |                                                                                                              |
|----|------------------|--------------------------------------------------------------------------------------------------------------|
| 9  | Petri dish       | A small, shallow transparent dish with a flat lid.<br><br>Often used for growing bacterial cultures.         |
| 10 | Tweezers         | Small instrument like a pair of pincers for picking up small objects.                                        |
| 11 | Thermometer      | An instrument for measuring and indicating (showing) temperature.                                            |
| 12 | Bunsen burner    | Small adjustable gas burner used in the laboratory.                                                          |
| 13 | Stirring rod     | A solid glass rod, which is longer than but about the thickness of a straw. It is used for mixing chemicals. |
| 14 | Wash bottle      | A bottle, usually made of plastic with a nozzle to squirt fluid into a controlled direction.                 |
| 15 | bench            | A long work table in the laboratory.                                                                         |
| 16 | Evaporating dish | A small ceramic dish that can be filled with liquid and heated to leave a residue.                           |
| 17 | Lab coat         | Clothing to protect the body and the underlying clothing from chemical spills.                               |
| 18 | Safety glasses   | Special glasses that protect the eyes and do not splinter when broken.                                       |

|    |              |                                                                                                             |
|----|--------------|-------------------------------------------------------------------------------------------------------------|
| 19 | Gloves       | Special clothing which covers the hands to protect them. Can be made from many different types of material. |
| 20 | Refrigerator | A large piece of equipment with a compartment that can keep its contents cool.                              |



Name \_\_\_\_\_

Date:

Super Science English

Journal activity 1

Draw a monster made out of lab equipment below:



Describe the monster in English below (120 words or more).

\*Hint\* Begin with its shape, and then talk about what it likes to do.

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---

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Name \_\_\_\_\_

Date: Oct. 3, 2018

Super Science English

## Journal activity 2.

Think of the best way not to get caught sleeping in class (60 words):

[illegible]

## Opinion Intensity

|                                             |                                                                                                                                                                                             |
|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Name &amp; School</b>                    | Cameron Rockliff - Gojo Senior High School                                                                                                                                                  |
| <b>Target Grade</b>                         | Junior/ Senior High School                                                                                                                                                                  |
| <b>Lesson Topic</b>                         | Opinions                                                                                                                                                                                    |
| <b>Lesson Focus</b>                         | <b>Speaking      Listening</b>                                                                                                                                                              |
| <b>Lesson Aim(s)</b>                        | <b>: Students will understand basic intensities of opinions and express their own.<br/>Students will be able to understand the intensity of their own opinions in comparison to others.</b> |
| <b>Preparation &amp; Required Materials</b> | Worksheet                                                                                                                                                                                   |

### Overview

### Activity (in detail)

| <b>Time</b> | <b>Activity (&amp; Materials as needed)</b>                                                                                                                                                                                                                                                                                                    | <b>ALT will...</b>                                                                                                                                                           | <b>JTE will...</b>                                                                                                                                 | <b>Students will...</b>                    |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| 10 mins     | The students will play 'Quick Categories'. Students will be given a prompt to form a line around. For example, order of birth dates or height order. Various handicaps will be introduced like form a line around foot size without talking etc. Themes and handicaps can be chosen and the JTEs discretion. Use: Blood, birth month, distance | Supervise and direct students to form a coherent line as quickly as possible. The ALT will go around and get a quick answer from students when they have finished lining up. | Assist the ALT in conveying the time limit and organising students. Encourage students to communicate between themselves to overcome the handicap. | Will line up in accordance with the theme. |

|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                       |                                                                                                                                             |                                                                                                            |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
|         | from school (where they live)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                       |                                                                                                                                             |                                                                                                            |
| 15 mins | <p>The students will retake their seats and be introduced to an 'intensity scale'. This is a visual tool to better understand the intensities of English expressions of opinion. It will range from 100% to -100%, 100% being a strong positive emotion and -100% being a strong negative emotion. I will introduce 7 expressions along the scale. From positive to negative: 'adore', 'love', 'like', 'okay', 'dislike', 'hate', and 'loathe'. I will plot these terms on the board. I will relate these terms to the previous use of 'favorite', 'least favorite', 'better', and 'worse'. Students will write down the English words on the scale on their worksheets.</p> | <p>Explain and outline the 'intensity scale'; they will encourage the use of the percentage visualisation method.</p> | <p>Translate as necessary. Help to clarify the use of certain intensity words especially when they have no direct Japanese counterpart.</p> | <p>Listen to the lecture and begin to think of examples of what they hold opinions towards in English.</p> |

|            |                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                |                                                                                                                                                     |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Negligible | Drills regarding new vocabulary about opinions.                                                                                                                                                                                                                                                                                                 | Dictate new words to the class. Assist in specific pronunciation of words.                                                                                                                                                                                                                                                      | Translate and give semantic context to the word as necessary.                                                                                                                                                                  | Repeat after the ALT. Practice problem phonic sounds.                                                                                               |
| 15 mins    | The students will then stand up and play 'Quick Categories' again but with a few differences. Students will form a line but in regards to the scale. With one end being 100% and the other being -100%. They will form a line based on opinion of a noun I give. Various handicaps can be used again. Nouns should be agreed upon with the JTE. | Supervise and direct students to form a coherent line as quickly as possible. Special attention will be brought to breaking up social groups. Smaller groups can be formed if shyness remains a problem. The ALT will also ask the students to say a simple sentence regarding their opinion when they have finished lining up. | Assist the ALT in conveying the time limit and organising students. Encourage students to communicate between themselves to overcome the handicap. With further attention paid to students who are unsure about their opinion. | Will line up in accordance with what they are being asked their opinion about. The topics will be devise eg: natto, english class, Rock-Sensei etc. |
| 15 mins    | The students get into pairs and ask their partner various questions. Modals will be on the worksheet and will be performed by me and the JTE. The question structure will be a proposition closed question. For example: "Do you like sushi?" "Yes/No, I love/hate etc. sushi.". Additional                                                     | The ALT should supervise groups, encouraging conversation flow and talking to multiple partners. If additional time is still available, students can be asked by the ALT to perform for the class.                                                                                                                              | Much like the ALT, the JTE should supervise groups and encourage note taking between students.                                                                                                                                 | Students will engage in the pair work. Following the script and making their own sentences and writing down their partners.                         |

|  |                                                                                                                                                                                                                                            |  |  |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
|  | <p>complexity can be added if necessary. They will answer regarding topics used in the previous activity and a few select film and music genres. Students may be called upon to demonstrate questions or answer mine as time dictates.</p> |  |  |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|



# Opinion Intensity

Name:

Japanese

Class:

English

Date:

What do you *adore*?

\_\_\_\_\_

What do you *love*?

\_\_\_\_\_

What do you *like*?

\_\_\_\_\_

What is do you think is *okay*?

\_\_\_\_\_

What do you *dislike*?

\_\_\_\_\_

What do you *hate*?

\_\_\_\_\_

What do you *loathe*?

\_\_\_\_\_

| 崇拜します         | Adore                  |
|---------------|------------------------|
| Sūhai shimasu | "I adore_____."        |
| 愛 する          | Love                   |
| Ai suru       | "I love_____."         |
| 好む            | Like                   |
| Konomu        | "I like_____."         |
| OK            | "I think_____is okay." |
| 嫌う            | Dislike                |
| Kirau         | "I dislike_____"       |
| 憎む            | Hate                   |
| Nikumu        | "I hate_____."         |
| 憎み 嫌う         | Loathe                 |
| Nikumi Kirau  | "I loathe_____."       |

Try using the *types of film and music* you know!

*Music:* Rock, Indie, Rap, Hip-Hop, Jazz, Folk

*Film:* Mystery, Action, Rom-Com, Tragedy, Horror, Sci-Fi, Fantasy

Find three different partners. Ask them three different questions.

|                 |                        |                 |
|-----------------|------------------------|-----------------|
| Partner 1:_____ | Partner 2:_____        | Partner 3:_____ |
| He/ She_____.   | He/ She_____ 188_____. | He/ She_____.   |



## Modal Conversation Example

A:

B:

“Hello”

“Hi”

“Can I ask you about your opinions?”

“Yes, you can ask me about my opinions.”

“Do you *like baseball*?”

“*Yes, I like baseball.*”

“Do you *love rugby*?”

“No, I *hate rugby.*”

## Describing Our Invention

### Overview

|                                             |                                                                                                                                                                                                                               |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Name &amp; School</b>                    | Jan Angela Maravilla – Sakurai SHS                                                                                                                                                                                            |
| <b>Target Grade</b>                         | SHS, any grade                                                                                                                                                                                                                |
| <b>Lesson Topic</b>                         | Comparatives and Superlatives                                                                                                                                                                                                 |
| <b>Lesson Focus</b>                         | Reading <b>Writing</b> Speaking Listening                                                                                                                                                                                     |
| <b>Lesson Aim(s)</b>                        | To practice the students' ability to use comparative and superlative adjectives<br>To develop students' skills in describing objects<br>To enhance students' creativity<br>To develop the students' ability to work in groups |
| <b>Preparation &amp; Required Materials</b> | Worksheets                                                                                                                                                                                                                    |

### Activity (in detail)

| Time    | Activity (& Materials as needed)                                                                                                     | ALT will...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | JTE will...                                                                                                                                                     | Students will...                                                           |
|---------|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| 15 mins | Greeting and Warm-up<br><br><b>- Warm-up Game: Line Up</b><br><i>Objective:</i><br>* Practice comparative and superlative adjectives | Greet the class<br><br>-Divide the class in 4 groups<br><br>-Gives instructions<br>Instructions<br>* Each group will form a line<br>* The groups must arrange themselves according to the criteria given by the ALT<br>*As soon as the group finishes they have to raise their hands<br>*The JTE and ALT will check the arrangement<br>*If the arrangement is correct, the group gets one point<br>*The group will be required to say a script<br>Script 1: First person in the line.<br>"I am (adjective)" | - Greet the class<br><br>-Help the ALT divide the class in groups<br><br>-Facilitates the game with the ALT<br><br>-Check if the group's arrangement is correct | Greet the JTE and ALT<br><br>-Forms 4 groups<br><br><br><br>-Play the game |

|    |                                                    |                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                              |                                                                                                                              |
|----|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
|    |                                                    | <p><u>Eg. I am tall</u><br/>Script 2: 2<sup>nd</sup> to 9<sup>th</sup> persons<br/>"I am (comparative adjective) than (name of the person standing in front of him/her)"<br/><u>Eg: I am taller than _____</u><br/>Script 3: Last person<br/>"I am the (superlative adjective)<br/><u>Eg: I am the tallest in our group</u><br/>* If the group says the script perfectly, they get another point</p> |                                                                                                                              |                                                                                                                              |
| 10 | Activity 1: Demonstration and Lesson on Adjectives | <p>Give the students a worksheet.<br/>- Give instructions to the students.<br/>- Read the advertisement.</p>                                                                                                                                                                                                                                                                                         | Help the ALT in the presentation and translate if necessary                                                                  | - Answer the worksheet                                                                                                       |
| 20 | Activity 2: Writing Description of the Invention   | <p>Give each student a copy of the worksheet<br/>- Give instructions<br/>- Monitor the students' progress</p>                                                                                                                                                                                                                                                                                        | <p>- Assist the ALT in distributing the worksheets<br/>- Monitor the students' progress<br/>- Help students if necessary</p> | <p>-Go back to their groups from the last meeting<br/>- Receive their worksheets<br/>- Listen<br/>- Answer the worksheet</p> |
| 5  | Closing                                            | <p>Congratulate students<br/><br/>Say Good-bye</p>                                                                                                                                                                                                                                                                                                                                                   | Give Feedback                                                                                                                | Say good-bye                                                                                                                 |

## DESCRIBING OUR INVENTION

### Activity 1

A. Here is an example of an advertisement. Listen to the ALT and underline all the adjectives you can find in the paragraph.

Good morning. Are you hungry? Is there any  
that you want to eat? Do you want to eat your  
food right now, but you don't know how to make it?  
there is one product that can help you make any food  
you don't know how to cook. This is our group's



food  
favorite  
Well,  
even if

invention, the Miracle Microwave! It looks like a simple microwave, but it is the best microwave you will ever see. And here's why: This new microwave can make any dish you want in a few easy steps. First, you have to look for the recipe of the most delicious dish you want to eat online. Then, you have to download the recipe and save it in a USB. Insert the USB into the Miracle Microwave's small USB port. Put all the ingredients inside the microwave and press start. Wait a few minutes. When you hear a loud beep, open the Miracle Microwave door and you will find the tastiest dish you have been craving. You can make any food that you want in just 3 minutes. Isn't that fast? This is a product that can be used by anyone, both young and old. If you buy the Miracle Microwave, you will have all the food you want any time you want it.

B. Write the adjectives you found in the table below. Complete the table with the correct form of adjective.

| Positive | Comparative                                  | Superlative                                    |
|----------|----------------------------------------------|------------------------------------------------|
|          | - _____+er<br>- _____+ (i)er<br>- More _____ | - _____+ est<br>- _____+(i)est<br>- Most _____ |
| Hungry   | Hungrier                                     | Hungriest                                      |
| Simple   |                                              | Simplest                                       |
|          |                                              | Best                                           |
|          |                                              |                                                |
|          |                                              |                                                |
|          |                                              |                                                |
|          |                                              |                                                |
|          |                                              |                                                |
|          |                                              |                                                |
|          |                                              |                                                |
|          |                                              |                                                |

## Activity 2

Make a script describing your group's invention. The script must be at least 5 minutes long. You

have to use a lot of adjectives

describe your invention.

### *Guide Questions:*

1. What is your group's invention?
2. What can it do?
3. How does it make life easier?
4. Where can we buy it?
5. Who should buy it?
6. Use words that make people want to buy it:
  - a. Adjective –  
Modern,  
Effective...
  - b. Comparative –  
Better, More  
Affordable,  
easier...
  - c. Superlative  
Adjectives:  
Fastest,  
Cheapest...

Script:

to

New,

Best,



## Introduce your friend!

### Overview

|                                             |                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Name &amp; School</b>                    | Janneke Rubow, Nara Senior High School                                                                                                                                                                                                                                                                                                                                               |
| <b>Target Grade</b>                         | SHS, any grades                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Lesson Topic</b>                         | Introducing and being introduced by a friend                                                                                                                                                                                                                                                                                                                                         |
| <b>Lesson Focus</b>                         | <b>Reading</b> <b>Writing</b> <b>Speaking</b> <b>Listening</b>                                                                                                                                                                                                                                                                                                                       |
| <b>Lesson Aim(s)</b>                        | <p>Students will:</p> <ul style="list-style-type: none"> <li>● get to know their new classmates</li> <li>● learn that in western countries introducing a friend is more common than introducing yourself</li> <li>● enjoy introducing themselves and each other in a new way</li> <li>● write a short essay which will serve as a good level identifier for the teachers.</li> </ul> |
| <b>Preparation &amp; Required Materials</b> | <ul style="list-style-type: none"> <li>● Dice</li> <li>● Worksheet</li> </ul>                                                                                                                                                                                                                                                                                                        |


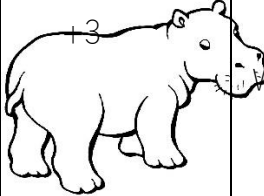
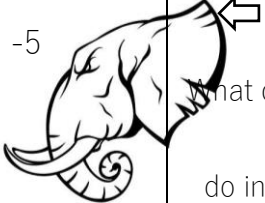
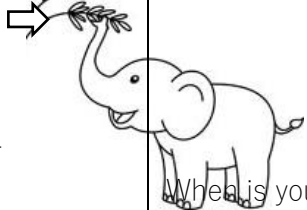

### Activity (in detail)

| Time   | Activity (& Materials as needed)                                                                                                                                                         | ALT will...                                          | JTE will...                                                 | Students will...                                                                                          |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| 5 min  | Greeting                                                                                                                                                                                 | Greet the class<br>And welcome them to the new year. | Greet the class and explain how the year will progress.     | Greet the teachers and listen.                                                                            |
| 5 min  | Teachers introduce each other                                                                                                                                                            | Introduce the JTE in 3 or 4 sentences                | Introduce the ALT in 3 or 4 sentences                       | Listen to the short introductions.                                                                        |
| 10 min | Introduction game*:<br>A 'snakes and ladders' type game where students progress by throwing dice. Each square they land on has a question they need to ask to get to know their partner. | Explain the game and monitor the progress.           | Monitor, explain any difficult vocabulary like 'blood type' | Take turns rolling dice, moving forward and asking/answering questions. They should take notes for later. |

|        |                                                                                                                                     |                                                                                                 |                                                                             |                                                                                                          |
|--------|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
|        | Materials: dice and worksheets                                                                                                      |                                                                                                 |                                                                             |                                                                                                          |
| 5 min  | Explanation of introducing a friend:                                                                                                | Explain that overseas, you are more often introduced by a friend than you introduce yourself.   | Give the example from the start of the lesson again by introducing the ALT. | Pay attention (and be appropriately amazed).                                                             |
| 10 min | Essay to introduce a friend:                                                                                                        | Explain the activity & monitor the progress.                                                    | Check for understanding & monitor the progress.                             | Using the information from the dice game, students write a 3-5 sentence essay introducing their partner. |
| 7 min  | Introduction to other classmates<br><br>This can be done in small groups for a large class or to the whole class for a small class. | Ask students to make groups and use their essay to introduce their partner to other classmates. | Monitor and assist.                                                         | Use their essay to introduce their partner to other students.                                            |
| 3 min  | Wrap up                                                                                                                             | Collect half the worksheets, thank the class for a good lesson.                                 | Collect half the worksheets, thank the class for a good lesson.             | Thank the teachers (hopefully)                                                                           |

\*Adapted from a previous NSHS ALT's idea.



|                                         |                                                                                    |                                    |                                                                                     |                                                                                    |                                                                                       |                                          |
|-----------------------------------------|------------------------------------------------------------------------------------|------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|------------------------------------------|
| FINISH                                  | What kind of books do you like?                                                    | What do you want to be one day?    | Who is your favorite superhero?                                                     |  | Would you like to fly or to be invisible?                                             | How do you get to school in the morning? |
| What is your favorite ice cream flavor? | Do you prefer the countryside or the city?                                         | What is your favorite holiday?     |    | What is your favorite colour?                                                      | What kind of movies do you like?                                                      | What are you not good at?                |
| What do you eat for breakfast?          |  | What do you do in your free time?  | What club do you belong to?                                                         | What is your blood type?                                                           | What sports are you good at?                                                          | Do you prefer summer or winter?          |
| Where would you like to travel to?      | Do you prefer television or books?                                                 | Can you play a musical instrument? | What school subjects do you like?                                                   | What is your favorite animal?                                                      |  | When is your birthday?                   |
| What are you scared of?                 | What is your least favorite                                                        | Are you a morning                  |  | Have you ever travelled                                                            | What is your favorite food?                                                           | What kind of                             |

|       |                                                                                         |                                                    |                                     |                                   |                                                                                                                     |                          |
|-------|-----------------------------------------------------------------------------------------|----------------------------------------------------|-------------------------------------|-----------------------------------|---------------------------------------------------------------------------------------------------------------------|--------------------------|
|       | food?                                                                                   | person or a<br>night person?                       | -2                                  | overseas?                         |                                                                                                                     | music do you<br>like?    |
| START | <br>+3 | How many<br>people are<br>there in your<br>family? | What is your<br>favorite<br>season? | Do you<br>prefer cats or<br>dogs? | <br>What are<br>your<br>hobbies? | Do you have<br>any pets? |

Class ( )      Number ( )      Name ( )

## Introduce your friend!

Let's get to know each other!

Look at the introduction game. Play janken with your partner to decide who goes first. Take turns to roll the dice and ask each other questions. Take notes next to the questions you ask.

Notes:

|  |
|--|
|  |
|--|

Now write an essay to introduce your new friend. Include at least 3 facts.

Let me introduce my friend,

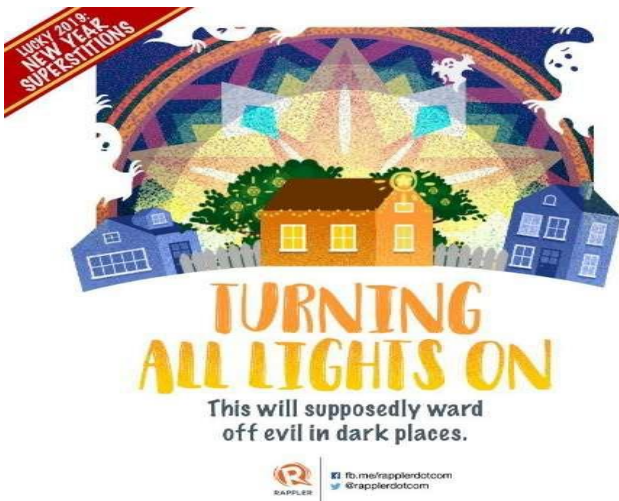
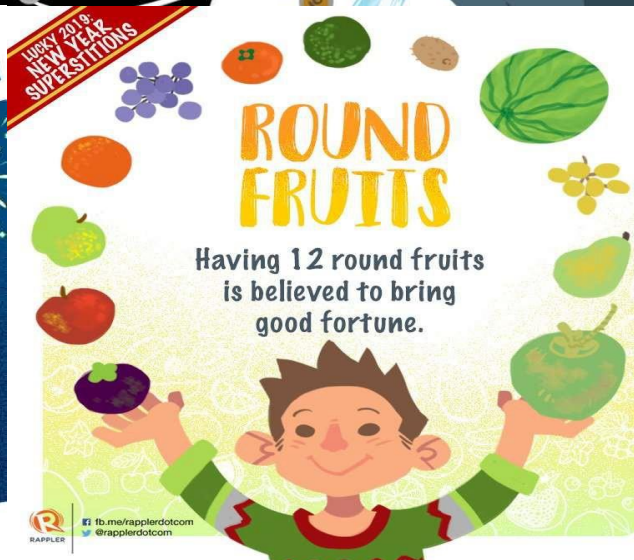
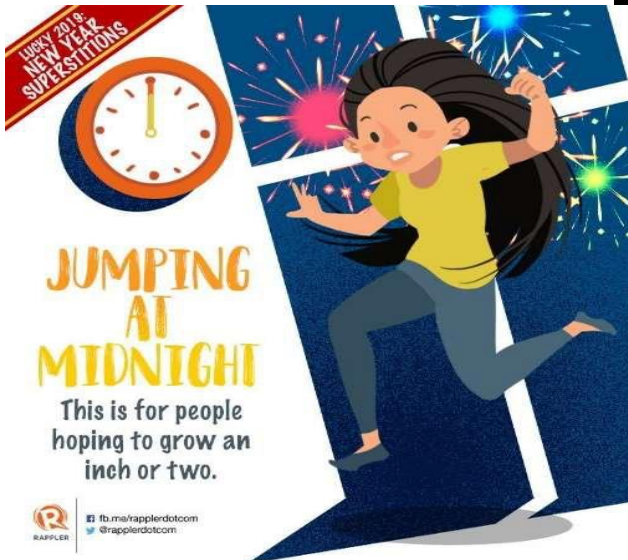
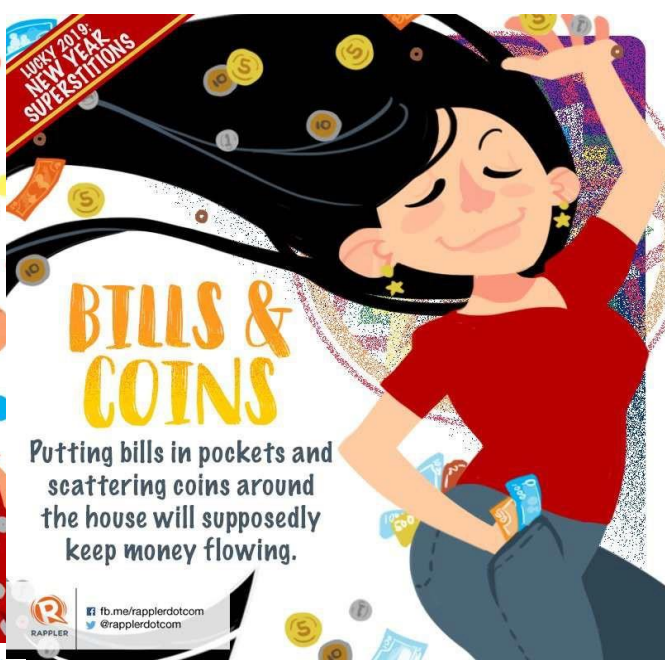
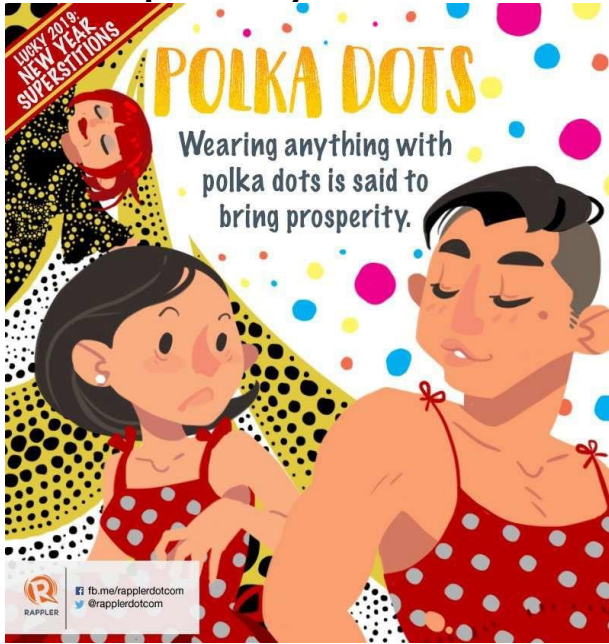
Finally, introduce your friend to you classmates!

## HAPPY NEW YEAR

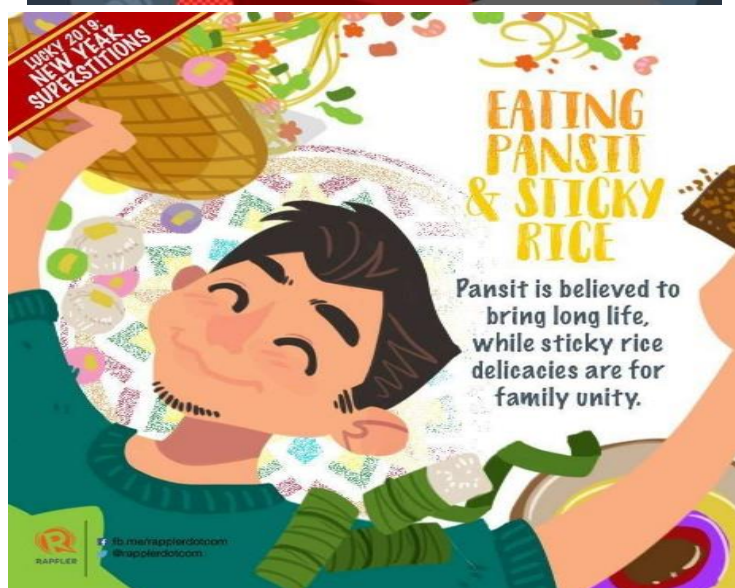
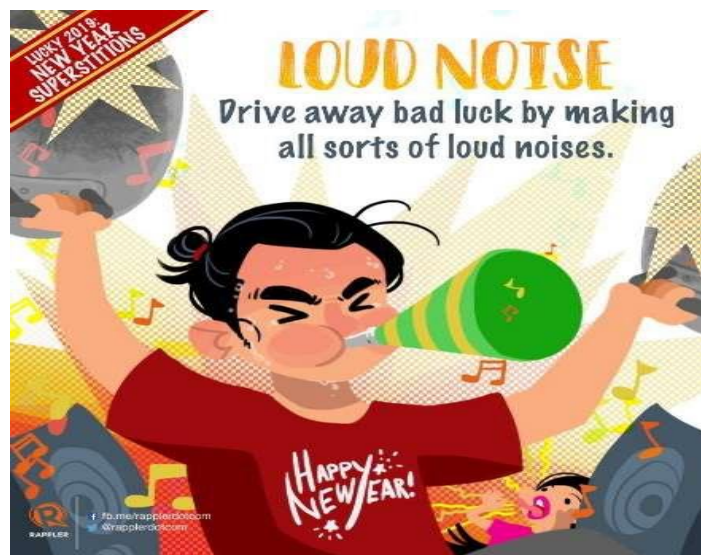
| <b>Name &amp; School</b>                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Lailanie Roxas, Tomigaoka High School                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                   |                                                |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------|
| <b>Target Grade</b>                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | SHS, any grade                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                   |                                                |
| <b>Lesson Topic</b>                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Happy New Year! ( <i>Manigong Bagong Taon!</i> )                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                   |                                                |
| <b>Lesson Focus</b>                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Reading</b> <b>Writing</b> <b>Speaking</b> <b>Listening</b>                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                   |                                                |
| <b>Lesson Aim(s)</b>                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>At the end of the lesson, the students will know:</p> <ul style="list-style-type: none"> <li>● The New Year traditions/superstitions in the Philippines (cultural awareness).</li> </ul> <p>At the end of the lesson, the students will be able to:</p> <ul style="list-style-type: none"> <li>● Practice their listening and speaking skills;</li> <li>● Interview one another;</li> <li>● Use `going to` to talk about future plans;</li> </ul> |                                                                                   |                                                |
| <b>Preparation &amp; Required Materials</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>● Blackboard, Chalk</li> <li>● Handout/Worksheet</li> <li>● Game Materials (Colored items, Box/Bag, Mp3 player)</li> </ul>                                                                                                                                                                                                                                                                                    |                                                                                   |                                                |
| Time                                        | Activity (& Materials as needed)                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ALT will...                                                                                                                                                                                                                                                                                                                                                                                                                                          | JTE will...                                                                       | Students will...                               |
| 5-15 mins                                   | <p><b>Greeting &amp; Warm up</b></p> <p><b>Filipino New Year! (Modified Hot Potato)</b></p> <p>The students pass three items (blue, red and green) around the room, either in order or randomly from student to student. When the music stops, the student with the blue item will read a short text. The student with the red item will repeat the text (or what he or she remembers). The student with the green item will go to the board and choose the picture with the same description.</p> | <p>Greet the students;</p> <p>Post the pictures;</p> <p>Give the instruction;</p>                                                                                                                                                                                                                                                                                                                                                                    | <p>Greet the students;</p> <p>Post the pictures;</p> <p>Give the instruction;</p> | <p>Greet the teachers;</p> <p>Participate;</p> |

|            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                              |                                                                                                                                                              |              |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 20-30 mins | <p><b>New Year's Resolution + Bingo</b></p> <p>Students will write their New Year's resolutions. After writing, they will submit their paper to the JTE or ALT.</p> <p>Then, they will ask their friends about their New Year's resolutions and randomly write their classmates' answers on their Bingo card.</p> <p><b>BINGO GAME</b></p> <p>The ALT/JTE will draw a random resolution from a bag/box and call it out so that each student hears the resolution. Students listen and look for that answer on their handout. If their card contains that resolution, the students cross it off. Students continue searching for the corresponding answers until they have crossed out five resolutions in a row vertically, horizontally, or diagonally. At this point, the student calls out, "Bingo!" The first student to say, "Bingo," with five in a row, wins the game.</p> | <p>Give the instruction;<br/>Distribute and collect the worksheet;<br/>Demonstrate the activity with the JTE;<br/>Monitor the class during the activity;</p> | <p>Give the instruction;<br/>Distribute and collect the worksheet;<br/>Demonstrate the activity with the ALT;<br/>Monitor the class during the activity;</p> | Participate; |
| 5-10 mins  | <p><b>Wrap up/Extra Time</b></p> <p>Omikuji</p> <p>Students will write their own <i>Omikuji</i>. The ALT and the JTE will collect the <i>Omikuji</i> and hand them out to the students after.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Give the instruction;<br/>Distribute and collect the worksheet;</p>                                                                                       | <p>Give the instruction;<br/>Distribute and collect the worksheet;</p>                                                                                       | Participate. |

## Warm up activity

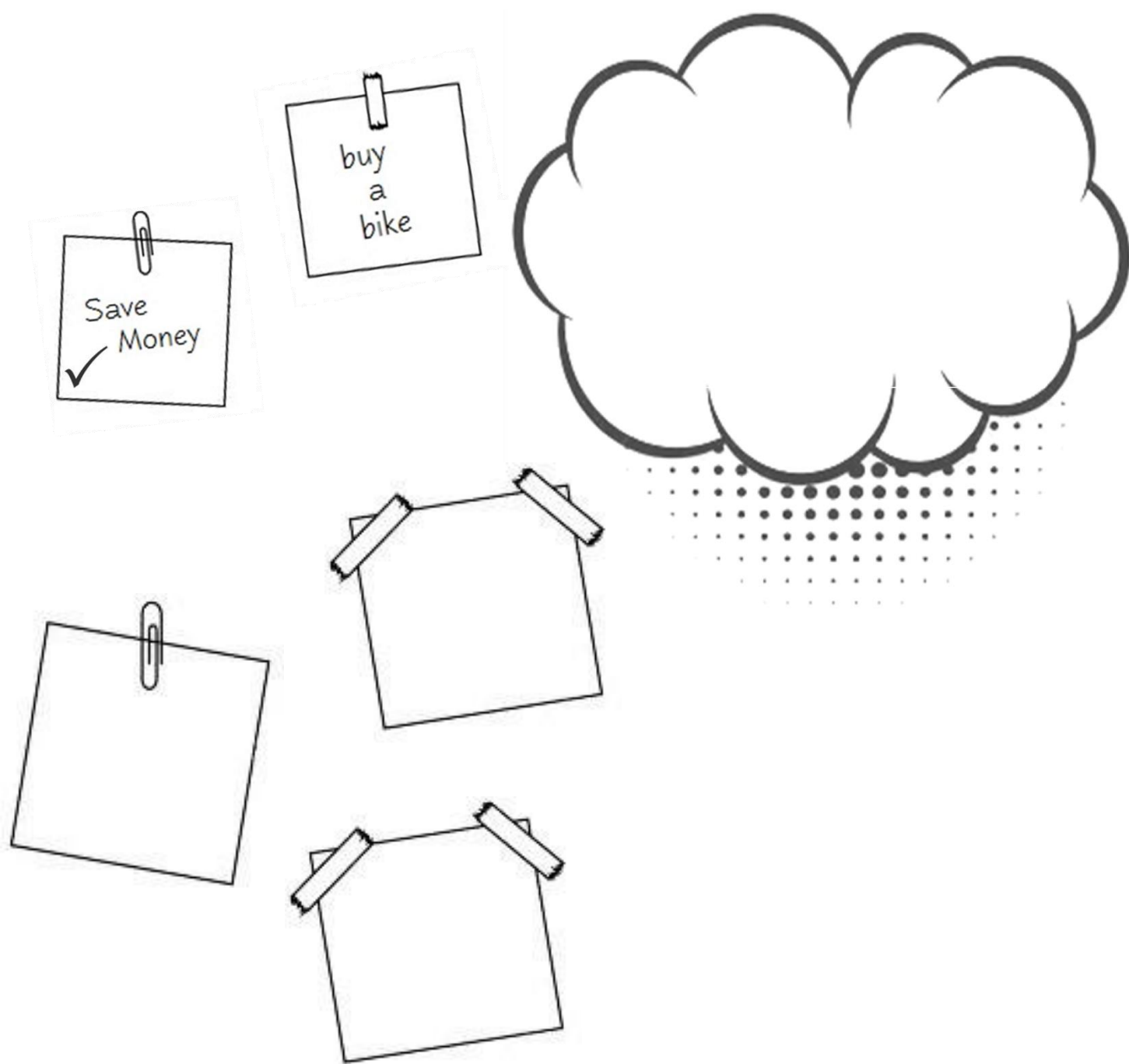






- POLKA DOTS
- BILLS AND COINS
- LOUD NOISE
- JUMPING AT MIDNIGHT
- ROUND FRUITS
- EATING PANSIT AND STICKY RICE
- OPENING DOORS, WINDOWS AND CABINETS
- TURNING ALL LIGHTS ON

Write your own New Year's resolution below.



NAME: \_\_\_\_\_

I AM GOING TO \_\_\_\_\_



Name: \_\_\_\_\_ Class: \_\_\_\_\_

**BINGO CARD**  
**Ask your classmates!**  
**What is your New Year's resolution?**

|                                                |                                                |                                                |                                                |                                                |
|------------------------------------------------|------------------------------------------------|------------------------------------------------|------------------------------------------------|------------------------------------------------|
| Name:<br>I am going to _____<br>_____<br>_____ | Name:<br>I am going to _____<br>_____<br>_____ | Name:<br>I am going to _____<br>_____<br>_____ | Name:<br>I am going to _____<br>_____<br>_____ | Name:<br>I am going to _____<br>_____<br>_____ |
| Name:<br>I am going to _____<br>_____<br>_____ | Name:<br>I am going to _____<br>_____<br>_____ | Name:<br>I am going to _____<br>_____<br>_____ | Name:<br>I am going to _____<br>_____<br>_____ | Name:<br>I am going to _____<br>_____<br>_____ |
| Name:<br>I am going to _____<br>_____<br>_____ | Name:<br>I am going to _____<br>_____<br>_____ | Name:<br>I am going to _____<br>_____<br>_____ | Name:<br>I am going to _____<br>_____<br>_____ | Name:<br>I am going to _____<br>_____<br>_____ |
| Name:<br>I am going to _____<br>_____<br>_____ | Name:<br>I am going to _____<br>_____<br>_____ | Name:<br>I am going to _____<br>_____<br>_____ | Name:<br>I am going to _____<br>_____<br>_____ | Name:<br>I am going to _____<br>_____<br>_____ |
| Name:<br>I am going to _____<br>_____<br>_____ | Name:<br>I am going to _____<br>_____<br>_____ | Name:<br>I am going to _____<br>_____<br>_____ | Name:<br>I am going to _____<br>_____<br>_____ | Name:<br>I am going to _____<br>_____<br>_____ |

Make Your Own *Omikuji*!

**Choose your “luck” – Great blessing (大吉), blessing (吉), or bad luck (凶).  
Write what will happen.**

|                                                                                                     |                                                                                                                   |
|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <p>(Great Blessing)</p> <p><i>You will be asked on a date by the cutest guy/girl in school!</i></p> | <p>(Bad Luck)</p> <p><i>You need to study hard for your test.</i></p> <p><i>If not, you will not do well.</i></p> |
|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|

Your *Omikuji*:

|                                                        |                                                        |
|--------------------------------------------------------|--------------------------------------------------------|
| <p>(      )</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>(      )</p> <p>_____</p> <p>_____</p> <p>_____</p> |
|--------------------------------------------------------|--------------------------------------------------------|



## Moral Lessons from Aesop's Fables (Part 1)

### Overview

|                                             |                                                                                                                                                                                                                                                             |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Name &amp; School</b>                    | Michael Callisto, Koriyama High School                                                                                                                                                                                                                      |
| <b>Target Grade</b>                         | SHS any grade                                                                                                                                                                                                                                               |
| <b>Lesson Topic</b>                         | Moral values                                                                                                                                                                                                                                                |
| <b>Lesson Focus</b>                         | <b>Reading</b> <b>Writing</b> <b>Speaking</b> <b>Listening</b>                                                                                                                                                                                              |
| <b>Lesson Aim(s)</b>                        | <ol style="list-style-type: none"> <li>1. Identify the correct morals in a selection of Aesop's fables</li> <li>2. Select a moral value which is important in their life</li> <li>3. Extract ~10 new &amp; relevant vocabulary words to remember</li> </ol> |
| <b>Preparation &amp; Required Materials</b> | 1 Life Lessons Worksheet per student, 8 different Aesop fables adapted to the students' level, 8 envelopes which each contain: 1 instruction sheets stuck to the front, 5 copies of a fable text, 5 different life lesson cards                             |

### LESSON PLAN (50 mins)

| Time     | ALT will ...                                                                                                                                                                                                                        | JTE will ...                                     | NOTES                                                                                                                                                                          |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 mins   | <b>Before Class:</b><br>- Divide students up into 8 equal teams (~5 students)<br>- Place 1 envelope at each station                                                                                                                 | - Help to set up the room if needed              | - Write 1-2 example morals on the board and explain?                                                                                                                           |
| ~ 7 mins | <u>Activity Explanation:</u><br>- Ask ss what they know about the story Momotarou (or another famous Japanese tale which has a moral)<br>- Ask if they could tell you the moral lesson of that story.<br>- Introduce Aesop activity | - Explain any difficult instructions in Japanese | "Read the story by yourself. Discuss with your group what you think the correct life lesson is. Write that life lesson and 2 (or more) new vocabulary words on your worksheet" |

|           |                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                     |                                                                                                                              |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
|           | <ul style="list-style-type: none"> <li>- Go over the instruction sheet (See Notes →)</li> <li>- Go over worksheet Part A and B</li> </ul>                                                                                                                                                                                                                                         |                                                                                     |                                                                                                                              |
| ~ 40 mins | <u>Aesop Workshop:</u> <ul style="list-style-type: none"> <li>- Every ~10 mins, tell students to put everything back inside the envelope</li> <li>- Ss give the envelope to the next team and repeat</li> <li>- Walk around and assist students, ask if they know these stories in Japanese or if they have ever been in a similar situation to help construct meaning</li> </ul> | <ul style="list-style-type: none"> <li>- Walk around and assist students</li> </ul> | <p>Order of stations can be random or numerical.</p> <p>Use phone timer. Cut it short if you see almost all ss are done.</p> |
| ~ 3 mins  | <u>Correction:</u> <ul style="list-style-type: none"> <li>- Tell students the correct answers and try to relate them to a real life situation</li> </ul>                                                                                                                                                                                                                          |                                                                                     | <p>This can be done at the beginning of the next lesson as a prior knowledge activity</p>                                    |

|                                                                            |                                                                                         |
|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <b>A good friend stays with you even when you are in trouble.</b>          | <b>Appreciate what you have and don't be too greedy.</b>                                |
| <b>Don't rely on what you want before you have it.</b>                     | <b>Don't worry about the small things in life.</b>                                      |
| <b>There are always two sides to every story.</b>                          | <b>Even small friends can help you in big ways.</b>                                     |
| <b>Fix yourself before trying to fix the world.</b>                        | <b>If you are nice to others, they will be nice to you.</b>                             |
| <b>It is easier to make a suggestion than to actually do it.</b>           | <b>It is important to prepare for the future, even if that is not always fun to do.</b> |
| <b>Slow and steady wins the race.</b>                                      | <b>Think before you act.</b>                                                            |
| <b>There is always somebody in a worse position than you in the world.</b> | <b>Even if you called a rose another name, it would still smell sweet.</b>              |

# Instructions

1. Take out all the papers from the envelope.
2. Read the story by yourself.
3. When you are finished, look at the Life Lesson cards.
4. Which card is the correct Life Lesson for your story? Talk about it with your group!
5. Write the Life Lesson on your worksheet. (Part A)
6. Find 1 new vocabulary word from the story and write it on your worksheet. (Part A)
7. Start Part B if you have time.
8. Put all the papers back inside the envelope.



## Lessons From Aesop

*A) Write the life lesson of each Aesop story. Find 1 new vocabulary word from each story.*

| Aesop Story                        | Life Lesson | Vocabulary Word |
|------------------------------------|-------------|-----------------|
| 1. The Rabbits and the Frogs       |             |                 |
| 2. The Frogs and the Well          |             |                 |
| 3. The Lion and the Mouse          |             |                 |
| 4. The Bear and the Two Travellers |             |                 |
| 5. The Ant and the Dove            |             |                 |
| 6. The Ant and the Grasshopper     |             |                 |
| 7. The Rabbit and the Turtle       |             |                 |
| 8. The Goose with the Golden Eggs  |             |                 |

***B) Choose 3 vocabulary words. Write an example sentence for each one.***

- 1) \_\_\_\_\_.
- 2) \_\_\_\_\_.
- 3) \_\_\_\_\_.

**C) Choose 1 life lesson. Why is this life lesson important in your opinion? Tell me some reasons and an example from your own life. (40 words or more)**

Life Lesson # \_\_\_\_\_

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# 1. The Rabbits and the Frogs

The rabbits were so **mistreated** by other animals that they didn't know what to do anymore. The animals would step on them, kick them, and even eat them. Whenever a large animal came close, the rabbits would run away.

One day, the rabbits saw horses running loudly. The noise scared the rabbits so much that they **panicked**. They all decided to die because they could not live in **constant** fear anymore. Their life was too horrible. They ran to a lake nearby.



When they arrived at the lake, the frogs were so **startled** by the rabbits that they jumped into the lake. “Wait a minute. Stay where you are,” one of the rabbits said to his friends. “Things are not so bad that we need to die. There are others who are even smaller and more afraid than we are.”

**What is the life lesson of this story?**



## 2. The Frogs and the Well

Two frogs lived together near a river. One summer it was so hot that the river dried up. They decided to look for another place to live because frogs prefer to live in **humid** places. They hopped along for a while and arrived at a deep well.

One frog looked down into the **companion**, “This looks like a in and make ourselves other frog, who was more clever, friend! Think about it. What if the river? How are we going to



well and said to his nice cool place. Let’s jump comfortable”. But the said, “Wait a minute, this well dries up just like get out again??”

**What is the life lesson of this**

**story?**

### 3. The Lion and the Mouse

A lion was sleeping under a tree. Suddenly, a mouse ran over his face and woke him up. The lion caught the mouse and was about to **devour** him. The mouse, **trembling** with fear, said, “My good King, please don’t eat me! Maybe one day I will be able to help you.” The lion laughed. What could such a little animal do for him? The lion was so pleased that he opened his claws and let the mouse go.

A few days later, some men caught the lion. They tied him up with ropes and put a cover over his mouth.

The lion **roared** and roared in anger.



The little mouse **recognized** the lion’s roar and ran to see what was happening. When the mouse saw the lion, he knew it was time to keep his promise. He started to chew on the ropes and set the lion free. Now the mouse started to laugh. He said, “See, I was right! I told you one day that I would be able to help you!”

What is the life lesson of this story?

### 4. The Bear and the Two Travellers

Two men were travelling together in a forest when a bear suddenly appeared. One of the men quickly climbed up a tree and hid in the branches. The other one laid down on the ground and stayed there.

The bear walked to the man on the ground. He felt him with his paws and nose. The man was breathless and pretended to be dead. He had heard that bears don’t like dead

**Fortunately**, the bear quickly got bored and left. The other traveller came down from the tree and asked his friend what the bear had said to him in his



man on the ground. He and smelled him with his **terrified**, but he held his breath and pretended to be dead. He had heard that bears don’t like dead

quickly got bored and left. The other traveller came down from the tree and asked his friend what the bear had said to him in his

“He gave me this **advice**,” his companion said, “never travel with somebody who leaves you at the first sign of trouble.”

**What is the life lesson of this story?**

## 5. The Ant and the Dove

An ant was thirsty, so he went to the river to drink some water. The ant went too close and the **current** of the river caught him and carried him away. The current was so strong that the ant was sure that he was going to die.



At the same time, a dove was singing in a tree nearby and saw what was happening to the ant. She grabbed a large leaf from a branch with her beak and let it fall into the river. The ant climbed onto the leaf and was saved.

A short time later, a **hunter** saw the dove and was about to shoot her. The ant saw that the dove was in danger, so he bit the man very hard on his **ankle**. The bird hunter screamed in pain. The dove heard the noise and **realized**

what was happening. She was able to fly away before she was killed.

**What is the life lesson of this story?**

## 6. The Ant and the Grasshopper

A grasshopper was enjoying a beautiful summer day. She was singing loudly and joyfully. An ant passed by. He was working very hard gathering some seeds for his nest.

The grasshopper yelled to the ant, play! The sun is shining on this waste it working?"

The ant replied, "I'm putting food suggest you do the same thing."

The grasshopper replied, "Winter?? winter? There is so much food right sing with me!"



"Come sing with me and beautiful day. Why

away for winter! I

Who cares about now! Enjoy the day and

The ant walked away. He ignored continued to work all summer and fall.

the grasshopper and

Winter came and the grasshopper became very hungry. She went to see the ant for some help. The ant said to her, "I can't help you. I need this food for my family. Anyways, you sang all summer! Now you can sing all winter too!"

**What is the life lesson of this story?**

## 7. The Rabbit and the Turtle

A rabbit was mocking a turtle one day for being so slow.

"Do you ever arrive anywhere?" he asked with a laugh.

"Yes," replied the turtle, "and I arrive there faster than you think. I'll run a race against you and prove it!"

The rabbit was very amused at this idea, so he agreed.



The rabbit was soon far feel very deeply how to race against a rabbit, he took a nap until the turtle

The turtle kept going slowly time, passed the place where rabbit was sleeping very rabbit woke up, the turtle now ran as fast as possible, but he could not pass the turtle.



away, and to make the turtle **ridiculous** it was for him to try lay down beside the road and arrived.

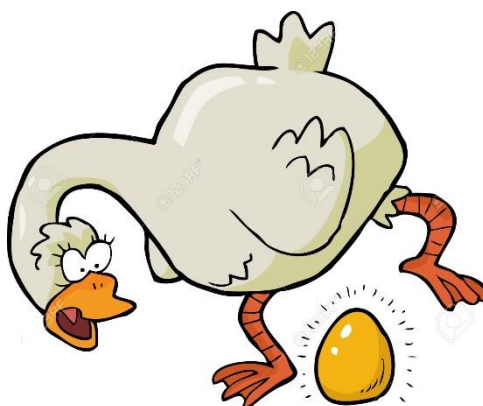
but **steadily**, and, after some the rabbit was sleeping. But the **peacefully**. When at last the was near the goal. The rabbit

**What is the life lesson of this story?**

## 8. The Goose with the Golden Eggs

There was once a farmer who had can imagine. Every day when he laid a beautiful, **glittering**, golden

The farmer took the eggs to the rich. But it was not long before he because she gave him only a was not getting rich fast enough. He wanted more.



the most wonderful **goose** you visited the nest, the goose had egg.

market and soon began to get grew **impatient** with the goose **single** golden egg a day. He

Then one day, after he had finished counting to him that he could get all the golden eggs goose and cutting it open. So he took a knife stomach. But when the **deed** was done, he golden egg, and his **precious** goose was dead.



his money, the idea came at once by killing the and opened up the goose's did not find a single

**What is the life lesson of this story?**

## New Year Traditions Around the World

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Name &amp; School</b>                    | Sara Sengpanya, Totsukawa High School                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Target Grade</b>                         | SHS any grades                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Lesson Topic</b>                         | New Year traditions, international culture                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Lesson Focus</b>                         | <b>Reading</b> <b>Writing</b> <b>Speaking</b> <b>Listening</b>                                                                                                                                                                                                                                                                                                                                               |
| <b>Lesson Aim(s)</b>                        | <ul style="list-style-type: none"> <li>Students will share with ALT some Japanese New Year traditions they know or have experienced</li> <li>Students will learn about interesting traditions from other foreign countries</li> <li>Students will practice and enjoy using English dialogue with classmates through a moving activity</li> </ul>                                                             |
| <b>Preparation &amp; Required Materials</b> | <ul style="list-style-type: none"> <li>New Year Traditions Around the World worksheets               <ul style="list-style-type: none"> <li>Part 1: Write the tradition in Japanese</li> <li>Part 2: Fill in the blank squares</li> </ul> </li> <li>Individual country cards with flags and traditions written on them (one country card for each student)</li> <li>Dictionaries (if plan to use)</li> </ul> |

### Overview

### Activity (in detail)

| Time  | Activity (& Materials as needed)                                    | ALT will...                                                                                                                                                                                              | JTE will...                                                                                                                                                                               | Students will...                                                                                                                                                       |
|-------|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5 min | Greetings & Warm-Up.<br><br>Ask about Japanese New Year traditions. | <p>Write "Happy New Year!" on blackboard.</p> <p>Greet students (How are you? How's the weather? What day is it today? What's the date? etc.)</p> <p>Ask students what did they do during New Years.</p> | <p>Greet students.</p> <p>Give support to students.</p> <p>Encourage students to share New Year traditions that they know.</p> <p>Explain any difficult traditions in English to ALT.</p> | <p>Greet ALT and JTE.</p> <p>Answer greeting questions.</p> <p>Tell ALT about some New Year traditions they know. (Try to explain using English that they learned)</p> |

|        |                                                                                                 |                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                 |
|--------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        |                                                                                                 | <p>Ask students what are some Japanese New Year traditions they know or have experienced. Do they enjoy them? Do they do them every year? etc.</p> <p>Give comments and feedback. ("Wow! That sounds interesting, I want to try that!" etc)</p>                                           | <p>Give comments and feedback.</p>                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                 |
| 15 min | <p>Introduce the topic.</p> <p>Let's learn about New Year Traditions from around the world!</p> | <p>Handout worksheet (Pt.1).</p> <p>Explain that this worksheet has traditions from other parts of the world.</p> <p>Have students work together in pairs or small groups and translate the meaning.</p> <p>Set a time for about 10-15 minutes for students to work.</p> <p>Encourage</p> | <p>Handout worksheets to each student.</p> <p>Divide class into small groups or assign partners.</p> <p>Provide support to students.</p> <p>Hand out dictionaries if needed.</p> <p>Help students with any difficult terms.</p> <p>Call out when time is up. Tell students to return</p> | <p>Receive worksheet (Pt.1).</p> <p>Move desks together or sit together with group or partner.</p> <p>Work together to read and write the meaning of each tradition in Japanese.</p> <p>Use dictionaries and ask ALT and JTE any questions.</p> |

|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                      |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | students to ask questions and use dictionaries if needed.                                                                                                                                                                                                                                                            | to their desks.                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                      |
| 10 min | <p>Regroup.</p> <p>Check the meaning and understanding.</p> <p>Practice pronunciation.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>After JTE helps explain meanings, have students practice pronunciation. ("Repeat after me: ~")</p>                                                                                                                                                                                                                | <p>Check the meaning of each tradition in Japanese.</p>                                                                                                                                                                                                                                | <p>Ask any extra questions they might have.</p> <p>Understand each tradition meaning from worksheet (Pt.1).</p> <p>Repeat after ALT.</p>                                                                                                                             |
| 15 min | <p>Activity: What country did you go to?</p> <p>Students will receive one worksheet (Pt.2) and one country card. Make sure they don't show this card to anyone!</p> <p>Students will use the dialogue on their worksheet and ask their classmates:</p> <p>A: What country did you go to?<br/>B: I went to (ex. America).<br/>A: Wow! What do they do on New Years?<br/>B: They (ex. kiss someone).</p> <p>Students will write the country name in the matching tradition box. They can write their classmates name too.</p> | <p>Hand out worksheet (pt. 2) and country cards.</p> <p>Explain activity rules in English and/or demonstrate (using 'Japan') example with JTE.</p> <p>Go over dialogue pronunciation as needed.</p> <p>Set a time limit for students (10 min).</p> <p>Facilitate activity.</p> <p>Walk around the class and make</p> | <p>Help hand out worksheet (pt. 2) and country cards.</p> <p>Demonstrate activity with ALT.</p> <p>Go over dialogue and pronunciation as needed.</p> <p>Facilitate activity.</p> <p>Walk around the class and make sure students are using English!</p> <p>Provide any comments or</p> | <p>Receive the worksheet (pt. 2) and country card.</p> <p>Ask any questions about worksheet or card.</p> <p>Listen to activity instructions. (And ask questions if need to)</p> <p>Watch activity demonstration.</p> <p>Repeat dialogue pronunciation after ALT.</p> |



|       |                                                                                                                                                                                     |                                                                                                                                                                                                                                                                  |                                                                                                                                                                               |                                                                                                                                                                                  |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       | <p>(You can have students write country name in English- they can ask "How do you spell ~?")</p> <p>Students will continue until they write all country names on the worksheet.</p> | <p>sure students are using English!</p> <p>Provide any comments or feedback to students as they work.</p>                                                                                                                                                        | <p>feedback to students as they work.</p> <p>Call time up when finished.</p>                                                                                                  | <p>Participate in activity and enjoy using English!</p> <p>Return to seats after activity finishes.</p>                                                                          |
| 5 min | <p>Wrap up.</p> <p>Regroup and check answers together.</p> <p>Give comments and feedback.</p>                                                                                       | <p>Check the answers- ask students where each activity takes place.</p> <p>Ask the students what they think about these New Year traditions from other countries. Do they want to participate in these traditions? etc.</p> <p>Thank students and end class.</p> | <p>Check the answers- ask students where each activity takes place.</p> <p>Call on students and ask for their thoughts and opinions.</p> <p>Thank students and end class.</p> | <p>Give ALT and JTE answers from the activity.</p> <p>Give ALT and JTE their comments and opinions about New Year traditions from other countries.</p> <p>Thank ALT and JTE.</p> |

# New Year's Traditions Around the World! (Pt.2)















A: What country did you go to?

B: I went to (国の名前).

A: Wow! What do they do on New Year's?

B: They (国の伝統).

Ask your classmates about their overseas New Year trip. Then, in the table below, please write the country name in the correct tradition. You can write your friend's name too!

|                                                                                                                                              |                                                                                                                     |                                                                                                                                 |                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
|  <p>Ex.) ring the bell 108 times<br/>ex.) <b>Japan</b></p> |  <p>kiss someone</p>              |  <p>burn scarecrows</p>                      |  <p>break plates</p>                           |
|  <p>eat 12 grapes</p>                                     |  <p>swing balls of fire</p>      |  <p>eat "Berliners" (jam-filled donuts)</p> |  <p>eat round fruits</p>                      |
|  <p>burn Christmas trees</p>                              |  <p>wear colorful underpants</p> |  <p>eat "Kransekage" (wreath cake)</p>      |  <p>walk around the house with a suitcase</p> |

|                                                                                                                                                 |                                                                                                                                                                 |                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>America (アメリカ)</p>  <p><u>kiss someone</u></p>              | <p>Denmark (デンマーク)</p>  <p><u>break plates</u></p>                             | <p>Ecuador (エクアドル)</p>  <p><u>burn scarecrows</u></p>        |
| <p>Spain (スペイン)</p>  <p><u>eat 12 grapes</u></p>               | <p>Scotland スコットランド</p>  <p><u>swing balls of fire</u></p>                     | <p>Germany (ドイツ)</p>  <p><u>eat "Berliners"</u></p>          |
| <p>Norway (ノルウェー)</p>  <p><u>eat "Krensekage"</u></p>        | <p>Netherlands (オランダ)</p>  <p><u>burn Christmas trees</u></p>                | <p>Philippines (フィリピン)</p>  <p><u>eat round fruits</u></p> |
| <p>Brazil (ブラジル)</p>  <p><u>wear colorful underpants</u></p> | <p>Columbia (コロンビア)</p>  <p><u>walk around the house with a suitcase</u></p> | <p>Norway (ノルウェー)</p>  <p><u>eat "Krensekage"</u></p>      |

# New Year's Traditions Around the World! (Pt.1)

Write each sentence into Japanese!

Of course, you may use a dictionary!



| English                               | Japanese |
|---------------------------------------|----------|
| Ring the bell 108 times               |          |
| Kiss someone                          |          |
| Burn scarecrows                       |          |
| Break plates                          |          |
| Eat 12 grapes                         |          |
| Swing balls of fire                   |          |
| Eat "Berliners" (jam-filled donuts)   |          |
| Eat round fruits                      |          |
| Burn Christmas trees                  |          |
| Wear colorful underpants              |          |
| eat "Kransekage"(wreath cake)         |          |
| Walk around the house with a suitcase |          |

# THIS IS HALLOWEEN

## Overview

|                                             |                                                                                                                                                                                                                                     |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Name &amp; School</b>                    | Tiffany T. Smith, Oyodo Senior High School                                                                                                                                                                                          |
| <b>Target Grade</b>                         | SHS any grade                                                                                                                                                                                                                       |
| <b>Lesson Topic</b>                         | The History and facts of Halloween                                                                                                                                                                                                  |
| <b>Lesson Focus</b>                         | <b>Reading</b> <b>Writing</b> <b>Speaking</b> <b>Listening</b>                                                                                                                                                                      |
| <b>Lesson Aim(s)</b>                        | <ul style="list-style-type: none"> <li>● To teach students about the origin of Halloween</li> <li>● To understand the traditional activities done during Halloween</li> <li>● Increase their vocabulary</li> </ul>                  |
| <b>Preparation &amp; Required Materials</b> | <ul style="list-style-type: none"> <li>● Tv with an HDMI port</li> <li>● HDMI cable</li> <li>● Halloween script for students</li> <li>● Crossword puzzle handout</li> <li>● Laptop with prepared PowerPoint presentation</li> </ul> |

## Activity (in detail)~ 50mins

| Time   | Activity (& Materials as needed)                                                                                                 | ALT will...                                                                                                                                                     | JTE will...                                                        | Students will...                                                                              |
|--------|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| 10mins | Greeting and Topic introduction                                                                                                  | <p>Greet the students based on the time of day.</p> <p>Ask the students if they have ever heard of Halloween and if their families practice this tradition.</p> | <p>Greet the students and may also answer the ALT'S questions.</p> | <p>Greet the teachers and answer questions.</p>                                               |
| 10mins | <p>Introduce vocabulary <b>(the Halloween script)</b></p> <p>** Same words that will later be found in the crossword puzzle.</p> | <p>Hand out the Halloween script.</p> <p>Write each key vocabulary on the board and allow students to find and highlight</p>                                    | <p>Assist the students that need help finding each word.</p>       | <p>Find and highlight each word written on the board by the ALT.</p> <p>Repeat after ALT.</p> |

|        |                                                                                           |                                                                                                                                                                                                      |                                                 |                                                                            |
|--------|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|----------------------------------------------------------------------------|
|        |                                                                                           | <p>each word in the script.</p> <p>Ask students to stand and repeat each word after ALT.</p>                                                                                                         |                                                 |                                                                            |
| 10mins | Spooky PowerPoint presentation ( <b>laptop with pp and tv with HDMI port and cable</b> ). | <p>Use the script as a guide thorough the PowerPoint presentation.</p> <p>Allow the students to follow along while reading the script with visual aids provided by the pp.</p>                       | Translate when necessary.                       | Follow the script as ALT reads and pay attention to the pp for visual aid. |
| 10mins | Activity I: Halloween crossword puzzle ( <b>crossword puzzle sheet</b> ).                 | <p>Hand out the crossword puzzle.</p> <p>Explain how it is done.</p> <p>Read each question for students aloud and provide clues that will help students especially those with low English level.</p> | Same as ALT.                                    | Attempt to complete the crossword puzzle.                                  |
| 8mins  | Activity II: Scary stories                                                                | <p>Explain the rules of the game.</p> <p>Begin the story with the line:<br/>"It was a cold and cloudy day,</p>                                                                                       | Explain the rules and translate when necessary. | Participate in the activity.                                               |

|       |         |                                                                                                                                            |                                         |          |
|-------|---------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|----------|
|       |         | <p>when..."</p> <p>Allow each student to add a line to the story successively until the very last student (who will provide an ending)</p> |                                         |          |
| 2mins | Wrap up | Thank students for their participation.                                                                                                    | Thank students for their participation. | SMILE!!! |

# HALLOWEEN

Halloween is an ancient festival celebrated every year on the 31<sup>st</sup> of <sup>1</sup>October by many people who live in the west.

Most children dress up in <sup>2</sup>costumes to go from house to house in their neighbourhoods and collect bags filled with <sup>3</sup>candy.

Two thousand (2000) years ago, in Northern France, United Kingdom and Ireland, this day was used to celebrate the festival of <sup>4</sup>*Samhain*. The people of Ireland believed that on the thirty- first of October or the day before their new year (1<sup>st</sup> of November), the line between the living and the dead became <sup>5</sup>blurred, where the spirits of the dying earth would rise and mix with the living.

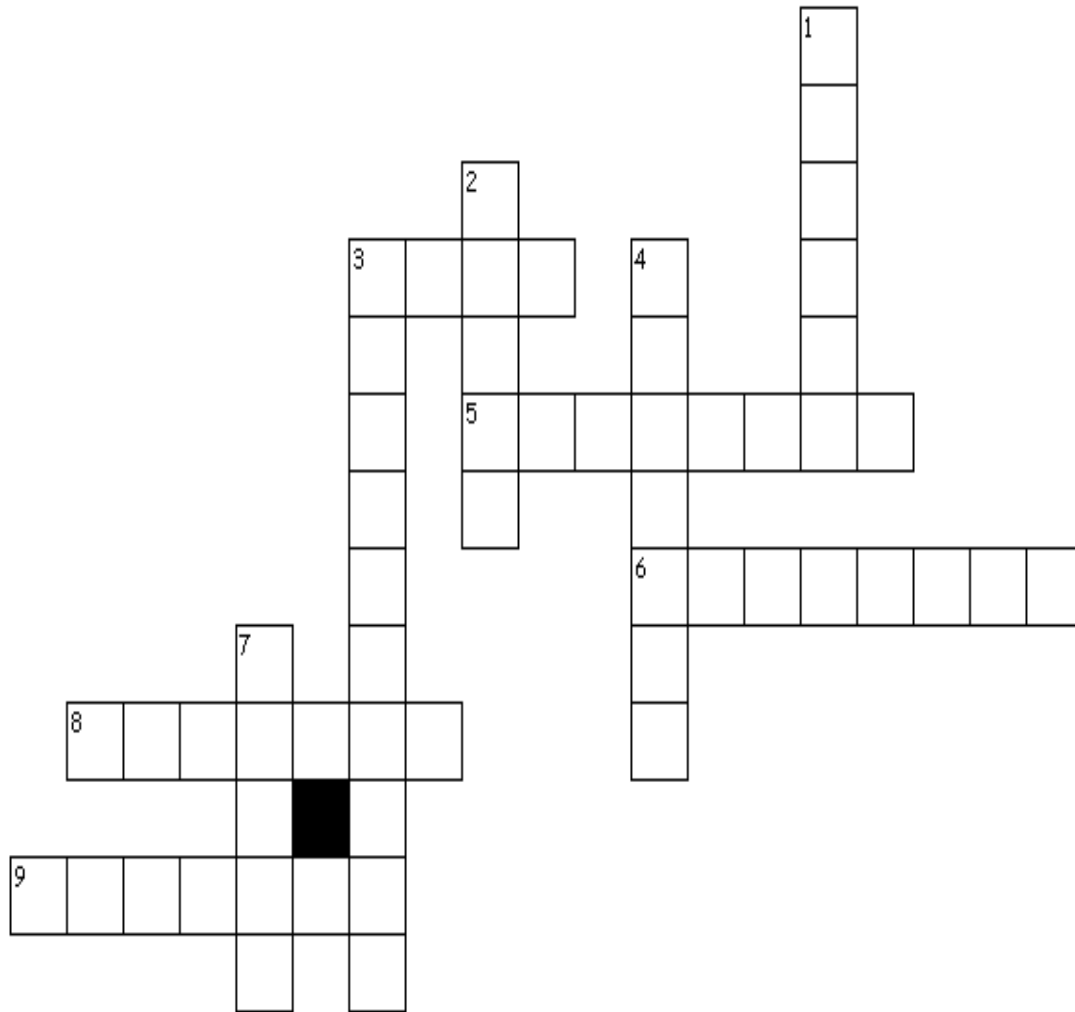
Unfortunately, the ghosts caused <sup>6</sup>harm to the crops and terrorised many humans.

The spirits or ghosts also helped many to see the <sup>7</sup>future and so they would dress up in animal heads and skins, build huge <sup>8</sup>bonfires and made sacrifices to their gods so that they may tell fortunes. At the same time, they wore these costumes to prevent the dead from troubling them.

On November the first, children would collect food in return for prayers for the dead.

Eventually, this was turned into <sup>9</sup>'trick or <sup>10</sup>treat, where if the child was given a treat, they wouldn't cause trouble, but if they didn't receive any, then they would perform a trick.





### Across

3. The ghosts caused what to the crops?
5. Most children dress up in what?
6. What huge things were built?
8. On October the 31st, it was believed that the line between the living and the dead became what?
9. Years ago, what was celebrated on October 31st?

### Down

1. What did the ghosts helped many to see?
2. If a child did not get candy, what would they do?
3. What is celebrated on the 31<sup>st</sup> of October?
4. Halloween is in which month?
7. The child would not cause trouble if they got what?

Title of Lesson:

## (Halloween) One-off Monster Creating Race

Overview:

|                                   |                                                                                                                                                     |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| ALT Name(s)                       | Victoria Eichbauer – Seiwa Seiryō SHS                                                                                                               |
| Level                             | <b>Beginner</b> <b>Intermediate</b> Fluent                                                                                                          |
| Lesson focus                      | <b>Speaking</b> <b>Reading</b> <b>Writing</b> Listening                                                                                             |
| Target Grade                      | SHS                                                                                                                                                 |
| Preparation & Required Materials  | Paper bags with slips of paper<br>Worksheet<br>Large blank paper<br>Colored pencils and/or markers<br>(optional) Desk bell<br>(optional) Dictionary |
| Evaluation Method (if applicable) | Fluency                                                                                                                                             |

Activity (in detail):

| Time       | Activity/Steps (& Materials as needed) | ALT will...                      | JTE will...                      | Students will...                            |
|------------|----------------------------------------|----------------------------------|----------------------------------|---------------------------------------------|
| 3 minutes  | Greeting                               | Greet students and ask questions | Greet students and ask questions | Greet teachers and answer questions         |
| 5 minutes  | Warm-up: (Example: One minute chat*)   | Explain warm-up and facilitate   | Clarify warm-up and facilitate   | Listen to teachers and do warm-up           |
| 10 minutes | Create Groups and Explain Race**       | Explain race rules               | Separate students into groups    | Separate into groups and listen to teachers |

|               |                          |                                                            |                                                            |                                                       |
|---------------|--------------------------|------------------------------------------------------------|------------------------------------------------------------|-------------------------------------------------------|
| 20<br>minutes | Monster Creating<br>Race | Facilitate the race<br>and help when there<br>is confusion | Facilitate the race<br>and help when there<br>is confusion | In groups race to<br>finish creating their<br>monster |
| 10<br>minutes | Presentation             | Listen to each group<br>present                            | Listen to each group<br>present                            | Present their<br>monster and what<br>they wrote       |
| 2<br>minutes  | Wrap-up                  | Say goodbye                                                | Say goodbye                                                | Say goodbye                                           |

\*One minute chat is a small warm up where students must talk continuously in English for one minute. They can have a conversation with their partner or they can say anything that comes to their head first, the only rule is that each pair must not stop talking in English.

\*\*The race will start with groups of five or six students (Or as you see fit). Each group will get one big blank paper and each student will get one worksheet. The race starts with each group going to the bag labeled 1 and pulling one paper each. Each student must write down on their worksheet what is written on their slip of paper. Then they must draw what the paper describes (example: Please draw a pink circle for a head). Each group must continue incrementally until bag 6. When they are finished with bag six they will have completed their drawing. After they complete it, each group must write a paragraph about their monster. At least six sentences are required before they are allowed to finish. The first group to finish can ring a bell or raise their hand. If everyone has written on their worksheet and the drawing is complete, the group will win (if allowed a prize can be given). After all groups must present their monster to the class in English.

## Monster Creation Team Race

Every team will race to make a character. They must be the first team to complete one part at a time and write at least six sentences to win.

1

Please draw a red circle for a head.  
Please draw a blue circle for a head.  
Please draw a green rectangle for a head.  
Please draw a purple triangle for a head.  
Please draw a black oval for a head.  
Please draw a brown oval for a head.  
Please draw a yellow square for a head.  
Please draw a pink square for a head.

2

Please draw a shirt that says "I love BTS"  
Please draw a flower pattern dress.  
Please draw a rainbow dress.  
Please draw pink pants and a green shirt.  
Please draw a blue suit.  
Please draw a striped shirt with brown pants.  
Please draw polka dot shorts with a black shirt.  
Please draw a long sleeved shirt with a checkered skirt.

3

Please draw two long arms.  
Please draw three arms.  
Please draw two short arms.  
Please draw four long arms.  
Please draw four short arms.  
Please draw five short arms.  
Please draw five long arms.  
Please draw twenty arms.

4

Please draw two long legs.  
Please draw two short legs.  
Please draw three short legs.

Please draw three long legs.

Please draw four long legs.

Please draw four short legs.

Please draw five short legs.

Please draw five long legs.

5

Please draw short black hair.

Please draw long brown hair.

Please draw spikey blond hair.

Please draw short blue hair.

Please draw long pink hair.

Please draw short orange hair.

Please draw long green hair.

Please draw long curly red hair.

6

Please draw pink fuzzy cat ears.

Please draw a spotted tail.

Please draw a ghost behind him/her.

Please draw chopsticks in the hands.

Please draw five long green tentacles.

Please draw red angel wings.

Please draw two basketballs above their head.

Please draw eight small mice around their feet.

Name \_\_\_\_\_ Class: \_\_\_\_\_ Student #: \_\_\_\_\_

## MAKE A MONSTER

1. (head) \_\_\_\_\_.
2. (clothes) \_\_\_\_\_.
3. (arms) \_\_\_\_\_.
4. (legs) \_\_\_\_\_.
5. (hair) \_\_\_\_\_.
6. (extra) \_\_\_\_\_.

Please introduce your character!

作った人を紹介してください。

Our character is named \_\_\_\_\_. She / He has a \_\_\_\_\_ head. She/ he has \_\_\_\_\_ hands and \_\_\_\_\_ legs. Their hair is \_\_\_\_\_. They have \_\_\_\_\_.

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### Let's Think! (これも考えましょう!)

- How old is she/he?
- What is their favorite things?
- Where do they live?
- Do they go to school or work? Where?

## English Discussion

### Overview

|                                             |                                                                                                                     |
|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| <b>Name &amp; School</b>                    | Kujime Satoshi at Koriyama high school                                                                              |
| <b>Target Grade</b>                         | SHS any grade                                                                                                       |
| <b>Lesson Topic</b>                         | 3 minutes discussion                                                                                                |
| <b>Lesson Focus</b>                         | <b>Reading    Writing    Speaking    Listening</b>                                                                  |
| <b>Lesson Aim(s)</b>                        | <b>To enjoy making discussion in English</b><br><b>To make the discussion deep and variable with other students</b> |
| <b>Preparation &amp; Required Materials</b> | 3 minutes discussion sheet<br>Review sheet                                                                          |

### Activity (in detail)

| <b>Time</b> | <b>Activity<br/>Materials<br/>needed)</b> | <b>(&amp;<br/>as</b> | <b>ALT will...</b>                                                                                                | <b>JTE will...</b>                                                                       | <b>Students will...</b>                                                                |
|-------------|-------------------------------------------|----------------------|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| 10min       | 1 minute speech<br>(ice break)            |                      | ① Demonstrate 1 min speech before students' speech.<br>② Listen to the speeches<br>③ Give them positive feedback. | Listen to the speeches                                                                   | Make pair. One student will talk about a topic for 1 min. Then, the next speaker will. |
| 10min       | Preparation for 3 minutes discussion      |                      |                                                                                                                   | ① Talk about the main purpose of this activity.<br>② Explain how to do "3min discussion" | Think about a topic and write down their own opinion on the sheet for 3min.            |

|       |                      |                                                                                                                                                                                                  |                                                                                                        |                                                                                                                                                                                                                                                                     |
|-------|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 20min | 3 minutes discussion | <ul style="list-style-type: none"> <li>① Look around students' discussion</li> <li>② Give them some feedbacks after the discussion</li> <li>③ Show some useful phrases in this topic.</li> </ul> | ① Look around students' discussion                                                                     | <ul style="list-style-type: none"> <li>① Discuss a topic with three</li> <li>② Count the number of points they got</li> <li>③ Write down some phrases they wanted to express but couldn't</li> <li>④ Change their partners and make the discussion again</li> </ul> |
| 10min | Conclusion           | Make the conclusion                                                                                                                                                                              | <ul style="list-style-type: none"> <li>① Make the conclusion</li> <li>② Give "review sheet"</li> </ul> | <ul style="list-style-type: none"> <li>① Listen</li> <li>② Try "review sheet"</li> </ul>                                                                                                                                                                            |



## ポイント制「トリオ・ディスカッション」

- 【1 内容】下のディスカッション表現を使いつつ、3人でグループディスカッションを楽しむ（3分）。  
 【2 目的】3人で話すことで、自分一人のときよりも「深い」「多様な」内容に至ることを目指す。  
 【3 方法】①3人になる、②トピックを書く、③立って会話する。（紙の口にノックアウトアイコンタクトも）。  
 【4 注意】①全員がバランスよく（時間）話す。②相手の意見と関連させて話す。③Nice talking でお別れする。

◆Today's Topic

■Date (     /     )

◆Useful Expressions for Discussion 【第1発言3点 / 意見2点 / コメント1点】

| 使用場面（機能） | 使用表現（1フレーズ1点、ただし①で先導した人は3点！）                                     | 使用✓ | 得点 |
|----------|------------------------------------------------------------------|-----|----|
| 開始       | □①Let's me try (go) , first? (挙手しながら) 3点！                        |     |    |
|          | □②Will you go first? (あなたから始めてくれる?) 1点                           |     |    |
| 意見       | □③I think ~ because . . . 2点                                     |     |    |
|          | □④In my opinion (私の意見では) ~ 2点                                    |     |    |
|          | □⑤As far as I know[hear], ~ (私が知る限りでは~) 2点                       |     |    |
| 賛成       | □⑥I agree with you because ~. 2点                                 |     |    |
|          | □⑦I like your idea. (Your idea is nice.) 1点                      |     |    |
|          | □⑧You're right. (あなたの言う通り) (Exactly) 1点                          |     |    |
| 反対       | □⑨That may be so (I respect your opinion) , but I think . . . 2点 |     |    |
|          | □⑩I'm afraid I don't agree with you. (I don't think so.) 1点      |     |    |
| 質問       | □⑪Excuse me, can I ask you a question? 1点                        |     |    |
|          | □⑫Why do you think so? 1点                                        |     |    |

|     |                                                          |  |  |  |
|-----|----------------------------------------------------------|--|--|--|
|     | □ ⑬ Could you give me an example[a reason]? 1 点          |  |  |  |
|     | □ ⑭ What do you think about my opinion? (～についてどう思う?) 1 点 |  |  |  |
| つなぐ | □ ⑮ Who's next? (I'll be next?) 1 点                      |  |  |  |
|     | □ ⑯ Do you have any idea? 1 点                            |  |  |  |
|     | □ ⑰ You said that ~, but[and] . . . ? 2 点                |  |  |  |
| 結論  | □ ⑱ For these reasons, ~ (このような理由で) 2 点                  |  |  |  |
|     | □ ⑲ In conclusion, ~ (結論は～) In summary, ~ (要約すると) 2 点    |  |  |  |
|     | □ ⑳ Please let me finish. (最後まで言わせて) 2 点                 |  |  |  |

◆ 3 minute writing (write your opinion about the topic)

◆ 合計点 (各自記入) : (                      )

|                     |
|---------------------|
|                     |
|                     |
|                     |
|                     |
| 英語で言いたかったけど言えなかった表現 |

## Pokemon Battle

|                                             |                                                                                                                                                                                                                                                                         |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Name &amp; School</b>                    | Yuki Hirayama, Totsukawa High School                                                                                                                                                                                                                                    |
| <b>Target Grade</b>                         | SHS Any grades                                                                                                                                                                                                                                                          |
| <b>Lesson Topic</b>                         | Reviewing comparatives and/or superlatives                                                                                                                                                                                                                              |
| <b>Lesson Focus</b>                         | <b>Reading</b> <b>Writing</b> <b>Speaking</b> <b>Listening</b>                                                                                                                                                                                                          |
| <b>Lesson Aim(s)</b>                        | <ul style="list-style-type: none"> <li>Students will review and participate in warm up game</li> <li>Students will learn the meaning of words: age, height, weight, and strength</li> <li>Students will enjoy reviewing grammar point through a Pokemon game</li> </ul> |
| <b>Preparation &amp; Required Materials</b> | <ul style="list-style-type: none"> <li>Pokemon cards (printed and prepared beforehand)               <ul style="list-style-type: none"> <li>at least 3 cards for each student</li> </ul> </li> </ul>                                                                    |

### Overview

### Activity (in detail)

| Time   | Activity (& Materials as needed)                                                                                                                                                                                                                                               | ALT will...                                                                                              | JTE will...                                                      | Students will...                                                                  |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| 2 min  | Greeting                                                                                                                                                                                                                                                                       | Greet students<br>(How are you,<br>how's the<br>weather, what's<br>the date, what<br>day is it today)    | Greet students                                                   | Greet ALT and<br>JTE. Answer ALT's<br>questions.                                  |
| 15 min | <p>Warm-up game:<br/>Line up first to last</p> <p>In teams, students will line up (for example, "line up from oldest to youngest" "tallest to shortest" "arrange by your name alphabet" etc.) as quick as they can.</p> <p>Encourage students to try and use ONLY English!</p> | <p>Divide class into groups.</p> <p>Give instructions in English</p> <p>Help supervise warm up game.</p> | <p>Help explain instructions.</p> <p>Supervise warm up game.</p> | <p>Listen to ALT and JTE's instructions.</p> <p>Do the warm up game properly.</p> |

|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                 |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 30 min | <p>Main Activity:<br/>Pokemon battle!</p> <p>Students will be given 3-6 pokemon cards. They will battle in pairs.</p> <p>ALT and JTE will write on the board:</p> <ul style="list-style-type: none"> <li>● <b>Age</b></li> <li>● <b>Height</b></li> <li>● <b>Weight</b></li> <li>● <b>Strength</b></li> </ul> <p>Explain the meaning of each word to students.</p> <p>Discuss comparative terms used for each:</p> <ul style="list-style-type: none"> <li>● Age (<b>old</b> vs <b>young</b>)</li> <li>● Height (<b>tall</b> vs <b>short</b>)</li> <li>● Weight (<b>light</b> vs <b>heavy</b>)</li> <li>● Strength (<b>strong</b> vs <b>weak</b>)</li> </ul> <p>Give a sample sentence for students to use and write on the blackboard:</p> <p>(Pikachu) is <b><u>stronger</u></b> than (Eevee).</p> <p>(Purin) is <b><u>as strong as</u></b> (Gyrados).</p> <p>Review the grammar point.</p> | <p>Tell students to return to their seats.</p> <p>Write card terms on the blackboard.</p> <p>Write sample sentence on blackboard.</p> <p>Have students practice pronunciation.</p> <p>Make student pairs. (Have them sit face-to-face with desk in between)</p> <p>Explain game rules.</p> <p>Do a demonstration with JTE.</p> <p>Provide support and encouragement to students.</p> | <p>Tell students to return to their seats.</p> <p>Explain card terms to students.</p> <p>Explain grammar point.</p> <p>Have students practice pronunciation.</p> <p>Shuffle and pass Pokemon cards to each student.</p> <p>Help explain game rules.</p> <p>Do a demonstration with ALT.</p> <p>Announce each round's pokemon battle.</p> <p>Tell winners of each round to stand up and say their winning sentences.</p> | <p>Return to their seats.</p> <p>Listen and review grammar and words that are written on the board.</p> <p>Practice pronunciation.</p> <p>Ask any questions if needed.</p> <p>Receive pokemon cards.</p> <p>Enjoy and play Pokemon battle game in pairs.</p> <p>Stand up and announce their battle results.</p> |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                         |                                                                                                                                     |                                                   |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
|       | <p>ALT and JTE will announce pokemon battle:</p> <p>Ex. "First round: play your <b>youngest</b> pokemon!"</p> <p>Students choose a Pokemon card from their hand and put it face down. When ALT and JTE say "Battle start!" students will turn over their cards. Students will check to see who is the winner. Winners will stand up and announce to class using the grammar written on blackboard. Then students will set aside cards used and continue playing.</p> <p>Repeat until all rounds are complete! You can turn this game into a tournament if you'd like.</p> |                                                                                         |                                                                                                                                     |                                                   |
| 3 min | Wrap up                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Congratulate winner(s).</p> <p>Thank students and tell them they did a good job.</p> | <p>Congratulate winner(s).</p> <p>Have students return to their seats.</p> <p>Thank students and tell them they did a good job.</p> | <p>Return to seats.</p> <p>Thank ALT and JTE.</p> |