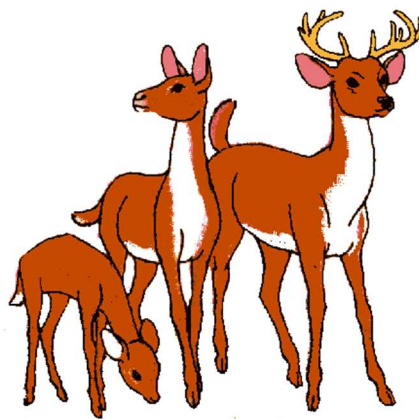


Lesson Plans & Activities by Senior High School ALTs and JTEs

Nara Prefecture
2018 Autumn
ALT Skill Development Conference



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Lesson Plans & Activities for Senior High Schools
Nara Prefecture 2018 Skill Development Conference



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National Dishes

Overview

Name & School	Joseph Doyle, Ikoma SHS
Target Grade	SH (1)
Lesson Topic	Foreign cuisine, discussing content of meals
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	Students will be able to determine and discuss information about the ingredients of meals.
Preparation & Required Materials (attached)	<ul style="list-style-type: none"> ● A4 sized photographs of food (8 of, preferably laminated) ● Worksheets ● magnets; chalk; chalkboard

Activity (in detail)

Time	Activity (& Materials)	ALT will...	JTE/HRT will...	Students will...
2 mins	Preparation Greeting and Today's Date	<p>ALT will write the following country names on the board prior to the start of class (order doesn't matter): USA, Mexico, Canada, Italy, England, Germany, Mongolia, Scotland</p> <p>Note: countries and dishes can be changed as you like.</p> <p>Greet the students and make inquiry as to the general condition of students. After that, the ALT will choose a student to recite today's date in English and write it on the board.</p>	Divide students into eight groups.	Respond to ALT. Wait patiently for further content.

20 mins	Introduce topic Activity 1: Matching picture with country, explanation of dishes. Students must quickly decide amongst their groups which country matches their food picture. ALT explains the different food pictures and the ingredients of some of them, too.	Passes out a picture to each table. Adjusts pictures to match the represented country, if necessary. Names the dish in each picture. Describes key ingredients of a few dishes from activity.	Passes out worksheets. Explains term <i>ingredient</i> to students Makes sure that students have moved to their original seating at activity's end	Use magnets to put their picture under the correct country name. They only have thirty seconds to a minute to do this. Take notes.
10 mins	Activity 2: Students listen to dialogue and answer questions from their worksheet.	Reads dialogue. Writes correct answers on board after eliciting them from students.	Reads dialogue. Chooses students to answer questions aloud.	Listens to dialogue and writes answers on worksheet. Some students give answers aloud.
15 mins	Activity 3: Students make and present their own short dialogue about any dishes with at least three ingredients in the same style as the dialogue they just heard.	Explains that the students will now make a similar dialogue to the one they just heard. Explain in what situations they might use prepositions in or on. Monitors student notetaking and practice.	Makes sure students are in pairs. Monitors students and helps students that may want to translate or discuss a difficult concept or ingredient.	Take notes and prepare dialogue with a partner. If selected, present their short dialogue to the class.
3 mins	Extra Activity: Students can complete crossword on back of worksheet if time allows. Answers are the national dishes from the first activity. Closing	Collects worksheet when students are finished. Closes out the lesson and thanks the students for being perfect.	Collects worksheets. Wipes away single, proud tear.	Do crossword. Turn in worksheet. Bow deeply in appreciation of the ALT.

Name_____ Number_____ Class_____ Date_____

National Dishes

Part 1:

Listen to the ALT and take some notes about the different national dishes on the board.

Notes!

Part 2:

Please listen to the dialogue and try to answer the questions as well as you can! Pay close attention to ingredients.

Questions:

1. What is Alex eating?

2. What vegetables are in Alex's food?

3. What kind of meat is on Joe's food?

Part 3:

Now it is time to make your own dialogue! Please make some notes and fill in the blanks with your partner to finish your script.

Dish:
Ingredients:

Student 1: Hi, _____! What are you eating?

Student 2: Hi, _____! I'm eating _____!

Student 1: Nice! What's (in/on) your _____?

Student 2: It has _____. Do you want some?

Student 1: No, thanks. I already ate _____.

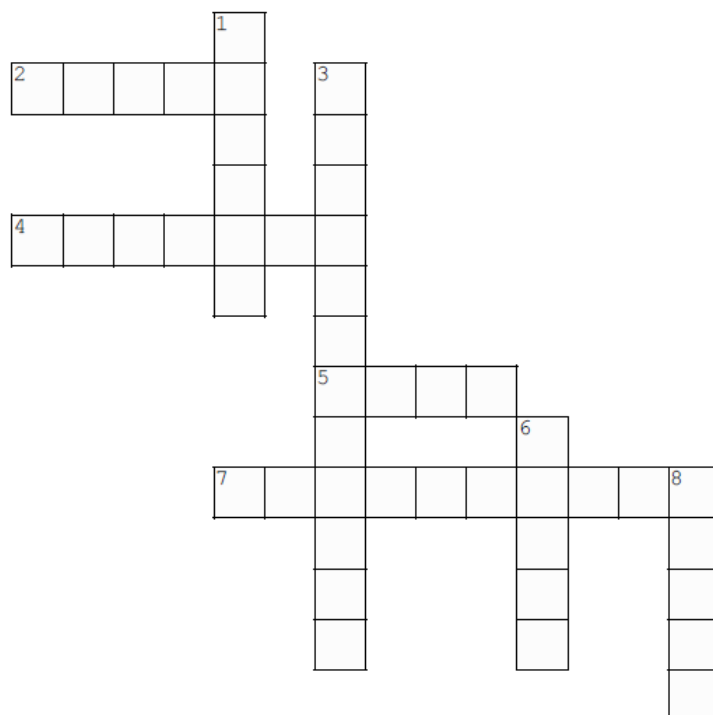
Student 2: Oh? What was (in/on) your _____?

Student 1: _____.

Student 2: _____.

National Dish Crossword

Please use the clues to find the correct answers from today's lesson!



Created with TheTeachersCorner.net [Crossword Puzzle Generator](#)

Across

2. The most famous dish from Italy enjoyed all over the world.
4. French fries with gravy and cheese curds. Arguably Canada's most important contribution to humanity.
5. A common food in Mongolia inspired by Chinese dumplings.
7. A combination of traditional Indian and German flavors enjoyed in Berlin.

Down

1. The heart, lungs, and liver of a sheep boiled in its own stomach.
3. A common fast-food item in the USA.
6. Invented in England with spices and techniques from India.
8. A common food in Mexico that can have a wide variety of ingredients.

ALT: Hi, [JTE name]! What are you eating?

JTE: Hi, [ALT Name]! I'm eating curry!

ALT: Nice! What's in your curry?

JTE: It has chicken, carrots, onions, potatoes, and peppers! Do you want some?

ALT: No, thanks. I already ate some pizza.

JTE: Oh? What was on your pizza?

ALT: Cheese, sauce, beef, asparagus, and eggplant!

JTE: Oh. My curry sounds better.

ALT:.....

This is what some of the pictures of food might look like. Please change as needed.



Our Invention II

Overview

Name & School	Jan Angela Maravilla, Sakurai Senior High School
Target Grade	SH (1 st)
Lesson Topic	Describing Our Invention Using Comparative and Superlative Adjectives
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	<ul style="list-style-type: none"> ● To practice the students' ability to use comparative and superlative adjectives ● To develop students' skills in describing objects ● To enhance students' creativity ● To develop the students' ability to work in groups
Preparation & Required Materials (attached)	<ul style="list-style-type: none"> ● Worksheets ● Worksheet from previous class (Creating an Invention)

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE/HRT will...	Students will...
15 mins	<p>Greeting and Warm-up</p> <p>- Warm-up Game: Line Up</p> <p>Objective:</p> <p>* Practice comparative and superlative adjectives</p>	<p>-Greet the class</p> <p>-Divide the class in 4 groups</p> <p>-Gives instructions</p> <p>Instructions</p> <p>* Each group will form a line</p> <p>* The groups must arrange themselves according to the criteria given by the ALT</p> <p>*As soon as the group finishes they have to raise their hands</p> <p>*The JTE and ALT will</p>	<p>- Greet the class</p> <p>-Help the ALT divide the class in groups</p> <p>-Facilitates the game with the ALT</p> <p>-Check if the group's arrangement is correct</p>	<p>- Greet the JTE and ALT</p> <p>-Forms 4 groups</p> <p>-Play the game</p>

		<p>check the arrangement</p> <p>*If the arrangement is correct, the group gets one point</p> <p>*The group will be required to say a script</p> <p>Script 1: First person in the line.</p> <p>"I am (adjective)"</p> <p>Eg. I am tall</p> <p>Script 2: 2nd to 9th persons</p> <p>"I am (comparative adjective) than (name of the person standing in front of him/her)"</p> <p>Eg: I am taller than _____</p> <p>Script 3: Last person</p> <p>"I am the (superlative adjective)</p> <p>Eg: I am the tallest in our group</p> <p>* If the group says the script perfectly, they get another point</p>		
10 mins	Activity 1: Demonstration and Lesson on Adjectives	<p>-Give the students a worksheet.</p> <p>- Give instructions to the students.</p> <p>- Read the advertisement.</p>	- Help the ALT in the presentation and translate if necessary	- Answer the worksheet

20 mins	Activity 2: Writing Description of the Invention	<ul style="list-style-type: none"> - Give each student a copy of the worksheet - Give instructions - Monitor the students' progress 	<ul style="list-style-type: none"> - Assist the ALT in distributing the worksheets - Monitor the students' progress - Help students if necessary 	<ul style="list-style-type: none"> -Go back to their groups from the last meeting - Receive their worksheets - Listen - Answer the worksheet
5 mins	Closing	<ul style="list-style-type: none"> -Congratulate the students - Collect the students' drafts for checking -Say goodbye 	<ul style="list-style-type: none"> -Will give his/her feedback about the students' performance 	<ul style="list-style-type: none"> - Listen - Say goodbye

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 food that you want to eat? Do you want to eat your favorite food right now, but you don't know how to make it? Well, there is one product that can help you make any food even if you don't know how to cook. This is our group's 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 - _____+ (i)er - More _____	- _____+ est - _____+(i)est - 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 to 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 (adjectives) that make people want to buy it:
 - a) Positive – New, Modern, Effective...
 - b) Comparative – Better, More Affordable, easier...
 - c) Superlative Adjectives: Best, Fastest, Cheapest...

Script:



Passive Superheroes

Overview

Name & School	Janneke Rubow, Suzaku Senior High School
Target Grade	SH (1)
Lesson Topic	Western superheroes & passive voice
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	To get students to change simple sentences (present and past) from active to passive voice and vice versa. Students must work together in teams, helping each other to understand the grammar structure and steps. Students should have encountered passive voice before, but not changed from active to passive
Preparation & Required Materials	<ul style="list-style-type: none"> ● Chalk ● Worksheets ● giant game poster **can be adapted to any grammar point/topic** ● dice and magnets for 5 groups

Activity (in detail)

Time	Activity (Materials as needed)	ALT will...	JTE will...	Students will...
5 min	<u>Greeting</u> <u>Warmer/activity to introduce topic:</u> Students are asked to name as many Western superheroes as they can.	Greet, ask the students whether they know any non-Japanese superheroes	Greet, give hints e.g. (strong & green) [optional: stick heroes on the board]	Greet, volunteer names of superheroes
5 min	<u>Form teams & preparation</u> Students make teams of 8 (5 teams in the class) while ALT writes grammar/sentence on board and JTE hands out worksheets	Ask the students to form teams and think of superhero names; then writes the grammar structure on the board	Helps students shift their tables, then hands out worksheets	Students make teams and think of a superhero name for their team
8 min	Activity 2: Steps of switching active to passive voice	ALT explains the steps of switching active to passive voice, using	JTE translates if the class does not	Learn the steps, help switch the

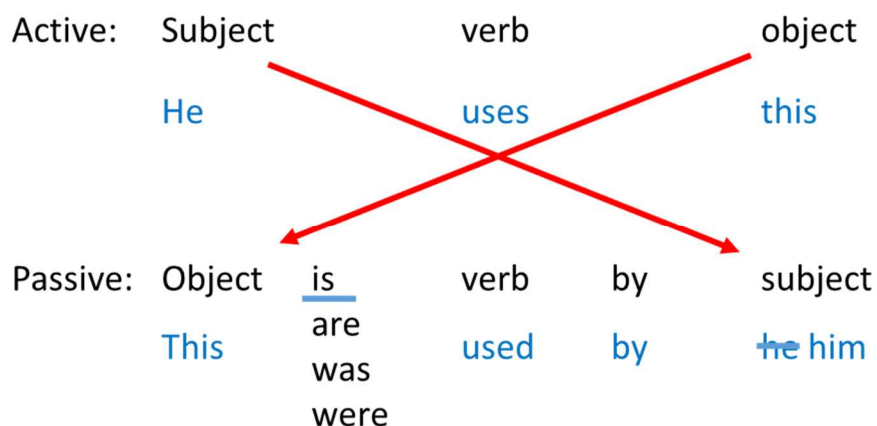
		the sentence <i>He uses this</i> ; then asks the class to help	remember English word for subject, object, verb etc.	second and third sentences (<i>I do that & She won the game</i>)
20+ min	Main activity: Game Teams race up the board, rolling the dice to advance and switching the sentences they land on from active to passive. Once they have switched the sentence, one member runs to the front to confirm, then moves their magnet to their new position. Note: all teams roll at the same time and compete.	Unrolls the game chart and explains the rules. Then supervises the game, checking that sentences have been changed correctly before students can move their magnets, giving high fives if correct.	Helps students with difficult words (villains, wears → is worn)	Students do janken to see who rolls the dice first, then advance up the board. The sentences they need to change are on their worksheets
5+ min	Activity 4: Students change sentences at the bottom of the worksheet on their own. If there is time, have them change all 5, if not, only 2.	Observes and helps if someone struggles Finally, asks the class for help to give the correct answers	Observes and helps. Writes the answers on the board as they are given	Change 2-5 sentences from active to passive voice, without help from friends.
2 min	Wrap up	Thank the students for a fun lesson, point out that when you first introduced active→passive, they looked at you in blank horror. Now they can all do the changes easily.	Thanks the students, translates if necessary/ funny	
5+ min	Anagram: hersouperes (superheroes). Students must unscramble and make as many words as possible using the letters. This can be used as a warmer or filler.			

Teacher Materials

Passive superheroes:

- Steps of changing simple active sentences to passive voice:
 1. Switch subject and object
 2. Look at verb, is it present/past? Sentence singular/plural?
Present: is/are + past verb; Past: was/were + keep verb the same
 3. Add by
 4. Make sure the new object (old subject) is in the correct form
he→him she→her I→me they→them

Onto blackboard:

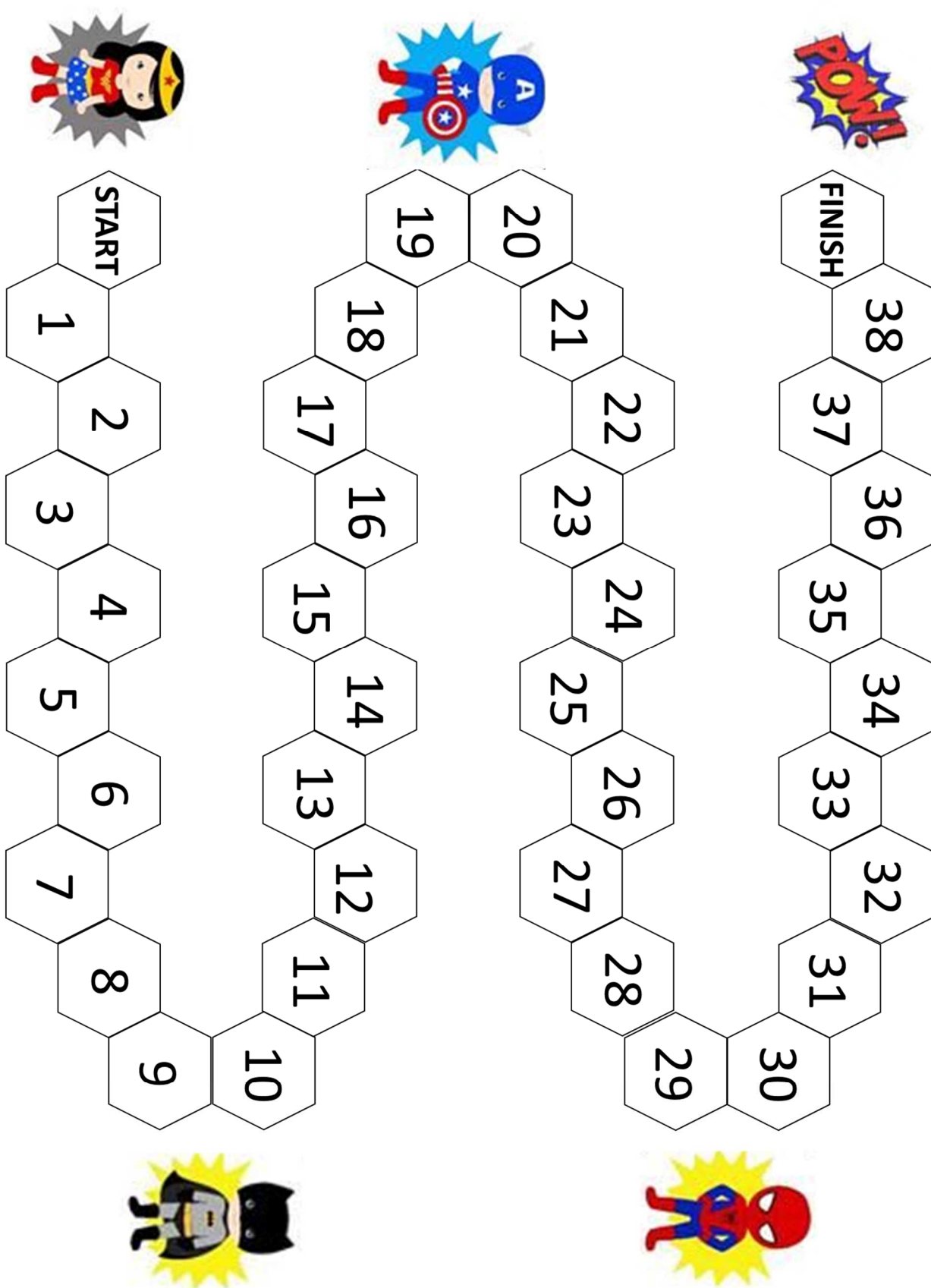


He → him
 She → her
 I → me
 They → them

Erase and change blue for sentences with class.

- Change 1 sentence as a class and 1 with a volunteer. If they are still having trouble, do a few more
 - I do that → That is done by me
 - She won the game → The game was won by her
 - They read books → Books were read by them
 - He uses a pen → A pen is used by him

Game poster: Print as large as you can/draw on board



Idea from iSLcollective.com

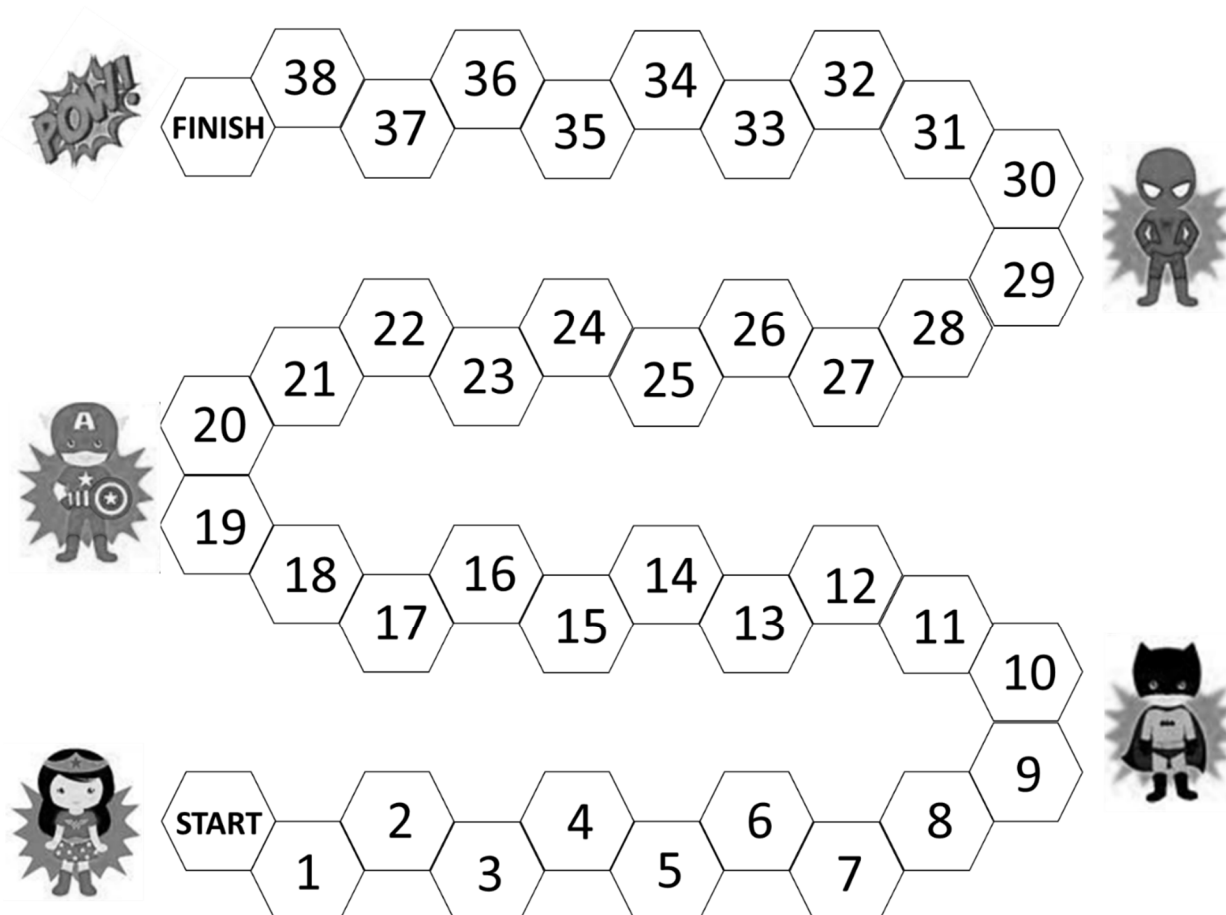
Student worksheet: Active & Passive voice:

	ACTIVE	PASSIVE
Present tense	Subject + verb + object <i>He uses this</i>	Object + is/are + past verb + by + subject <i>This is used by him</i>
Past tense	Subject + past verb + object <i>He used this</i>	Object + was/were + past verb + by + subject <i>This was used by him</i>

A. Let's play a game! Please make groups of 8.

Choose a superhero name for your group! _____

Compete against other groups by changing the sentence from active to passive / passive to active.
The sentences are on the back of this page.



B. Please choose 2 sentences to change into passive voice:

- I like the hero → _____
- Iron man hugged Spiderman → _____
- Superman saved the city → _____
- They see a monster → _____
- Wonder Woman wore a Tiara → _____

ACTIVE

1. MOVE 4 SPACES FORWARD
2. I read a comic book
- 3.
4. Heroes won the war
5. They save the world
- 6.
7. MISS A TURN
- 8.
9. Spiderman climbs the wall
10. MOVE 2 SPACES BACK
11. Thor used a hammer
- 12.
13. Wonder Woman helps Batman
14. ROLL AGAIN
15. Captain America uses a shield
- 16.
17. Iron Man wears a suit
- 18.
19. MOVE 2 SPACES FORWARD
- 20.
21. Antman saved the day
22. MOVE 3 SPACES FORWARD
- 23.
24. We like superheroes
- 25.
26. ROLL AGAIN
- 27.
28. Captain America punched him
29. MOVE 3 SPACES BACK
- 30.
- 31.
32. We supported the heroes
33. They see Batman
34. MISS A TURN
- 35.
36. The hulk smashed the enemy
- 37.
38. MOVE 4 SPACES BACK

PASSIVE

-
- ← The movie was watched by me
-
-
- ← People are protected by Superman
- ← Thor was hurt by her
-
-
- ← The stones are wanted by Thanos
-
-
- ← The enemy was caught by Spiderman
-
- ← The war is lost by the enemy
- ← A skirt is worn by Wonder Woman
-
- ← The city was helped by superman
-
- ← The hulk is respected by Iron Man
- ← The ants are called by Antman
-
- ← A song was sung by Spiderman
- ← The monster was defeated by Batman
-
-
- ← The battle was seen by us
-
- ← It was stolen by him

FASHION

Overview

Name & School	Victoria Eichbauer / Seiwa Seiry High School
Target Grade	SH (1)
Lesson Topic	Fashion
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	To have students speak about fashion To stimulate personal opinion and group discussion in English To have students informally give a presentation
Preparation & Required Materials (attached)	<ul style="list-style-type: none"> ● Worksheet ● Pictures of fashion icons (print or power point)

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE/HRT will...	Students will...
1 min	Greet	Greet the students	Greet the students	Greet the teachers
10 min	Warm-up Game- Red Light Green Light (relate to topic) The students will pass an object around the class when "Green Light" is said. If "Red Light" is said the student holding the chicken must answer a question in English.	Facilitate the game and give questions to the students	Help facilitate the game and give questions to the students	Participate in the game and answer questions
10 min.	Lesson Explanation and Pronunciation practice. (New words and sentence structure: I think....because....)	Pass out papers then explain lesson and facilitate pronunciation practice	Pass out papers and help explain lesson to students	Get into 6-8 groups and listen to explanation and practice pronunciation of new words and sentence.

15 min	Start worksheet activity: 5-10 pictures will be shown. For each picture the students must write if it is fashionable to them or not and write one reason why they think so. After the students will discuss in their groups about their favorite and least favorite pictures.	Show pictures to the students and walk around the classroom	Walk around the classroom to help students	Look at each picture and write their opinion then discuss in groups.
15 min	The students will give a presentation in each group. They must (at least) pick their favorite and least favorite picture and give their opinion (I think...because...)	Listen to students and give commentary	Listen to students (help if necessary)	Each group will pick their favorite and least favorite and present to the class.
1 min	Finish up and goodbye	Finish class and say goodbye	Say goodbye	Say goodbye

Name: _____ Class: _____ Student #: _____

Let's Talk About Fashion!

Words to Know:

Stylish	オシャレ
Fashionable	今めかしい
Tacky	品のない
Old Fashioned	昔風/古い
Gaudy	悪どい
Simple	シンプル/無造作
Flashy	派手
Colorful	カラフル

1st: Look at the pictures Sensei shows! Do you think they look good? Do you think they look bad? Are they stylish? Please say anything in English and give one reason.

I think they look stylish because... (理由) から、オシャレだと思う。

I think they look bad (unfashionable) because... (理由) から、オシャレじゃないと思う。

例えば：古いからオシャレじゃないと思う。 = I think they look bad because it is old.

Picture One: _____

Picture Two: _____

Picture Three: _____

Picture Four: _____

Picture Five: _____

Discuss in groups in either Japanese or English but after ten minutes each group must express themselves in English. グループで10分ぐらい英語か日本語で写真について話し合っ、各グループは英語で表してください。



School Life

Overview

Name & School	Yentel Le Roux, Gojo Senior High School
Target Grade	SH (1)
Lesson Topic	Classes and schedules
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	Students will demonstrate their understanding of the terms regularly used in their school life, and use this knowledge to create and describe their personal schedules.
Preparation & Required Materials (attached)	<ul style="list-style-type: none"> ● Handout "School Life – Classes and Schedules" ● timer

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE/HRT will...	Students will...
5 min	Greeting and speaking marathon warm up (speak for 1 minute about their favorite classes/subjects).	Greet the students. Ask the students to speak to their partner for 1 minute about their favorite classes/subject so far.	Greet the students. Support the students in the small speaking task.	Greet the teachers. Tell their partners about their favorite classes/subjects so far.
5 min	Introduce the topic	Hand out the worksheet to students. Explain the term "schedule" and the important role having a schedule plays in our daily lives.	Explain the importance of a varied schedule in school, and how it helps students to get a good mix of knowledge in different topics.	Listen to ALT and JTE and ask any questions if necessary.
10 min	Activity 1: Write down the names of the subjects in English. Match the word to the picture.	Explain and support the students.	Ask volunteers to call out the answers, write the answers on the board, and	Will use their dictionaries to check the names of their subjects in

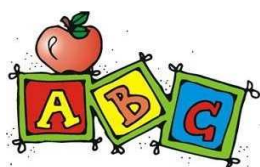
			give the students who guessed correctly a sticker.	English. Match the word with the picture.
5 min	Activity 2: Use the subject names from Activity 1 and create a new schedule. There are 7 periods, SHR and lunch, so any classes are allowed to be used.	Explain and Support the students.	Remind the students of the importance of having a well balanced schedule.	Will create their own schedule.
10 m in	Activity 3: Students will work in pairs and change the underlined blank part depending on their own schedule. They should use the example and each student should have a turn to be person "A" and person "B". 1. Repeat this activity three times. The students should sit in a form of a Kaitenzushi line for this to be effective.	Explain and support. Demonstrate the conversation with the JTE.	Check that the students know the meaning of the words in English "before", "after" and "between". Demonstrate the conversation with the ALT.	Add the translation to their word bank on the handout. Ask other students about their schedules.
5 mins	Wrap up	Thanks the students for a good lesson. Mention some things the students did well.	Thanks the students for a good lesson. Mention some things the students did well.	

Topic: School Life – Classes and Schedules

Name: _____ Class: 1- _____ Number: _____

Activity 1: Do you know the names of your classes in English? It's time to find out. Use your dictionaries to help you match the pictures to the subjects.

Social Studies	Health	Home Economics	Math
English	Calligraphy	Science	History
Literature	Music	Information Technology (IT)	
Physical Education (PE)	Art		



a. _____



b. _____



c. _____



d. _____



e. _____



f. _____



g. _____



h. _____



i. _____



j. _____



k. _____



l. _____



m. _____

Activity 2: My Schedule! – Use the classes from Activity 1 to create your own schedule.

Period	Class
Short Home Room	
First (1 st) Period	
Second (2 nd) Period	
Third (3 rd) Period	
Fourth (4 th) Period	
Lunch	
Fifth (5 th) Period	
Sixth (6 th) Period	
Seventh (7 th) Period	
Short Home Room	

Activity 3: Fill in the blanks in the sentences below with the answers from your own schedule. Then ask as many students as you can about their schedule.

Before _____ After _____ Between...and... _____



- A: Which class do you have **after** 5th period?
B: I have _____ **after** 5th period.
- A: Which class do you have **before** lunch?
B: I have _____ **before** lunch.
- A: Which class do you have **after** short home room in the morning?
B: I have _____ **after** short home room in the morning.
- A: Which class do you have **between** 1st period **and** 3rd period?
B: I have _____ **between** 1st period **and** 3rd period.



Hobbies and Routines Continued

Overview

Name & School	Kiera Woods
Target Grade	SH (First Year)
Lesson Topic	Daily/Frequent Activities
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	<p>Students will be able to:</p> <p><i>Language Objective</i></p> <ul style="list-style-type: none"> ● Answer questions about their daily activities in full sentences. <p><i>Content Objective</i></p> <ul style="list-style-type: none"> ● Use frequency adverbs and modifiers in sentences about their daily life
Preparation & Required Materials	<ul style="list-style-type: none"> ● Handouts ● Stickers ● Dice & game pieces

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE/HRT will...	Students will...
5	<p>Greeting, Intro/Reintroduce Topic</p> <p>For 1-1 Ss, go through the frequency adverbs, check <i>wake up at/go to bed at</i>,</p>	<ul style="list-style-type: none"> - Welcome Ss - Intro topic - Catch students up 	<ul style="list-style-type: none"> - Welcome Ss - Prompt Ss - Catch Ss up 	<ul style="list-style-type: none"> - Greet ALT&JTE - Answer teachers, participate
10	<p>A1 – Ask and Answer</p> <p>Ss create their own question with a frequency adverb and activity for each question. They should then ask their neighbor the question and write their answers. <i>(new handout)</i></p>	<ul style="list-style-type: none"> - Explain - Assist Ss - Pair students up - Join if necessary 	<ul style="list-style-type: none"> - Pass out handout - Assist Ss - Ask for volunteers to share 	<ul style="list-style-type: none"> - Think, use dictionaries - Talk with partner - Share answers

10	A2 – Add information Teach students the rules for in-at-on modifiers, have students practice adding a modifier for place, time or frequency on their answers to A1	<ul style="list-style-type: none"> - Pass out handout - Explain the rule, ask Ss to add some to their A1 answers 	<ul style="list-style-type: none"> - Assist Ss - Help explain if necessary 	<ul style="list-style-type: none"> - Try to figure out the rule - Take memos - Add to A1 answers
15	Board Game Pairs of 2-3. Roll 1 die, partner asks player question on the space and the player answers in a full sentence with an adv to proceed, and vice versa. If they finish quickly, in rounds 2/3, they must add modifiers to answers. <i>(handout back, dice, game pieces)</i>	<ul style="list-style-type: none"> - Explain rules briefly - Hand out game pieces or have Ss use erasers or items on hand - Observe and assist 	<ul style="list-style-type: none"> - Hand out dice, 1/pair - Observe and assist Ss 	<ul style="list-style-type: none"> - Play game - Use full sentences - English only - ask for help
3	Wrap up Final questions/comments.	<ul style="list-style-type: none"> - Review and comment. 	<ul style="list-style-type: none"> - Review and comment. 	<ul style="list-style-type: none"> - Ask final questions.

Hobbies and Routines – Part 2

Activity 1: Ask and Answer

Ask your friends and answer these questions about your routine activities.

Rarely

Often

Always

What do you do at school? (ex. *I always study English at school.*)

My answer: _____

My friend's answer: _____

What do you do at home? (ex. *I sometimes wash the dishes at home.*)

My answer: _____

My friend's answer: _____

What don't you do? (ex. *I rarely read comic books.*)

My answer: _____

My friend's answer: _____

Activity 2: Add information!

once a week

three times a year

on the weekend

in the summer

in Osaka

at 3:00

at 8 a.m.

at home

at school

at Uniqlo

(none) - _____ **At** - _____

On - _____ In - _____

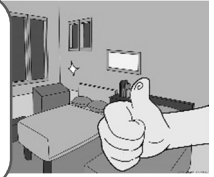


Start

Do you play sports?

Do you listen to music?

Do you clean your room?



Do you study math?



Do you cook dinner?



Do you read books?

Do you watch movies?

Do you eat hamburgers?

Do you eat breakfast?



Do you play piano?

When do you wake up?

Do you drink tea?

Do you study English?



Do you play tennis?

Do you watch TV?

Do you wear a uniform?

Do you play video games?



When do you go to bed?

When do you go home?



Do you read manga?

Do you go shopping?

Do you take baths?

Finish!



Expressing Your Feelings

Overview

Name & School	Tyler King, Takada Senior High School
Target Grade	SH 1 (JHS 3)
Lesson Topic	Feelings and emotions
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	This lesson aims to teach students new “emotions” vocabulary, and will aid them in being able to express their feelings at appropriate times.
Preparation & Required Materials (attached)	<ul style="list-style-type: none"> - Emotion Alphabet Race Sheet - Vocabulary Sheet - Emotion Question Game sheet - Dice (two die per group)

Activity (in detail)

Time	Activity (& Materials)	ALT will...	JTE/HRT will...	Students will...
5 min	Introduce the Topic	Greet students and will ask them how they feel today. Will explain what the class will be.	Hands out work sheets and vocabulary sheet. Translates as necessary	Answer how they are feeling. Listens.
10 min	Warm Up Race (Worksheet)	Will explain the game and show an example of how to play. Keep time. Hands out points.	Translate as necessary. Split students into groups of 4 or 5	Listens to instructions. In their groups students will be given a sheet of paper that has the alphabet written on it. Within a time limit they must come up with as many different emotions that begin with each letter of the alphabet as fast as they can. When the time is up, the group of students with the most words wins points.

5 min	Vocabulary Reading (vocabulary sheet)	Will read the vocabulary aloud and get students to repeat afterwards.		Repeats after the ALT. Reads vocabulary
15 min	Writing and Speaking Practice (worksheet, dice)	Will explain the activity and along with the JTE will show an example of how it is done. Walks around and observes and listens to students	Translates as necessary. Walks around and observes and listens to students.	In their groups from the previous game, students will take turns rolling the dice and answering questions from their sheets of paper. For example if they roll a number and the question on the number they roll is "What makes you angry", they must answer what makes them angry in the best sentence they can. Then the next student will roll.
10 min	Speaking Volunteers	Keeps a die and a sheet of questions. Will ask students to volunteer to answer questions he/she will ask. If students volunteer the ALT will roll his/her die and ask the students the questions that are landed on.	Translates as necessary. Hands out points to students who volunteer	Volunteer to answer questions about their feelings.
1 min	Closing	Thanks students for their hard work.		

Feelings and Emotions Alphabet Challenge

Can you come up with a feeling or emotion
for each letter of the alphabet?



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

Let's Talk

EMOTIONS

- Find your question by rolling your die twice. The 1st roll determines the number on the top. The 2nd roll determines the number on the left. **Talk for one / two minute(s) about that topic.** Your classmates will ask you follow-up questions. Your classmates can ask you anything if you land on "Ask Any Question".



1 2 3 4 5 6

1 2 3 4 5 6

Ask any question!	Talk about what makes you feel afraid.	Talk about what makes you feel angry.	Talk about what makes you feel annoyed.	Talk about what makes you feel bored.	Talk about a time when you were very happy.
Talk about what makes you feel calm.	Talk about a time when you were very surprised.	Talk about what makes you feel confident.	Ask any question!	Talk about what makes you feel confused.	Talk about something that you feel curious about.
Is happiness more important than money?	Talk about a time when you were disappointed.	Talk about a time when you were embarrassed.	Talk about what makes you feel excited.	Talk about how you felt last night.	Ask any question!
Do you think animals have emotions?	Ask any question!	Talk about a time when you felt frustrated.	Talk about what makes you happy.	Talk about a time when you were jealous.	Talk about a time when you felt lonely.
Talk about a time when you felt nervous.	Talk about a time when you felt proud.	Talk about a time when you felt sad.	Is it always good to show your emotions to other people?	Ask any question!	Talk about a time you felt shy.
Talk about what makes you feel stressed.	Talk about someone who often feels happy.	Ask any question!	Talk about a time when you felt worried.	Talk about how felt before class.	How does learning English make you feel?

How do you feel?

happy



ashamed



sad



depressed



embarrassed



worried



exhausted



enraged



suspicious



guilty



confused



frustrated



ecstatic



disgusted



angry



mischievous



frightened



cautious



smug



confident



overwhelmed



hopeful



lonely



lovestruck



jealous



bored



surprised



anxious



shocked



shy



Polite Requests Lesson

Overview

Name & School	Charity Page, Nishinokyo High School
Target Grade	SH (Year 1)
Lesson Topic	Learning how to make polite requests
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	Students will learn polite ways to ask for something using the words "could you," "would you," "excuse me," and "please."
Preparation & Required Materials (attached)	<ul style="list-style-type: none"> ● Polite Conversation Worksheet (1 per student) ● strips of paper for Favors Contest activity ● projector and screen for video

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
0-5 (5 min)	Greet class and introduce lesson	Speak	Facilitate understanding	Listen
5-20 (15 min)	<p>Introduce polite request questions and phrases with a video. Play video two times with some time to answer questions.</p> <p>Video: BBC Learning English - Make polite requests https://www.youtube.com/watch?v=QWBwCoecvkM&t=3s</p>	Explain phrases, perform example phrases with the JTE	Facilitate understanding, perform examples phrases with the ALT	Listen
20-25 (5 min)	Group students, explain next activity, and hand out Polite Conversation worksheets	Speak, hand out worksheets	Facilitate understanding, answer questions, hand out worksheets	Listen

25-40 (15 min)	Students will work together to fill out Polite Conversation worksheets. One student will be asked to write their example paragraph on the board for the class.	Guide students, answer questions, give examples	Guide students, answer questions, give examples	Writing, reading
40-50 (10 min)	Favors Contest Game: Two students will come to the front and draw a slip of paper. They have to take turns asking different questions requesting for the object on the paper. Such as a pencil, "Could I borrow your pencil?" or "Would you give me your pencil?" The person who cannot think of a new way to ask for the object politely loses, and the winner is given a prize.	Listen, assist with student understanding, mediate the activity	Listen, provide assistance to students, answer questions	Speaking

Names (In English):

Date:

Class:

ID Number:

Polite Conversation

Some of the phrases in this worksheet can sound rude to people who speak English. Please change the phrases so that they are polite questions. Please raise your hand if you have questions.

Change This

In the blank space, please rewrite the phrase to make it a polite question. Adding "please" at the end of the sentence is always a good idea!

I did not hear you.

Talk slowly!

Give me an example.

Repeat that!

Uh oh!

Charity-sensei was telling you important information about the final exam, but the students behind you were talking! You could not hear what she said, and you do not understand what she is talking about now. What could you say to get Charity-sensei's attention and to politely ask her what she is talking about? Please use at least three sentences.



Debate 2 – Attack on Nara-shi (進撃の奈良市)

Name & school	Michael Callisto, Koriyama High School
Target grade	SH (Year 1)
Lesson topic:	debate
Lesson focus	Speaking Listening Reading Writing [other EFL skills: debate, flexibility, expressing an opinion]
Lesson Aim(s)	By the end of the lesson, students will be able to ... a) Express and defend an original argument in support of a position entirely in English. b) Use relevant functional language to agree and disagree with peers. c) Follow a simple formal debate procedure.
Materials and resources:	<ul style="list-style-type: none"> ● Debate Introduction worksheet from previous class ● 40x debate role cue cards (reusable) ● 40x Demo Debate scripts (reusable) ● 40x Tennis Debate sheets (reusable)
Brief description: ALT will provide formula which students can use throughout the lesson. Students warm up by quickly arguing with a partner in English about which is better out of a pair of items using formula and functional language from previous class. Next, they are introduced to formal debate procedure. Finally, ss prepare for, then perform, the debate in five 8-person groups.	
Guiding question(s): How do I properly articulate and defend a position in English (in a formal debate)?	
Targeted language:	I disagree, Actually I believe that..., From my point of view..., That sounds good but actually..., I agree, because, for example, That is a good point, argument, for, against

LESSON PLAN (50 mins)

ACTIVITIES (ALT)	JTE	NOTES
Debate Formula (5 mins) - Write the formula on the board (See Notes →) - Explain it using an example: “You think food in the cafeteria should be free? Actually, I believe that it is more important for the school to get money.”	- Hand out the Debate Introduction worksheet from last time	Opponent’s arg + helpful phrase + your arg/reply End of debate: Summarize your team’s arg + message to audience

<p><u>Tennis Debate (13 mins)</u></p> <ul style="list-style-type: none"> - Hand out Tennis Debate sheet - Explain the activity: Choose a topic from the sheet and debate it with a partner following the model. Repeat. - Example: “Dogs are better pets than cats. This is because they will protect you from criminals! I disagree because cats are very soft!” Etc. - Collect Tennis Debate sheets 	<ul style="list-style-type: none"> - Hand out Tennis Debate sheet - Help place ss into groups of 2 - Assist students during the activity 	<p>Should extend this if ss are engaged and speaking English.</p>
<p><u>Preparation for the Debate (22 mins)</u></p> <ul style="list-style-type: none"> - Hand out Demo Debate script - Place students into their debate teams (Have the Agrees stand up and assign them a team #, same for Disagrees) - Hand out role cards - Explain debate procedure (go over role cards) - Ss are assigned a role based on their position (1st=Captain, 2nd=Striker, etc.) - Demonstrate debate with JTE - Each team writes an introduction about why it is important to agree/disagree with the topic and a concluding message to the audience. - Ss can write on the Debate Introduction Worksheet at the bottom or the back 	<ul style="list-style-type: none"> - Help place ss into their debate groups (→) - Hand out Demo Debate Script - Demonstrate debate with ALT 	<div data-bbox="1082 638 1412 1115" data-label="Diagram"> </div> <p>4 Agrees (left side), 4 Disagrees (right side) Ss can use leftover arguments for inspiration for questions/intro/etc.</p>
<p><u>The Debate (10 mins)</u></p> <ul style="list-style-type: none"> - Remind Captain Agree that they will begin the debate - Ss debate (8 mins) - Collect role cards and demo debate scripts 	<ul style="list-style-type: none"> - Walk around and help students have a smooth debate - Ask questions to teams after they are done debating to challenge their position 	

Name _____

Class: _____ Number: _____

DEBATE INTRODUCTION

<u>English</u>	<u>Japanese</u>
1. I disagree.	1. _____
2. Actually, I believe that...	2. _____
3. From my point of view...	3. _____
4. Because of these reasons...	4. _____
5. That sounds good, but in fact...	5. _____
6. I agree.	6. _____
7. That is a good point.	7. _____

TOPIC: "Nara City needs more hotels and souvenir shops to help attract tourists."



AGREE

DISAGREE



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

Notes:



(DO NOT WRITE ON THIS PAPER!!)

Tennis Debate

Opinions:

- Soccer is more fun to watch than baseball.
- Soba is more delicious than udon.
- Sushi is better than tonkatsu.
- Osaka is more exciting than Tokyo.
- Seven-Eleven is better than Family Mart.
- Living in the city is better than living in the country.
- Math is more important than English.
- Wearing glasses is better than wearing contact lenses.

Choose a topic. Debate with your partners using 2 or 3 arguments. When you are finished, pick another topic. Use the model below to help you.

Agree: (Read the opinion. Give 1 reason.)

This is because ~

Disagree: I disagree. Actually, ~

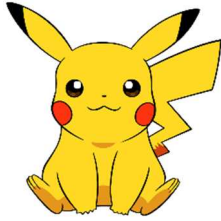
Agree: That's not how I see it. From my point of view, ~

Disagree: I don't think so because ~

Agree: (Helpful phrase + argument)

Disagree: (Helpful phrase + argument)





(DO NOT WRITE ON THIS PAPER!!)

Debate Demonstration: Pikachu vs. Eevee



ALT (**Captain**): Today's debate will be about the following topic: "Nintendo should keep Pikachu as their only Pokémon mascot. They should not add Eevee too". **I agree with this topic.** This is important because Pokémon is very popular and Nintendo spends a lot of money making Pokémon games. Pikachu can help Nintendo sell more games because he is so cute.

JTE (**Captain**): I agree with Michael-sensei that Pokémon is very popular. **But**, people are tired of always seeing Pikachu. He has been their mascot for 20 years. It is time for Nintendo to introduce a new Pokémon as their mascot. Eevee is cute too! **Because of this, I disagree with the topic.**

ALT (**Striker**): **That sounds good, but actually** many people who are not Pokémon fans know Pikachu but not Eevee. **For example**, my grandmother knows who Pikachu is but she has never seen Eevee before.

JTE (**Guardian**): **That is a good point.** Pikachu is very well-known. But, **from my point of view**, if Nintendo sells two versions of the game ("Let's Go Eevee" & "Let's Go Pikachu"), they will be able to sell two times more copies! **For example**, I will buy "Let's Go Eevee" for myself and I will buy "Let's Go Pikachu" for my friend.

ALT (**Supporter**): That sounds good, but actually many people do not have enough money to buy two. **Because of this**, Nintendo needs to use their most popular mascot!

JTE (**Supporter**): I disagree. I think that Eevee is just as popular as Pikachu, especially with girls, so Nintendo will still make a lot of money.

ALT (**Finisher**): Pikachu is more famous, he is much cuter, and people do not have enough money to buy 2 copies of the game. **Because of these reasons**, I think that Pikachu should be their only mascot. **I hope that the audience** will see the mistakes in your arguments and share my love of Pikachu!

JTE (**Finisher**): Eevee is new, she is popular with girls, and Nintendo will make double the money. **Because of these reasons**, I think that Eevee should be a Pokémon mascot too. I hope that the people listening will agree with me and Eevee!





Captain Agree: ①

Introduce your teammates. Why is it important to agree with this topic?



Captain Disagree: ①

Introduce your teammates. Why is it important to disagree with this topic?

Striker: Attack! ②



Give your team's best argument.

Try to use an example!

Guardian: Defend! ②

Reply to the other team's argument.

Give your team's best argument.

Try to use an example!



Supporter: Reply to the ③



other team and add 1 new argument.

Try to use an example!

Supporter: Reply to the other ③

team and add 1 new argument.

Try to use an example!



Finisher: Summarize your ④



team's arguments and add 1 more. Say a final message to the audience.

Finisher: Summarize ④

your team's arguments and add 1 more. Say a final message to the audience.



Conditionals

Overview

Name & School	Nora Broderick, Unebi Senior High School
Target Grade	SH (1)
Lesson Topic	Conditionals
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	Students can recognize and use conditionals in grammatically correct sentences.
Preparation & Required Materials (attached)	<ul style="list-style-type: none"> ● Scrap paper ● Whiteboards and markers ● Voting Sheet ● Prizes. (Note: Unebi has an ongoing competition that completes at the end of the semester, in this case winning teams would receive points towards this goal. For a one-off lesson, you can give prizes.)

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE/HRT will...	Students will...
12 mins	Greeting and Warmup: <u>Quiz, Quiz, Trade</u> 1 minute of thinking time + Scrap paper	Greet Students Explain the game and give example questions. Demonstrate the rules. Ex: If you could travel anywhere, where would you go? Ex: If the world were to end tomorrow, what would you do?	Greet Students Support the explanation, help demonstrate the rules.	Greet Teachers Come up with a question using conditionals. Students will stand up and form pairs, then ask and answer each other's questions. They then trade and form a new pair.
20 mins	Group Work: <u>If You Were Prime Minister (3-5 sentences)</u> + Whiteboards and markers.	Explain project. Write 1 or 2 samples : - <i>If I were prime minister I would create a public holiday in June.</i>	Help students with grammar and answer questions.	Break into groups. Work together as a group to come up with what they would do if they were the prime minister. Aim to write 3 - 5 sentences, preferably

		Help students with grammar and answer questions.		one for each group member to present.
3 mins	Presentation Practice	Support students; remind students each person in the group MUST speak.	Support students	Decide speaking order, practice presenting.
15 mins	Presentation: <u>If You Were Prime Minister</u>	Pass out voting sheets and collect materials.	Pass out voting sheets and collect materials.	Present what they came up with in groups. After every group has gone, students will vote for what group they would want to lead. The winners will get points.
Extra time	Time Filler: <u>Chain Story</u> If there is extra time.	Explain rules and demonstrate. Ex: First Student: If I studied harder I could become a scientist. Next student: If I became a scientist, I could create an army of evil minions.	Supports students while the come up with sentences	In groups students will create a chain story. One student begins by creating a conditional sentence. The next student takes the second part of the conditional sentence and create a new one. This continues until every student has gone.
3 mins	Recap:	Award points. Assist in explaining parts the students had trouble with.	Explain difficult grammar points.	Ask questions.

Please vote for the team you think would be the best Prime Minister. Do not vote for your own team!

Team Name	

Please vote for the team you think would be the best Prime Minister. Do not vote for your own team!

Team Name	

Please vote for the team you think would be the best Prime Minister. Do not vote for your own team!

Team Name	

Organ Monster lesson

Overview

Name & School	Brendon Riekert, Seisho Junior and Senior High School.
Target Grade	SH (1 st)
Lesson Topic	Organs of the Human body
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	Learning new scientific vocabulary.
Preparation & Required Materials (attached)	<ul style="list-style-type: none"> ● Handout: Organs of the Human body (vocabulary sheet). ● Handout: Gap fill. ● Handout: Organ monster. ● Requirement: Blackboard and chalk

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE/HRT will...	Students will...
5 min	Introductions, relaying term information.	Write major points on the board.	JTE will explain term expectations to ss.	Ss listen to T
10 min	Warmer: You've been blooped. The aim is to get the students to practice question forms to discover a verb. For the modeled example the ALT will use the verb shower. The initial clue will be: "I bloop every morning."	ALT will explain the game. Model the "shower" example with the JTE.	JTE models example with ALT. Clarifies any uncertainties in L1 if necessary.	Listen to model by ALT and JTE, then split into groups of 3. The group plays Janken; the winner makes an initial clue statement using a different verb. When a verb is discovered, the discoverer needs to think of a new verb. The group with the most discovered verbs wins.
5 min	New vocabulary: organs Hand out will be given with terminology in English with definitions in L1.	ALT explains the new terminology on the handout in English. ALT will drill the new words with Ss.	JTE will translate the terminology into Japanese to clarify as necessary.	Ss to drill new vocabulary pronunciation with ALT.

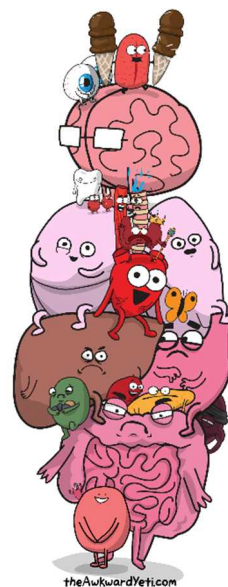
10 min	<p>Gap fill organs.</p> <p>The objective is to practice using the newly acquired vocabulary in the correct context in a gap fill activity.</p> <p>This activity makes use of the Gap fill handout.</p>	<p>Will read the through the Gap fill activity and prompt Ss for answers. Corrects pronunciation as necessary.</p>	<p>Encourage students to participate by selecting volunteers.</p>	<p>Ss to provide answers to Gap fill and drill difficult words.</p>
15 min	<p>Organ monster. The objective is to use the new vocabulary to create and describe a monster made of various organs in 60 words.</p> <p>This activity makes use of the Organ monster activity hand out.</p> <p>The activity requires use of a blackboard.</p>	<p>The ALT will explain the activity by drawing an organ monster on the board and using one or two descriptive sentences as a demonstration.</p> <p>Add additional prompts if deemed necessary. Check writing and correct English where necessary.</p>	<p>Explains the activity with the ALT in L1 where confusion may occur. Check work while students are working and correct English.</p>	<p>Ss draw their monster and write a descriptive text of 60 words. They are encouraged to ask questions if they get stuck.</p>
5 min	<p>Closing remarks</p>	<p>Comment on problems, reiterate difficult words if necessary.</p>	<p>Stamp Ss activities and assist ALT in L1 if necessary. Add additional comments if any points were observed.</p>	<p>Ss listen and can relax.</p>

Name _____

Date: _____

Organ Vocabulary

Nouns	Meaning
Organs	臓器
Brain	脳
Heart	心臓
Lungs	肺
Esophagus	食道
Stomach	胃
Liver	肝臓
Kidney	腎臓
Gall bladder	胆嚢
Large intestine	大腸
Small intestine	小腸
Pancreas	膵臓



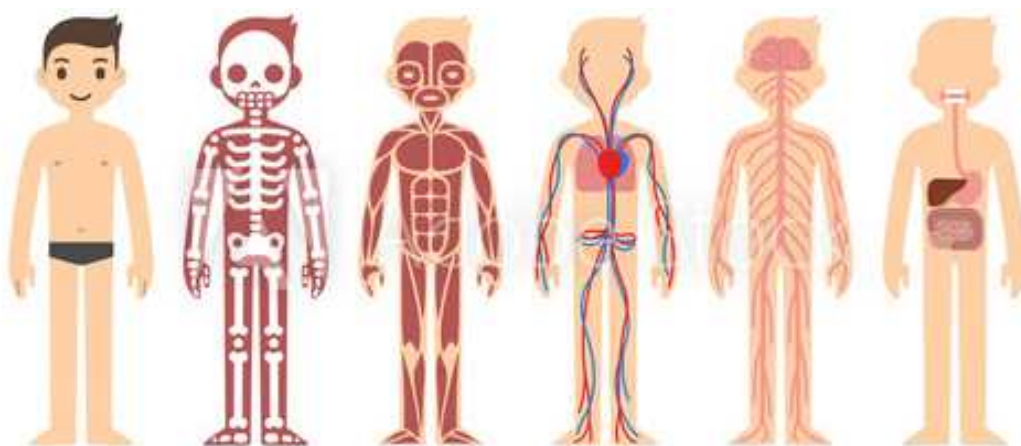
Systems	
Skeletal system	骨格系
Circulatory system	循環系
Excretory system	排泄系
Nervous system	神経系
Muscular system	筋肉系
Digestive system	消化器系
Functions	
To support the body.	体を支えること
To screen and store blood cells.	血球を守り、貯蔵すること
To break down food into simple, useful substances.	食物を単純で有効な物質に分解すること
To get rid of solid waste	固形の老廃物を排出すること
To remove liquid waste.	液体の老廃物を排出すること
To remove waste gases.	気体の老廃物を排出すること
To provide oxygen to every cell.	全ての細胞に酸素を供給すること

Name _____

Date: _____

Activity 1 Read the following passage and fill in the blanks:

Have you ever taken a moment to consider just how important your organs are? It's really quite amazing. Even as you are busy reading this passage, your b_____ is trying to make sense of the shapes on this page to turn them into words. Did you just notice there's a slight breeze in the room? That's your b_____, it's connected to every part of your body by the n_____ s_____ and almost nothing happens without your b_____ knowing about it. But the b_____ isn't the only important organ. With every breath you take, your l_____ expand as they take in the air around you. Between your l_____, your h_____ has been beating ever since you were 3 weeks old and will have beaten an impressive 3 billion times by the time you reach 80. Together, the h_____ and l_____ form part of the c_____ system, which provides oxygen t_____ e_____ c_____ in the body. However, the body needs more than just air to survive. Even now, this morning's breakfast is passing through the d_____ s_____. The combination of the e_____, s_____ intestine and large i_____ all work together to break down food into simple useful substances. This system also works to get rid of solid w_____ products that results as a natural consequence of our metabolism. I think perhaps the most impressive thing about all of this, is that our organs do all of this without us even considering it. Not even falling asleep in class is enough to stop them; and that is why I think our organs are amazing.



Organ monster activity.

Draw a creature made out of various organs:



Using your new organ vocabulary, describe your creature (60 words):

Gap fill answer sheet.

Have you ever taken a moment to consider just how important your organs are? It's really quite amazing. Even as you are busy reading this passage, your **brain** is trying to make sense of the shapes on this page to turn them into words. Did you just notice there's a slight breeze in the room? That's your **brain**, it's connected to every part of your body by the **nervous system** and almost nothing happens without your **brain** knowing about it.

But the **brain** isn't the only important organ. With every breath you take, your **lungs** expand as they take in the air around you. Between your **lungs**, your **heart** has been beating ever since you were 3weeks old and will have beaten an impressive 3billion times by the time you reach 80. Together, the **heart** and **lungs** form part of the **circulatory system**, which provides **oxygen to every cell in the body**.

However, the body needs more than just air to survive. Even now, this morning's breakfast is passing through the **digestive system**. The combination of the **esophagus, stomach small intestine and large intestine** all work together to break down food **into simple useful substances**. This system also works to get rid of **solid waste products** that results as a natural consequence of our metabolism.

I think perhaps the most impressive thing about all of this, is that our organs do all of this without us even considering it. Not even falling asleep in class is enough to stop them; and that is why I think our organs are amazing.

Kawaii and Japanese Pop Culture

Overview

Name & School	HASHINO Yuichi, Takatori Kokusai High School
Target Grade	SH(1)
Lesson Topic	Kawaii and Japanese Pop Culture
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	Think of Japanese pop culture and learn the difference between “kawaii” and “cute”
Preparation & Required Materials (attached)	<ul style="list-style-type: none"> ● Textbook (Power On English Communication I, Lesson 4) ● handout

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
2 min	Greeting Explain today's goal	welcome students and ask them some questions	welcome students	Greet ALT and JTE and answer the questions
3 min	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 min	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 min	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 karaoke." "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 min	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 min	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 min	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 min	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

Lesson 4 *Kawaii* and Japanese Pop Culture ②

Class: _____ Number: _____ Name: _____

Part 1 - Introduction

1. What do you think of when you hear the word “*kawaii*”?

I think of...

2. Today, “*kawaii*” is a word used around the world. Do you know any other Japanese words which are used in the world? Try to fill in the blanks below.

- | | | |
|---------|------|--|
| (1) [t |]... | It is a very soft white food made from soy beans. |
| (2) [o |]... | To fold a small piece of paper and make something. |
| (3) [k |]... | To sing songs with music in a room. |
| (4) [t |]... | Very big wave after an earthquake. |
| (5) [m |]... | It is a Japanese style comic. |

Vocabulary

Choose the appropriate words for each sentence. If you need, use your dictionary.

- “*Wasabi*” is a Japanese word _____ many people in the world.
「わさび」は世界中のたくさんの人々によく知られている日本語です。
- I had to _____ the information in order to write a report.
私はレポートを書くために情報を検索しなければならなかった。
- The station is _____ my house.
その駅は私の家に近い。
- The meaning of “a lot of” is _____ “lots of.”
「a lot of」の意味は「lots of」と同じである。

close to

the same as

familiar to

search for

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> . | () |

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?

Grammar

It is **形容詞** (for **人**) to **動詞の原形** . . . (**人**にとって) _____ 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 below.

A: Kenji



I want to enter Tokyo University.

B: Rika



Hello!

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 ③

Class:

Number:

Name:

Vocabulary Check

	品詞	意味		品詞	意味
search			fashionably		
Swedish	形		stylishly		
super			explain		
close	形		familiar		

Idioms

familiar to...	
a lot of...	
millions of...	
the same as...	

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>	()	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	()	ファッショナブルでかわいい
3. fashionably cute	()	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>	()	一つのこと明らかである
5. you will get millions of hits	()	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”?	()	そんな感じのもの
7. something like that	()	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	()	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	()	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	()	カワイイの意味を説明するのは難しい

- ① Make pairs. Play Janken. Winners say the Japanese words and losers translate them into English.
When you finish, switch your role.
- ② Read the passage on page 46.

Food Bank - Retelling

Overview

Name & School	Yoko Kondo , Heijo Senior High School
Target Grade	SH (1 st grade)
Lesson Topic	Food Bank
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	<ul style="list-style-type: none"> - To have the students read the textbook and acquire correct pronunciation - To have the students communicate with ALT and partners through activities - To have the students understand the contents of the story through retelling
Preparation & Required Materials	Textbook: CROWN English Communication I Lesson 5 Section 2

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
5min	Greeting	Greet the class	Greet the class	Greet ALT & JTE
35 mins	Textbook activities <div>(1) Reading aloud</div> <div>(2) Pair reading</div> <div>(3) T or F Quiz</div> <div>(4) Retelling</div>	Read Section 2 Correct and praise the students' pronunciation if necessary Give the students "T or F" quiz Explain and demonstrate how to retell the story using the help of pictures	Read Section 2 Correct and praise the students' pronunciation if necessary Have students answer the quiz Explain and demonstrate how to retell the story using the help of pictures	Listen and repeat Practice reading with the partner Give the answers Work with the partner
5 mins	Consolidation	Give comments and handout worksheet	Give comments and handout worksheet	Listen

The past form and the past perfect form

Overview

Name & School	Yasuyuki Ikeda Horyujikokusai High School
Target Grade	SH 1
Lesson Topic	The past form and the past perfect form
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	Listen and understand the difference between the past form and the past perfect
Preparation & Required Materials (attached)	<ul style="list-style-type: none"> ● Worksheet (A): Listening grids ● Worksheet (B): Robert and Antonios' complaints ● Worksheet (C): Completion dictation in pairs

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
5	Greetings Ask about weekend's plan or what students did last weekend.	Greetings Ask students about weekend's plan or what they did last weekend	Greetings Call the roll	Greetings Ask each other about plan or what they did.
10	Warm-up Listening grids Ask the other students questions on the worksheet (A).	Explain how to do this activity. Go around and help students.	Explain in Japanese, if they don't understand.	Ask questions at least to four students and fill in the worksheet.
25	While-listening Activity: dictogloss Listen to the passage and take notes on worksheet (B). Write e-mail to Robert and Antonio so that the characters can reconcile with each other based on their notes. Exchange the e-mail in pairs	Read the passage. Help students write an e-mail.	Explain in Japanese, if they don't understand. Help students write an e-mail.	Listen to the passage. Take notes. Write an e-mail. Discuss in pairs

	and discuss how to convey their message more effectively.			
10	Post-listening Activity Completion dictation in pairs. Use worksheet (C)	Explain how to do this activity.	Explain it in Japanese, if they don't understand.	Read aloud the passage on worksheet (D) and fill in the blanks Check the answer each other.

Worksheet (A): Listening grids

What's your name?	What did you eat for breakfast?	What did you want to be when you were an elementary school student?	What do you want to be now?

Script for dictogloss

A complaint of Robert: I am angry with Antonio because he broke up our promise. Last Saturday, I was going to see a movie with him. We made a promise to see with each other in front of the theater at 11:10 am. But he didn't appear at the appointed time. Therefore, I called him via mobile phone, but he didn't answer. So, I called his house at 11:20. When I called his house, her mother said that he had already gone out. He had forgotten our promise. I won't talk to him anymore!

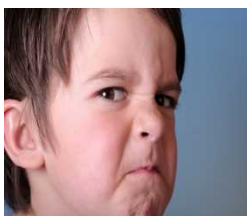
A complaint of Antonio: I am angry with Mike because he broke up our promise! I was waiting for him in front of the theater at 10:50. I waited for him for ten minutes, but he didn't show up. I wanted to call him, but I had forgotten to take my mobile phone. So I visited my uncle's house to use his telephone. I called Robert on his mobile phone at 10:20 am, but couldn't get through. When I called him, the movie had already started. Because I wanted to see the movie from the beginning, I went home.

Robert and Antonios' complaints Worksheet (B)

Class () Name ()

Q: What makes Robert and Antonio get angry?

Notes about Robert:



Notes about Antonio



Based on your notes you took; let's send an e-mail to both Robert and Antonio so that they can make peace. You may want to explain them how the two guys misunderstood with each other. Let's try!!

Dear Robert and Antonio,

Worksheet (C): Completion dictation in pairs

Completion dictation sheet 1

A complaint of Robert: I am angry with Antonio because he _____ our promise. Last Saturday, I see a movie with him. We made a promise to see with each other _____ the theater at 11:10 am. But he didn't appear at the appointed time. Therefore, I called him via mobile phone, but he didn't answer. So, I called his house at 11:20. When I called his house, her mother said that he _____. He _____ our promise. I won't talk to him anymore!

Completed script 2

A complaint of Antonio: I am angry with Mike because he broke up our promise! I was waiting for him in front of the theater at 10:50. I waited for him for ten minutes, but he didn't show up. I wanted to call him, but I had forgotten to take my mobile phone. So I visited my uncle's house to use his telephone. I called Robert on his mobile phone at 10:20 am, but couldn't get through. When I called him, the movie had already started. Because I wanted to see the movie from the beginning, I went home.

Completion dictation sheet 2

A complaint of Antonio: I am angry with Mike because he broke up our promise! I was waiting for him in front of the theater at 10:50. I _____ for him for ten minutes, but he didn't show up. I wanted to call him, but I _____ to take my mobile phone. So I _____ my uncle's house to use his telephone. I Robert on his mobile phone at 10:20 am, but couldn't _____. When I called him, the movie _____. Because I wanted to see the movie from the beginning, I went home.

Completed script 1

A complaint of Robert: I am angry with Antonio because he broke up our promise. Last Saturday, I was going to see a movie with him. We made a promise to see with each other in front of the theater at 11:10 am. But he didn't appear at the appointed time. Therefore, I called him via mobile phone, but he didn't answer. So, I called his house at 11:20. When I called his house, her mother said that he had already gone out. He had forgotten our promise. I won't talk to him anymore!

Student Self Intro

Overview

Name & School	Ueda-sensei, Soekami High School
Target Grade	HS(1)
Lesson Topic	Self introductions
Lesson Focus	Writing Listening Reading Speaking
Lesson Aim(s)	Students will be able to introduce themselves in English
Preparation & Required Materials (attached)	worksheet

Activity (in detail)

Procedure	Time	JTE/ALT	Notes
Yokotate	10	Students will play yokotate. Students will all stand. ALT will ask a question about last weeks presentation. If student answers the question correct they can choose either their row or column to sit. Will play until all students are sitting.	
Student Self-introductions: interviewing classmates.	20	Hand out self-intro work sheet. Give students 2-3 minutes to fill out part 1 (their own self introduction) individually. Then, pair up students, and have the students interview each other and write down their partners' answers (part 2). Give them 5 minutes. Then, tell the students to fill out part 3 with the answers from part 2. Tell the students they must introduce their partners to the class and give them a few minutes to prepare.	
Presentation: Introducing partner to the class	25	Have volunteers come to the front of the class introduce their partner. ALT will give stamps for participation	

Class: No: Name:

Self-Introduction!

Part 1. Fill in your information.

- a. My name: _____
- b. My town: _____
- c. My club: _____
- d. My hobby: _____
- e. My favorite fruit: _____



Part 2. Ask a partner these questions and write his/her answers.

- 1. What is your name?
Partner's name: _____
- 2. Where are you from?
Partner's town: _____
- 3. What club do you belong to?
Partner's club: _____
- 4. What is your hobby?
Partner's hobby: _____
- 5. What is your favorite fruit?
Partner's favorite fruit: _____

Part 3. Complete the paragraph using the information above.

This is 1. _____.

1. _____ is from 2. _____.

She/He belongs to the 3. _____ club.

She/He does not belong to any club.

She/He likes 4. _____ and 5. _____.

Fair Trade

Overview

Name & School	Keisuke Hayakawa, Nara SHS
Target Grade	1st Grade
Lesson Topic	Fair Trading (Lesson 7 Making the right Choices through Fair Trade)
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	To know how the banana comes from the farm to the store
Preparation & Required Materials	

Activity (in detail)

Time	Activity (& Materials)	ALT will...	JET will...	Students will...
5 min	Speaking Marathon	Organize the class.	Organize the class.	Keep talking in pairs
5 min	Form groups Students make teams of 8 (5 teams in the class) while ALT writes the procedure.	Tell them that they are about to play a game that traces the path of the banana as it is exported from its plantation in Philippines to your fruit bowl. (i) Banana worker (ii) Plantation owner (iii) Shipper (iv) Importer (v) Shop owner. (Make sure everyone has a role to play)	Introduce the banana chain (what happens to a banana before it reaches the consumer) and to discuss the reality of 'who gets what' from the sale of bananas.) Draw a banana and divide it into sections according to the number of the groups of banana business.	Listen to the instructions.
10 min		Teach words and phrases for discussion	Pronounce	Take notes
5 min		Ask them to spend 10 minutes discussing how to divide the profit into groups of people concerning the banana business.		Understand what to discuss.

5 min	discussion	Go around to help them.	Go around to help them.	
10 min	Presentation From each team	They will know : We are connected with people around the world through the things we buy and eat. Many products in our shops are made from raw materials imported from poor countries in Africa, Asia, Latin America and the Caribbean Islands. Many workers do not earn enough to meet their basic needs: food, shelter, clothes, medicine and schooling. This is unfair. Fairtrade labelling has been introduced so that we, the shoppers, can guarantee that workers get a fair deal for their work and products.		
5 min	Wrap up		<p>"Do you think this is a fair situation? Why is the 30 yen (for a banana) shared out as it is? Who has power and why? What could be done to improve the situation? Would you be prepared to pay more for your bananas if you knew workers and farmers got a price that would enable them to meet their basic needs? Are you aware of similar situations with other items?</p>	

Reference : Banana worker 1 yen. Plantation owner 5 yen. Shipper 4 yen Shop or supermarket 13 yen. Importer 7 yen. Total 30 yen. Source. Fair trade organization UK. Currency ratio adjusted.

Holiday Season

Overview

Name & School	Kuriyama Takafumi, Kashihara High School
Target Grade	HS(1)
Lesson Topic	Holiday Season
Lesson Focus	Writing Listening Reading Speaking
Lesson Aim(s)	Students will learn about the "Holidays Season" in America, try make their own Christmas cards.
Preparation & Materials	Blank index cards
Notes	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)	ALT will...	JET will...	Students will...
3 min	Greeting and Explanation	Greet students and introduce the topic of the "holiday season"		Greet ALT and JET
15 min	Presentation	Use the presentation on screen. Give information about each of the slides and share 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, help students to understand	See the presentation and answer ALT's questions.
2 min	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 min	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 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.)	Monitor students Provide students Help with problems	Fill in the blanks of Worksheet. Make their own cards to exchange with friends

Debate

Name & School	Yasuhiro Shimizu from Sakurai High School
Target Grade	SH(1) [but applicable to other grades]
Lesson Topic	The Earth, Our Home!
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	<ul style="list-style-type: none"> - 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 & Required Materials	<ul style="list-style-type: none"> - "Power On" textbook for English Communication I (Lesson 7: "The Earth, Our Home") - A Book titled "宇宙へ「出張」してきます (I'm going to space on business)" written by a Japanese astronaut - Planning Sheets for students' use

Activity (in detail)

Time	Activity (& Materials)	ALT will...	JTE will...	Students will...
3 min	Warm up			
13 min	Review of the textbook passage 1) Listening to the passage read out by ALT (This passage is about Astronaut Furukawa) 2) Line game (Teachers ask questions, the first student to raise his/her hand can answer, and all the students in his/her line can sit down if his/her answer is correct)	-Read aloud the passage -Ask questions in turns with JTE	-See if the students are listening -Ask questions in turns with ALT	-Listen carefully and understand what they hear -Answer the questions
32 min	Preparation for a debate 1) Introduction of a book written by Furukawa and others (The book says Furukawa thinks	-Help JTE if necessary	-Introduce the book and Furukawa's idea about space	-Listen to JTE

	<p>Japan should be more active in space exploration)</p> <p>2) Explanation of a debate the students are going to do (The theme is the pros and cons of Japan's possible spending a huge amount of money on space exploration in the future amid more and more natural disasters happening with a lot of money needed for disaster prevention and management)</p> <p>3) Division of the students into two sides (the affirmative side and the negative side)</p> <p>4) Eliciting of students' ideas supporting their side and/or rejecting the other side</p> <p>5) Re-arrangement of groups (to make 10 groups of 4 students, with each group having two from the affirmative side and two from the negative side)</p>	<p>-Explain that the students are going to do a debate and tell them what the theme is</p> <p>-Explain that the students sitting in one half of the classroom go to the affirmative side and the other half the negative side</p> <p>-Elicit ideas from the affirmative side students and make a list or draw a mind map on a small white-board based on students' responses</p> <p>-Inside the affirmative side, decide who goes to which group by lottery</p>	<p>exploration</p> <p>-Explain in simpler English after ALT's explanation if the students don't understand well</p> <p>-Decide who goes to which side and tell each side to get together in a designated area of the classroom</p> <p>-Elicit ideas from the negative side students and make a list or draw a mind map on a small white-board based on students' responses</p> <p>-Inside the negative side, decide who goes to which group by lottery</p>	<p>-Listen to ALT and JTE trying to understand the explanation</p> <p>-</p> <p>Listen to the explanation and move so that there are two big groups sitting separately</p> <p>-Give as many ideas as possible supporting their side and/or rejecting the other side</p> <p>-Divide into new groups</p>
--	--	---	--	---

	6) Planning of the debate (In each group, two from the affirmative side talk together and decide what to say in what order in the debate and write it down on the "Planning Sheet," with two other members from the negative side doing the same)	-Walk around the classroom helping students	-Walk around the classroom helping students	-Talk with a partner in the same side (affirmative / negative) within each group and decide what to say in what order in the debate
2 min	Information about the next period.	-Explain again that the students are going to have a debate in the next period	-Tell the students not to lose the "Planning Sheet" and keep it for the next period	-Listen to ALT and JTE

How was your summer?

Overview

School & Name	Yuya Anraku, Shinsei Shoyo High School
Target Grade	SH (1)
Lesson Topic	Summer Vacation
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	Students will be able to talk about their summer using the past tense.
Preparation & Required Materials	Action picture cards, interview sheet, Bingo paper, feedback sheet

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
5 min	Greeting & housekeeping	Greet students & Hand out stamp card.		Greet the ALT & the JTE.
5 min	Explanation of new Conversation "How was ____?" It was _____. Great/Good/So-so/Bad/Very Bad	Introduce the sentences, "How was ____?" and basic adjectives. ALT: Sensei, how was your summer? JTE: It was <u>Great</u> . After these sentences, introduce second part. ALT: What did you do? JTE: I <u>(past tense verb/activities)</u> .		Listen to Teachers instruction. Answer the questions.
10 min	"Gesture Game" (action picture cards) ALT do gesture, and show the card to the students	Draw a card and do a gesture. Introduce the action expressions. After game is over, hand around "verb list" which is written the words used in "Gesture Game".		Guess What ALT are doing. Repeat after the ALT.
10 min	"interview Game" (Interview sheet) "The rules of the game" (1) Students circulate and interview each other A: How was your summer? B: <u>Great</u> .	Hand out "interview sheet" and have Students write how their summer was (Great -> Very Bad) and two past tense sentences of what they did. After Students have completed, we will explain the rule of the game.		Do an "interview Game".

	<p>A: What did you do?</p> <p>B: I <u>hung out with my friends.</u></p> <p>(Changing the roll)</p> <p>(2) They play Janken—loser gives his/her sheet to winner.</p> <p>(3) Loser gets new “interview sheet” from ALT and write the info.</p> <p>(4) Game continues this way-- -Students with the most sheets in the winner</p>		
10	<p>“How was your Summer BINGO” (Bingo Paper)</p> <p>“The rules of the game”</p> <p>(1) Students fill in the nine boxes with past verb/past activities</p> <p>(2) ALT or JTE ask two questions ①How was your summer? ②What did you do? to a volunteer student</p> <p>(3) If Students have the activities a volunteer student said in their boxes, they can check</p> <p>(4) Until students get bingo, we do repeatedly</p>	<p>Hand around the Bingo paper. Introduce the new game “BINGO”.</p> <p>Ask students “How was your summer?” and “What did you do?”</p>	<p>Get the “Bingo Paper and fill in grid (with nine boxes) with summer activities.</p> <p>Answer the questions.</p>
5	<p>Feedback (Feedback Sheet)</p> <p>Greeting</p>	<p>Comment on students' performance.</p>	<p>Fill out feedback.</p>

Discussion on an Easy Topic

Overview

Name & School	Hiroshi Izumi, Nara Prefectural Unebi High School
Target Grade	SH(1)
Lesson Topic	Discussion among groups (Topic: High School Sports Club are too Strict)
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	Have Ss discuss easy topic in English
Preparation & Required Materials (attached)	"Box lunch vs. School lunch" handout Cards with expressions that can be used in the discussion.

Activity (in detail)

First lesson

Time	Activity (& Materials)	ALT will...	JTE will...	Students will...
15 min	Warm up	Give Ss 1 minutes to think about the topic and then let them talk. Encourage Ss to express some reasons why they like box lunch or school lunch.		Make pairs and ask their partners which they like box lunch or school lunch. Change partners and ask many of them.
	Share opinions	ALT asks some Ss.		Listen to other Ss' opinions.
20 min	Reading	Encourage students to read what ideas are expressed in the sample opinions.		Read opposing sample opinions on the topic while referring to the footnotes.
	Summarize sample opinions.	Tell students to understand opposing sample opinions.		Summarize opposing sample opinions.
15 min	Brain Storming	ALT shows Ss an example of "mapping." Encourage Ss to spread the branches of their maps as much as possible in order to be prepared to discuss the topic in the next lesson.		Think about the specific reasons why they choose box lunch and school lunch while draw "mapping."

Second lesson

Time	Activity (& Materials)	ALT will...	JTE will...	Students will...
45 min (10 ~ 15 min for each discussion)	Discussion about the topic	<p>Tell students to make groups of four.</p> <p>Give each group a pile of expression cards that can be used in their discussions.</p> <p>ALT explains the rules of the discussion.</p> <p>*[Rules]</p> <ol style="list-style-type: none"> 1. Only in English. 2. Students can throw down their cards and say their opinions anytime during the discussion whenever they think it is a good chance to use them. 3. Students are encouraged to use all four of their cards and keep the discussion going. 4. Questions must be answered. <p>ALT tells students to change their partners. (If there is extra time)</p> <p>ALT tell students to change the discussion topics. (e.g.) Winter is the best season of the year.</p>		<p>Move their desks together.</p> <p>Students shuffle the pile of cards.</p> <p>Each member gets four cards.</p>
5 min	Reflecting on the discussion	ALT gives students general comments about their discussions.		Listen to what ALT says and reflect on their participation.

* [Expressions on the cards]

- I think ...
- It is true that ~, but ...
- I disagree because ...
- I see your point, but ...
- I agree with you, except for ...
- Could you give us an example?
- It seems to me that ...
- What do you mean?
- I agree on that point. In addition ...
- Do you agree with ...?
- Why do you think that way?
- Could you clarify?
- What do you think about ...?
- How do you feel about ...?

Global English ②

Box lunch vs. School lunch

Class () No () Name ()



1. **Warm-up** Ask your partner the following questions and keep talking at least two minutes.

Do you like to eat box lunch or eat school lunch? Why?

2. **Listening** Listen to the following dialogue and work with TASK A.

- TV anchor: Elementary and junior high school ***attendance** is ***compulsory** in Japan, so parents don't have to ***pay tuition** for public schools. School lunches are ***provided at a reasonable price** in most public elementary and junior high schools. But, some parents don't want to pay lunch ***fees**. Therefore, ***the amount of** unpaid school lunch fees is increasing every year. It's a big problem now.

★ John: I liked the curried rice and ***mango pudding** served in school lunch.

◇ Diana: Really? I ***had no choice** but a box lunch, but I liked boxed lunches better. I felt excited every time I opened my boxed lunch because I was always pleasantly surprised by the food in it. Also, my mom didn't put any food I didn't like in my lunch.

★ John: Didn't you worry about your mom? She used to get up early, think about what to make, and make it for you every day. I'm sure ***it was** quite **a bother**.

◇ Diana: No, I don't think so. She likes cooking.

★ John: Even so, the fact is that she woke up very early every morning. If you had eaten school lunch, she wouldn't have had to get up so early. Besides, school lunch is a ***well-balanced meal** planned by ***nutritionists**.

- ◇ Diana: A well-balanced meal does not mean ***delicious** food. So you sometimes had to eat foods you disliked. Right?
- ★ John: That's true, but everything we ate was good for us. Above all, I ***fondly remember** eating school lunch with my classmates every day.
- ◇ Diana: Well, I enjoyed eating different food at school. I also have good memories of eating lunch at school. It's not a matter of lunch style, but a matter of the fun we had together during lunch.

[Words & Phrases]

attendance 出席 compulsory 義務の pay tuition 授業料を払う provide ～を供給する
 at a reasonable price 手頃な価格で fee 料金 the amount of ～ ～の総計
 mango pudding マンゴプリン have no choice but ～ ～する他に選択の余地がない
 It's a bother. 面倒くさい well-balanced meal よくバランスのとれた食事
 nutritionist 栄養士 delicious おいしい fondly remember 懐かしく思い出す

TASK A:

What is good or bad about box lunch and school lunch? Why do they think so? Fill in their opinions in the boxes below.

	Diana's opinion	John's opinion
Boxed lunch		
School lunch		

Discussion

Proposal: Box lunch is better than school lunch.

Make a group of four. Talk about the proposal and share your opinion in a group.

*Useful expressions for Discussion:

1. What do you think about ~? (～についてどう思いますか)
2. What do you mean by ~? (～とはどのような意味でしょうか)
3. Could you clarify ~? (～をわかりやすく説明していただけますか)
4. I see your point, but ~. (あなたの考えはわかりますが、～)
5. It is true that ~, but (確かに～ですが)
6. It's not a matter of ~, but ... (～の問題ではなく、・・・の問題です)

*Useful expressions we learned the last time

7. I disagree. (わたしは反対だ)
8. I agree. (わたしは賛成だ)
9. How about you? (あなたはどうかの)
10. You've got it wrong. (それは勘違いだ)
11. You are totally wrong. (あなたは全面に間違っている)
12. I see your point. (言いたいことはわかる)
13. That's true. (確かにそうだね)
14. generally speaking, (一般的に言って)

Expressing Interests

Overview

Name & School	Mitsuko Horiguchi / Ikoma Senior High School
Target Grade	SH(1 st grade)
Lesson Topic	interests and what you like
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	Make a speech about interests
Preparation & Required Materials	Textbook 'Vision Quest 1'

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
5 min	Look at the words in the table and check the pronunciation of new words.	Pronounce the words in the table	Support students	Listen to alt carefully.
10 min	(STEP1)Listening Task ① Listen to the dialogue between ALT & JET and fill in the blanks ②Check the answers ③Pair practice	Read the dialogue twice slowly ※ The dialogue starts with the question 'What are you interested in?' Check their answers Instruct students to make pairs read the dialogue		Listen to the dialogue and fill in the blanks with the words in the table Read the answers. Read the dialogue
15	(STEP2) ① ALT and JET demonstrate how to answer the questions ② Students make notes about students' own interests. ③Pair practice	Make an example conversation Encourage students to answer c by asking them why they like it and what is good about it. Have students read questions and answers in pairs		Listen carefully Answer questions They can answer question a & b by using the words in the table. Read their own dialogue

20 min	<p>(STEP3)Presentation</p> <p>Make a presentation about interests and favorite things</p> <p>Pair practice</p> <p>Make a speech in class</p>	<p>Have students complete their speech</p> <p>Have them read out their answers in pairs</p> <p>Have them make a speech in class (Ask them not to look at the textbook)</p>	<p>Write a speech using the information in STEP2</p> <p>Read their answers to a partner</p> <p>Make a speech</p> <p>Listen to a speech</p>
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Strange Festivals

Overview

Name & School	Tsutada sensei, Nishinokyo High School
Target Grade	SH(1)
Lesson Topic	Strange Festival
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	Students will create their own festival and talk about it with their friends.
Preparation & Required Materials (attached)	worksheet

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
0-1	Greet students	Speaking	Listening	Listen/Respond to JTE questions
1-6	Warm up activity (Listening Pyramid)	Explain	Facilitate	Listen
7-30	"Strange Festivals" worksheet	Explain the worksheet	Ensure students understand what they are to do	Listen and create their own festival
30-40	Presentation of the festival	Explain	Assist students	Speak about the festival they created in a group of four/ Listen
40-50	Complete the worksheet	Assist students	Assist students / Collect	Complete the worksheet

Names (In English):

Date:

Class:

ID Number:

Strange Festivals



Part 1: Real Festivals Here are two real festivals held somewhere in the world. Please read them and make sure you understand what happens in the festivals. Next, make your own festival and write down what happens there.

World Crab-Tying Championships (May, Australia)

People take 10 steps into an area filled with big crabs and try to tie the crabs' claws together before the crabs pinch them. The people are barefoot.

The Cat Festival (May, Belgium)

Cats are thrown off of a church to see if they land feet down. They used to throw real cats, but now the 'cats' are made of cloth.

Make Your Own Strange Festival!

What is it called? When is it? Where is it? What do people do at the festival?

Name:

Time:

Country:



Going shopping

Overview

Name & School	Tanaka-sensei, Seiwaseiryō High School
Target Grade	SH(1)
Lesson Topic	Fashion goods, Conversation while shopping
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	Be able to use phrases to go shopping for clothes
Preparation & Required Materials	Color printed photos of fashion goods (like jacket, vest, pants and so on) , Today's handout, HW3.

Activity (in detail)

Time	Activity (& Materials)	ALT will...	JTE will...	Students will...
5 min	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 min (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 of the names of fashion goods and, guess how much they think each costs.
10 min (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 min (40)	Speaking (Let's role play!)	Read sample dialogue together, going shopping.		Listen to the sample dialogue. In pairs, play janken to decide

		<p>Explain how to do this conversation between the customer and the shop clerk to students.</p> <p>Tell the students to share the roles.</p>	<p>who will play as the customer or the shop clerk.</p>
5 min (45)	Sharing	<p>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.</p>	<p>Look at their performances, and Listen to them.</p>
5 min (50)	Closing/Extra Time	<p>Hand out and explain HW3. Help students who have questions about HW. Thank students.</p>	<p>Work on HW for remainder of class</p>

Traveling

Overview

Name & School	Tomokazu Tanaka, Takada high school
Target Grade	SH(1)
Lesson Topic	Traveling
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	Learn how to check in to an airport; discuss travel preferences
Preparation & Required Materials	Karuta Cards, Vocabulary Sheet, Listening Exercise, Speaking Exercise, Plural list

Activity (in detail)

Time	Activity (& Materials)	ALT will...	JTE will...	Students will...
5 min	Introduction	Explain Topic	Pass out Vocabulary sheet	Listen.
10 min (15)	Warm Up: Location Karuta	Explain game. State countries. Divide students into 10 groups of 4.	Answer questions as needed. Distribute vocabulary sheet.	Slap card for country corresponding to famous location. Most points in group gets stamps.
15 min (30)	Listening: Checking In	Read dialogue together. ALT is agent. JTE is traveler. Distribute Speaking exercise		Fill in blanks while listening.
10 min (40)	Speaking: Interview Travel Preferences	Explain Directions. Answer questions as needed.	Answer questions as needed.	With a partner, ask/answer questions about where they want to go, when they will go, what they will do, etc.

8 min (48)	Plural Review Race	Review how plural form of is works Write people/things on board and students write "is" or "are" for each.	Answer questions as needed. Police cheating	Divide into 4 teams of 10. Students write "is" or "are" for each. First team to finish wins.
2 min (50)	Closing	Thank students for their hard work.		Listen.

Washoku Traditional Japanese Cuisine

Overview

Name & School	Kanei Takami, Koriyama Senior High School
Target Grade	SH(1 st grader)
Lesson Topic	Learning about Japanese Food culture
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	To have students speak more English in class
Preparation & Required Materials	Worksheet, PowerPoint files, Textbook (Perspective English Communication I)

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
5 min	ALT greets class, chats briefly, ask some simple questions	Says Good morning Ask some students simple questions	Says Good morning	Says Good morning and answer some questions
5 min	Reading through sections in pairs	Explain task in English, walk around as they are doing	Walk around as they are doing	Students will read the last 2 paragraphs I pairs

5 min	Vocabulary check	Introduce new words phrases to check understanding	Explain more complicated points in Japanese	Students work on vocabulary task on worksheet
15 min	Read through paragraph as class and comprehension questions ALT will read the paragraphs out loud, students will follow along. ALT will ask questions about the paragraphs to test students' comprehension	Explain the task in English Show slide show/pictures and explain context Ask questions	Explain in Japanese if students are having a difficult time. Encourage the students to participate.	Read through the paragraph and answer questions
15 min	Talking about favorite food	Explain task. Do demonstration with JET. Walk around and help with expression and pronunciation	Do demonstration with ALT. Walk around and help students with task.	Students will ask their partner questions about their favorite food using worksheet.
5 min	Explain Bonus English. Small talk. Collect homework.	Listen to the speech.	Go over bonus English. Show examples if possible.	Students present their ideas to the entire class.

English verbs

Overview

Name & School	Shintaro Nakamura Oyodo High School
Target Grade	SH (1)
Lesson Topic	Verbs in Daily Life
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	Expand their knowledge of English vocabulary
Preparation & Required Materials (attached)	<ul style="list-style-type: none"> Worksheet 1 (英語でなんて言う), Worksheet 2 (Picture Cards)

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE/HRT will...	Students will...
10	Warm up game: Math review Students will listen to the ALT say a math formula. Students will calculate and find out the right answer.	Slowly say the math formula.	Help students and make sure they understand what the ALT is saying.	Listen closely, write down the math formula and find the answer.
5 minutes	英語でなんて言う？ Worksheet 1 Students will have five minutes to guess and match the English verb to the Japanese translation.	Walk around and watch students.	Tell students the instructions.	Will try to choose the correct verbs.
10 minutes	英語でなんて言う？ Worksheet 1 Each student will be asked to give their answer for each	Say if the student's answer is correct or not, then pronounce	Ask each student for their answers. Help students or	Confirm their answers. If answers are wrong, they will

	verb. The ALT and JTE will correct the student if they are wrong.	the word for the students to hear it clearly.	correct them if they are wrong.	write the right one.
25	<p>Pictionary with verbs. Students will use Worksheet 2. Pair work. Each student will have different cards with a picture and a phrase on it. One student says the phrase and the other student draws the picture.</p> <p>Students will change partners after they are finished.</p>	<p>Walk around the classroom and help students pronounce the English sentences on the cards.</p>	<p>Help students pronounce the sentences or give translations.</p>	<p>Get a picture card and follow the instructions. In a pair, one student will say an English phrase on their card and partner will draw the picture on worksheet 2. Then switch positions. When finished, students change partners.</p>

英語でなんて言う？ ～動詞編～

どの言語にも必ず「動詞」があります。私たちも当たり前のように使っています。

動詞が分かると英語が理解しやすいです。ぜひ、覚えていきましょう！

Daily life ～日常生活での動詞～

目覚める_____ (髪を) 乾かす_____ 掃除する_____ 食べる_____
飲む_____ 眠る_____ (体を) 掻く_____ 忘れる_____
トイレの水を流す_____ the toilet 歯をみがく_____ teeth
電話をかける_____ ヒゲを剃る_____

drink / call / forget / flush / brush / remember / scratch /
shave / sleep / kiss / clean / eat / dry / wake up

Hobby ～趣味に関する動詞～

読む_____ 泳ぐ_____ (音楽を) 聴く_____ to music 歌う_____
蹴る_____ 殴る_____ 投げる_____ (スポーツ) をする_____
(絵を) 描く_____ (お金を) 払う_____ money 集める_____
充電する_____

sing / play / collect / kick / swim / steal / give / pitch
read / draw / listen / pay / charge / hit / throw / cry

Cooking ～料理に関する動詞～

洗う_____ 薄切りにする_____ (厚く) 切る_____ 皮をむく_____
割る_____ 混ぜる_____ 塗る_____ 殻をむく_____
揚げる_____ 蒸す_____ 茹でる_____ (オーブンで) 焼く_____

bake / boil / cut / shell / mix / break / fry /
fly / powder / steam / paste / peel / wash / slice

1



A little fox flushes the toilet.

4



My father shaves at 7:00 am.

7



Nobita sleeps on the cushion.

10

PASSWORD...



A man forgets the password of his PC.

2



A girl dries her hair.

5



A baby drinks milk.

8



A hippo brushes his teeth.

11



A boy wakes up at 3:00 am.

3



A panda and a rabbit clean the room.

6



Doraemon calls Nobita on the phone.

9

















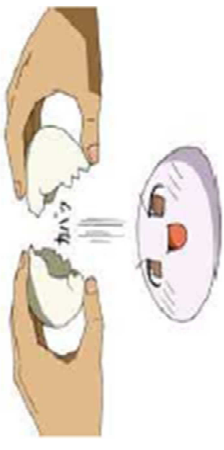

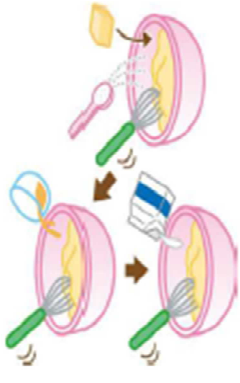




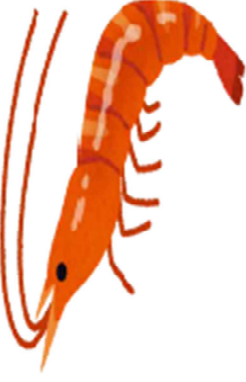


A mouse eats cheese.

12



A dog scratches his face.

13		14		15	
16		17		18	
19		20		21	
22		23		24	
	A frog swims in the water.		boy listens to the radio at night		A dog sings a song.
	My grandfather draws a picture.		My girlfriend hits me.		I read newspaper with my father.
	A cat kicks a rugby ball.		A ninja throws a shuriken.		A panda plays basketball.
	A bee collects honey.		A girl pay money at supermarket.		I charge my smartphone.

25		26		27	
My mother washes vegetables.		A girl slices an onion.		I break an egg.	
28		29		30	
A mouse fries tempura.		I mix milk and sugar and butter.		I steam nikuman.	
31		32		33	
I paste butter on a bread.		I cut a carrot.		My mother peels an apple.	
34		35		36	
I shell prawns.		A rabbit boils pasta.		I bake bread.	

Food

Overview

Name & School	Liyana Nimeshika, Nara Senior High School			
Target Grade	SH (2)			
Lesson Topic	Food			
Lesson Focus	Reading	Writing	Speaking	Listening
Lesson Aim(s)	<ul style="list-style-type: none"> ● To learn and revise vocabulary relating to food, restaurants, tastes and textures. ● To develop speaking skills pertaining to food and restaurants. ● To build students' confidence to speak English in front of the classroom. ● To be involved with classmates in an easygoing atmosphere. 			
Preparation & Required Materials (attached)	<ul style="list-style-type: none"> ● Question cards ● Handouts ● Whiteboard & markers 			

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE/HRT will...	Students will...
10 min	Greeting & Warmer: Quiz quiz trade Move around the class and ask questions and trade the cards.	Provide each student with a question card. Model the game with an example question.	Give an example question and switch with ALT	Ask the questions and switch with neighbors, then keep asking and switching.

10 min	Activity 1: Food Vocabulary Exercise Discuss with the partner and complete the chart.	Ask the students to make pairs. Explain the activity. Get the pairs to present their answers.	Help the students to make pairs and hand out the worksheets.	Discuss with the partner and write the names of food to match each adjective.
25 min	Activity 2 A new restaurant Discuss and decide the given aspects of the restaurant and present to the class.	Explain the task. Monitor and answer questions. Help students with difficult words. Get each group to present their restaurant.	Help students split into groups and hand out the worksheets. Explain in Japanese, if necessary. Prompt groups to start, monitor and give feedback.	Discuss with group members and decide the given aspects of the restaurant. Groups stand. Students present their restaurant to the class.

Warmer - Question Cards

Who usually does the cooking in your family?	What is the strangest food you have ever eaten? Did it taste good or bad?
What is your favorite food?	How often do you eat fast food?
Do you prefer fish or meat?	What is your favorite restaurant? Why?
Do you like trying new foods?	What is your least favorite food?
Which do you eat more often, rice, bread or potatoes?	What's your favorite drink in the summer?
Why is pizza popular?	Which fast food restaurants do like?
Do you like brunch?	What's your favorite snack?
What is the cheapest place to eat that you know?	Which country do you think has the best food?
Do you enjoy seafood? What is your favorite?	How much does lunch usually cost at school?
Do you have a favorite cafe? If so, where is it? Why do you like it?	What comes to mind when you hear the word 'food'?

***This is for the High school second year English class with 20 students.**

Activities

Activity 1

In pairs think of a food to match each adjective.

Tastes		Textures	
Adjective	Example	Adjective	Example
Sour		Soft	
Sweet		Hard	
Salty		Crispy	
Bitter		Creamy	
Spicy		Moist	

Activity 2

Imagine you are going to open a new restaurant. Discuss and decide on the following aspects.

- What are you going to call your restaurant?
- Who are your target consumers?
- Where will your restaurant be located?
- What cuisine will you serve?
- Will you have any specialties, or a daily menu, or takeaway?
- Will there be any entertainment?
- What decor will you have?
- How will you advertise?
- What prices will you charge?

Adapted from:

<https://www.teachingenglish.org.uk>

www.teachingenglish.org.uk/sites/teacheng/files/cooking-britain-worksheets.pdf

https://en.islcollective.com/resources/printables/worksheets_doc_docx/lets_talk_about_food/questions-food-food/1995

Aurora

Overview

Name & School	Tayler Skultety, Soekami SHS
Target Grade	SH (2 nd years)
Lesson Topic	Reading, composition, culture
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	To have students think about the flow of composition and logical arrangement of information. To teach students a bit about Inuit beliefs.
Preparation & Required Materials (attached)	-worksheets, one for students to fill in during the activity and one with completed text to be given after the activity has ended. -Sentence envelopes. Fill five envelopes with five sentences. Cut sentences into one word fragments. Use a paper clip to keep sentences organized. Each student will receive one sentence from their group's envelope.

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE/HRT will...	Students will...
10	Introduce topic. Tell students that we will be learning a bit about Canada. Ask them to guess the topic of the lesson based on famous things they know from Canada. After students guess the topic, ALT will write seven vocabulary words on the board and illicit or provide meanings.	Ask students what they know about Canada. Give hints if necessary "it's very beautiful" "it's something in nature" "it's in the sky"	Translate when needed and help encourage students to participate.	Guess the topic of the lesson. Learn the meanings of new vocabulary.

20-25	<p>Split students into six teams and give each group one envelope and one worksheet.</p> <p>Each envelope contains five cut up and scrambled sentences. Paper clips are used to keep sentences separate. Each students will claim one sentence to unscramble.</p> <p>After students have finished unscrambling their sentences, groups will work together to place sentences in the correct order within the composition.</p>	<p>Monitor students' progress and give help when needed.</p> <p>Check completion of work and give students the OK to move onto the composition worksheet after their sentences have been deemed correct.</p>	<p>Monitor students' progress and give help when needed.</p> <p>Check completion of work and give students the OK to move onto the composition worksheet after their sentences have been deemed correct.</p>	<p>Divide sentences among themselves and work to unscramble them. Students can help one another in their groups, if needed.</p> <p>After, students will work together to place sentences within the given composition.</p>
10-15	<p>ALT and JTE will write the provided sentences on the board. Each team will be responsible for filling in one of the missing sentences.</p> <p>Afterwards, ALT and JTE will distribute the final worksheet with the model composition on it.</p> <p>Students will be given a short aural quiz to check comprehension.</p> <p>Ex; Which seasons are the best to see the aurora?</p> <p>What do we call the aurora in English? Etc.</p>	<p>Direct groups to write a sentence of their choice on the board as they complete their work. When all groups have finished, correct as a class.</p> <p>Distribute final worksheet and ask five comprehension questions, then check answers as a class.</p>	<p>Direct groups to write a sentence of their choice on the board as they complete their work. When all groups have finished, correct as a class.</p> <p>Distribute final worksheet and ask five comprehension questions, then check answers as a class.</p>	<p>Complete composition worksheet and choose a group representative to write one sentence on the board in the correct placement.</p> <p>Review and check work for errors.</p> <p>Answer five comprehension questions about the paragraph.</p>

Name: _____
Class: _____



Aurora

1. _____

2. _____

3. _____

4. In English we say “the northern lights”

5. The aurora are usually pink, green and purple.

6. _____

7. Whistling will make the aurora come closer.

8. _____

9. So, don't whistle at the northern lights!

Aurora



Vocabulary

aurora

seasons

northern

dangerous

believe

whistling

ghosts

Canada is a great place to see the aurora. Winter and spring are the best seasons to see the aurora. It is more difficult to see the aurora in summer. In English we say “the northern lights”. The aurora are usually green, pink and purple. The Inuit believe the aurora are dangerous. Whistling will make the aurora come closer. They believe the aurora are ghosts of children. So, don’t whistle at the northern lights!

Quiz:

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

One-on-One Debate

Overview

Name & School	Lailanie Roxas, Tomigaoka
Target Grade	SH (2)
Lesson Topic	debate, expressing opinion
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	<ul style="list-style-type: none"> Students will learn about debate; Students will express their opinion.
Preparation & Required Materials (please attach)	<ul style="list-style-type: none"> Handout

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
10 min	GREETING WARM-UP GAME The students will stand up and answer the question. It is a hint on the next activity, so some questions should be related to the next topic.	Greet the students; Ask a question: <i>What's an advantage or disadvantage of ...?</i>	Greet the students Remind them to speak in full sentences; Monitor the class;	Greet the teachers; Listen; Participate;
5 mins	WHAT IS A DEBATE?	Explain the rules of debate;	Explain the rules of debate;	Listen;
30 min	One-on-One Debate Students will move their desks and make three groups of eight. One line will be the affirmative and the other will be the negative. We will introduce the topic and have the students think about three	Give instruction; Introduce the topic; Monitor the class;	Give instruction; Introduce the topic; Monitor the class;	Listen; Participate;

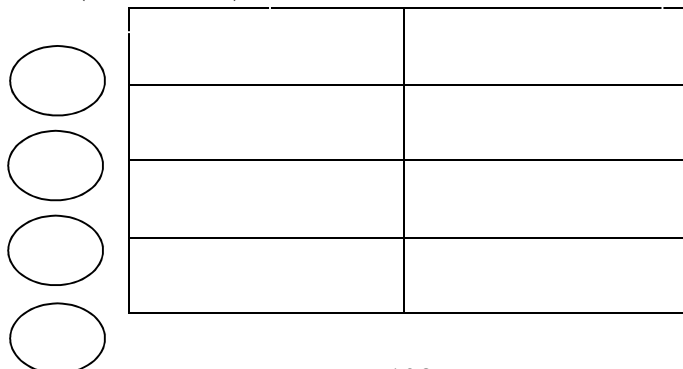
	<p>reasons for three minutes. Then they will start talking to their partner following the pattern on their handout.</p> <p>After two minutes, the negative students will move to the next seat. They will repeat the same conversation four times.</p> <p>Students will move before the second session (1 session x 3 times) so that they may talk to different students.</p>			
5 min	<p>Review</p> <p>The teacher will choose students who performed well. They will select a topic and will perform one-on-one debate in front of the class.</p>	<p>Monitor the class; Mention some things the students did well.</p>	<p>Monitor the class; Mention some things the students did well.</p>	<p>Listen; Participate;</p>

SAMPLE TOPICS

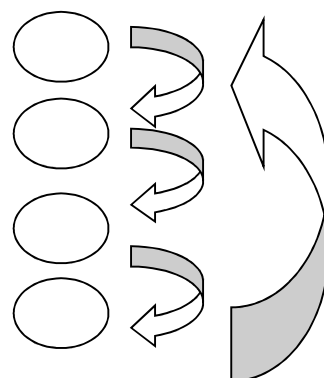
1. The animals in the zoo are happy.
2. High school students should wear school uniforms.
3. People should have a pet at home.

CLASSROOM SETUP

STUDENTS (Affirmative)



STUDENTS (Negative)



One-on-One Debate

A. I believe/think that _____.

I have three reasons.

First, _____.

Second, _____.

Third, _____.

So/Therefore, I believe/think that _____.

B. I don't believe/think that _____.

I have three reasons.

First, _____.

Second, _____.

Third, _____.

So/Therefore, I don't believe/think that _____.

Notes:



Emoji Bingo

Overview

Name & School	Tae Fujioka Nikaido SHS
Target Grade	SH(2)
Lesson Topic	Social Media
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	Emoji Vocabulary
Preparation & Required Materials	Emoji bingo, emoji symbols, abbreviated words

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
10 min	<u>Greeting & Warm-up</u> Show and explain the emoji symbols to the class.	show and explain different emoji symbols on the board	explain in Japanese	Listen and understand
15 min	<u>Main Activity</u> Students will be put into pairs to play emoji bingo. JET or ALT will draw a random Emoji term out of a bag and say it to the class. Students need to have a full row to win.	<ul style="list-style-type: none"> • explain bingo and hand out bingo sheets • draw a random emoji out of a bag until there is a winner • replay the game by making it harder each time, taking the terms off the board. 	hand out bingo sheets play bingo with the students	draw random emoji term and say it out loud

10 min	<u>Follow up activity</u> Introduce some abbreviated English words such as BRB, GZG, LOL, IMO, TFW, TBH, etc... (Only a few words that are often used in SNS)	Explains the original forms and meaning, and how to use them in SNS. Show someone's post as sample.	Explain in Japanese if students don't know the meaning of original forms.	Listen and understand
10 min	<u>Activity</u> Students write what happened recently around themselves on paper in short sentences using abbreviated words (like Twitter)	Give students an instruction of the activity At the end, ask some students to read their sentences	Hand out small paper	Write on paper and some students read what they wrote
5 min	<u>Cool-down / Wrap-Up</u> re-cap emoji terms and in English with the students	put emoji English terms on the board and ask students to say out loud together.		

Make it interesting

Overview

Name & School	Abbey Simpson, Takatori Kokusai
Target Grade	SH (2 nd - 3 rd)
Lesson Topic	Storytelling and using adjectives
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	To be able to use adjectives effectively to tell a story.
Preparation & Required Materials (attached)	Descriptive bingo worksheet, make it interesting worksheet

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
15 mins	Descriptive sentences bingo warm up. Students pair up and each write 9 of the 15 target sentences in their grids. They will then turn to their partner and read one of the sentences, if they have the sentence on their grid they can circle/mark it, if not it is left blank. Roles are then reversed. First to reach 3 straight lines of 3 wins.	Explain activity	Check for understanding and make sure students are speaking in English	Play janken to decide who gets to go first. Mark off their matches to get Bingo.

12 mins	<p>Making sentences interesting handout- go through example of "cat sat on the mat" on the board, this sentence is boring so you need the students recommendations to make it more interesting</p> <p>What kind of cat is it, what it looks like, what is its personality, how did it sit, why it sat.</p> <p>Add descriptions one at a time so students see how the sentence grows.</p> <p>Aim for a sentence like "the angry black cat gingerly sat on the mat because he had hurt his paw".</p> <p>(if students are struggling run through one of the worksheet sentences with them on the board)</p>	Write the target sentence on the board and add the extra details given by the students.	Encourage volunteers to give adjectives and reasons	Use dictionaries if needed to translate adjectives, volunteer adjectives.
10 mins	In pairs students take 2-3 of the sentences in the handout and add extra adjectives and descriptions to make them interesting. Dictionaries can be used if needed,	Explain activity and check/ help with student sentences	Check comprehension and encourage students to think creatively	Work with a partner to think of as many ways to add detail to the sentences given
13 mins	Students stand in their pairs to tell the class one of their sentences	Encourage students to speak clearly and loudly, give feedback on sentences	Pick student pairs at random or use chopsticks to decide	Present one of their sentences to the whole class.

BINGO

Write 9 of the sentences below into the grid. Then turn to your partner and read a sentence out loud. If they have the sentence on their grid they can circle it, then swap roles. First person to get 3 straight lines of 3 wins!

1. The young and nervous pilot flew the tiny plane into the airport.
2. The tired, old cowboy rode the black horse gently around the park.
3. The pretty, blonde actress stood confidently on the dark wooden stage.
4. The fat, grey cat saw the small, baby bird land softly in the garden.
5. The sneaky thief stole lots of money from the accounting company.
6. Pikachu happily jumped when it won the tough battle.
7. The excited, white dog barked happily when it saw its owner.
8. The elderly woman quickly called the police when she heard a noise.
9. Stitch ate the gigantic sandwich in a hurry because he was starving.
10. The short, quiet boy played lots of interesting and exciting video games.
11. The smart, black haired girl enjoyed science because it was challenging.
12. Totoro yawned widely in the bright, green forest as he walked.
13. The chubby, striped kitten ran quickly when he smelled the delicious fish dinner.
14. Mickey mouse happily skipped down the long road to meet Minnie
15. The little, brown and white rabbit hopped quietly into his huge burrow.

Student name: _____ Class: _____ Date: _____

Making interesting sentences

When you are writing stories you need to make your sentences interesting, otherwise your readers will get bored!

Remember to add lots of adjectives, and descriptive language so your reader can imagine what you are talking about

The cat sat on the mat.

This sentence is boring so let's make it more interesting!

What does the cat look like? Tabby/big

What is its personality like? Angry/ sad

How did it sit down? Flopped/ gently

Why did it sit down? It hurt its paw

Write down the completed sentence on the board:



1. The man sat.

2. The singer sang.

3. The cat ate.

4. Ken Watanabe looked out the window.

5. The dog likes to swim.

6. The girl laughed.

7. The zookeeper slept.

8. The boy ran.

Instead of <u>said</u>, use: called shouted cried whispered responded remarked demanded questioned asked replied stated exclaimed	Instead of <u>laughed</u>, use: snickered guffawed giggled cackled roared howled chuckled tittered chortled hee-hawed crowed bellowed	Instead of <u>ran</u>, use: hurried bolted raced darted scurried sped dashed jogged galloped sprinted trotted rushed
Instead of <u>walked</u>, use: staggered shuffled traveled sauntered trudged lumbered strutted paraded marched ambled hiked strolled	Instead of <u>saw</u>, use: glimpsed glanced at noticed eyed observed gazed at sighted spied spotted examined stared at watched	Instead of <u>like</u>, use: love prefer admire cherish appreciate care for fancy favor adore enjoy idolize treasure
Instead of <u>sad</u>, use: downcast unhappy depressed dejected woeful forlorn gloomy melancholy miserable crestfallen sorrowful mournful	Instead of <u>pretty</u>, use: beautiful exquisite lovely gorgeous glamorous stunning attractive handsome elegant striking cute fair	Instead of <u>good</u>, use: great splendid pleasant superb marvelous grand delightful terrific superior amazing wonderful excellent
Instead of <u>little</u>, use: teeny small diminutive tiny compact minuscule microscopic miniature petite slight wee minute	Instead of <u>nice</u>, use: kind congenial benevolent agreeable thoughtful courteous gracious warm considerate cordial decent humane	Instead of <u>funny</u>, use: farcical hysterical jocular sidesplitting amusing hilarious humorous laughable witty silly comical nonsensical
Instead of <u>big</u>, use: towering enormous huge tremendous large massive great giant gigantic colossal mammoth immense	Instead of <u>happy</u>, use: glad merry jovial contented jubilant pleased joyful delighted thrilled jolly cheerful elated	Instead of <u>smart</u>, use: witty ingenious bright sharp quick-witted brainy knowledgeable brilliant intelligent gifted clever wise

Introducing my favorite TV program

Overview

School & Name	Masahiro Yamaguchi, Yoshino senior high school
Target Grade	SH 3 rd
Lesson Topic	TV programs
Lesson Focus	Writing Speaking Reading Listening
Lesson Aim	To have students speak more English in class
Preparation & Required Materials	If students want, TV/Movie/Picture etc

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
5m	Show & tell by JTE	Just listening	Present my favorite TV	Just listening
	Guess what TV program	Ask something to find	Put some hints	Guess what , trying to ask something
5m	Show & tell by ALT	Present my favorite TV	Help students understand	Just listening
	Guess what TV program	Put some hints	Ask something to find	Guess what , trying to ask something
20m	Preparation by students for show & tell / guessing game	Help students make their ideas	Facilitate students to make their ideas	Try to make their own ideas, helping with each other
20m	show & tell / guessing game by students	Ask something to find	Ask something to find	Present my favorite TV / Guess what , trying to ask something while waiting

Homonyms pt.1

Overview

Name & School	Courtney Harewood, Shinsei Shoyo SHS & Ouda SHS
Target Grade	SH (3 rd)
Lesson Topic	Homonyms
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	<ul style="list-style-type: none"> ● students will recognize homonyms ● students will be able to use homonyms in a sentence ● students will be able to identify homonyms in a text
Preparation & Required Materials (please attach)	<ul style="list-style-type: none"> ● Booklets (ALT has extras) ● lined paper ● warm-up questions ● homonym game ● magnets (alt will have magnets and game) ● prizes (optional)

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE/HRT will...	Students will...
2 mins	Greeting	Say good morning and announce that students have been missed. "Long time no see"	Greet students with "good morning"	Reply.
10 mins	Warm up: Criss-Cross ALT and JTE will ask students questions and if answered correctly, students can gesture diagonally or straight down their row to allow other students to sit, or they can sit themselves down alone.	Have students stand up at their desks. Have 10+ easy and simple questions prepared before game. EX: When is your birthday?	Explain rules to students in Japanese. Have students stand up at their desks.	Students will answer questions and sit down when the questions are answered.

5 mins	Pre-teaching: Homonym introduction	Hand out booklets to students. Explain what homonyms are and then write sentences on the board to show students what homonyms are in English. Explain the homonyms written in the sentences. Have students repeat sentences after ALT 2x. Encourage questions.	Help ALT explain homonyms to students. Break down the underlined homonyms in the sentences that the ALT writes on the board and why the underlined words are homonyms. Encourage questions.	Ask questions as needed. Listen attentively.
10 mins	Practice: Original sentence creation. <u>*Complete sentences are not needed! So long as students understand the gist of the lesson and can produce the proper usage of the homonym in the different part of the sentence, it's a win.</u> For example, a student at SSHS wrote, "I book is book." I understood that they were saying "I booked the book" and other students did too. Even though I would have liked a complete sentence, so long as the point has been made I will take what I can.*	Hand out lined/blank paper. Have students pair up (or work alone at JTE's discretion) and create 4 original sentences. (having 1 or 2 is perfectly fine) help students with sentences.	Help ALT explain the classwork. Help students create sentences when they ask for help.	Create their own original homonym sentences either alone or in pairs. 2-4 sentences are fine. Students will ask for help and won't just sit staring off into space. Complete sentences are not needed.

5 mins	Application: Writing sentences on the board	Have 3-5 students write their original sentences on the board. Explain the homonyms used by the students who wrote on the board.	Help ALT explain the homonyms used by students who wrote on the board.	Write sentences on the board.
15 mins	Wrap-up: Homonym game: Nervous Breakdown (if time allows)	Explain the game Nervous Breakdown to students. Explain objective and rules.	Help ALT explain the game.	Play the game and have fun while learning.

Modifications

Making the activity easier	Create sentences for students to fill in the blanks with the correct homonyms.
Making the activity harder	Have students write in complete and perfect sentences, sending them back if it isn't perfect.

HOMONYMS

Words that sound the same and are spelled the same but have different meanings.

Air 空	Air オーラ
Bark 吠える／ワンワン	Bark 樹皮
Book 本	Book 予約
Bank 銀行	Bank 岸
Beam 光線	Beam 桁
Bear 負う	Bear 熊
Cabinet 内閣	Cabinet 戸棚
Cave 洞窟	Cave 降参
Change 両替	Change 変更
Check 会計	Check 確認
Duck かわす	Duck 鴨
Die 死ぬ	Die さいころ
Fire 火	Fire クビになる
Grave 墓	Grave 深刻
Gross 全体の	Gross 気持ち悪い
Jam ジャム	Jam 詰める
Key 鍵	Key 調子
Kind 優しい	Kind 種類
Left 左	Left 残る

Lie 寝る	Lie 嘘
Light 軽い	Light 光
Leaves 落ち葉	Leaves 去る
Match 試合	Match マッチ
Mean 平均	Mean 卑劣
Pitcher 水差し	Pitcher 投手
Point 指す	Point ポイント
Pound ポンド	Pound 打つ
Rose バラ	Rose 上がる
Saw 鋸	Saw 見た
Seal 封印	Seal アザラシ
Spring 春	Spring 弾む
Stall 売店	Stall 間を持たす
Tire タイヤ	Tire 疲れる
Trip 旅行	Trip つまづく
Wave 振る	Wave 波
Watch 時計	Watch 眺める
Well 井戸	Well えっと…
Yard 庭	Yard ヤード (長さの単位)

Nervous Breakdown

Objective: Flip cards over to find the two Japanese words that match with the English words on the board.

Set up and rules:

- Split students into 2-3 groups (either rows 1&2 vs. 3&4 vs. 5&6 or rows 1,2,3 vs. 4,5,6)
- Teachers will place English words face up on the board (up to 6)
 - JPN words will be face down
- Students will play Janken to see who will go up to the board (either with each other, or with the teacher. We can also use the rule that one student from each team goes up the board in order to flip cards)
 - The student who goes up to the board will flip two cards over. If one JPN word matches an English word, student will place the card above the English word.
 - Students only get the point (3pts) if they match the JPN word to Eng.
- If Team A makes half a match (they are able to get 1 JPN word each for 2 difference EN words) and Team B makes a full match of Team A's effort, Team B will get the 3pts for their team. (I will explain better before the game)

STUDENTS MUST MAKE A COMPLETE MATCH TO GET THEIR POINTS FOR THEIR TEAM

(Sample cards below)

Air

Bark

オーラ

吠える/
ワンワン

Air

Bark

空

樹皮

UK TV Guide

Overview

Name & School	Victoria Jeffs, Nikaido Senior High School
Target Grade	SH (3)
Lesson Topic	TV Programs
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	To read and understand a TV Guide from a real magazine.
Preparation & Required Materials (attached)	<ul style="list-style-type: none"> ● TV Guide ● TV Guide worksheet

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE/HRT will...	Students will...
35min	TV Guide and worksheets – students are put into pairs and given a TV Guide. Students must read through the TV Guide to find the answers for the worksheet.	<ul style="list-style-type: none"> ● Explain the activity in English. ● Help students if they are stuck. ● Check their progress and encourage them if they make mistakes / misunderstand something. 	<ul style="list-style-type: none"> ● Explain the activity in Japanese. ● Help students if they are stuck. ● Check their progress 	<ul style="list-style-type: none"> ● Read the TV Guide and methodically go through the worksheet.
10min	Check answers / Corrections	<ul style="list-style-type: none"> ● Ask the students what the correct answers were. 	<ul style="list-style-type: none"> ● Help write the answers on the board. 	<ul style="list-style-type: none"> ● Volunteer to shout-out the answers

After-Class Notes

*Students think that on ITV at 3:50am "Nightscreen" is news, it is not. It's an info page about upcoming TV programs.

**Students get confused when answering Q3. Point out that they need to read the description of the show (right next to the title)

i.e. "**12:20 Friends** Sitcom (R)"

***Students get confused on Q4 because there are six "The Simpsons" shows in a row with varying descriptions. Point out that they need to answer what *type* of TV show it is, not what the episode is about.

Overall, the students were highly engaged and really enjoyed interacting with an everyday, real-world English item.

(Please note this was a 45 min lesson)

Name: _____

Date: _____



Search the TV Guide!



1. At what times (時間) are the News and Weather reports (ニュースと天気) on these channels?

itv NEWS

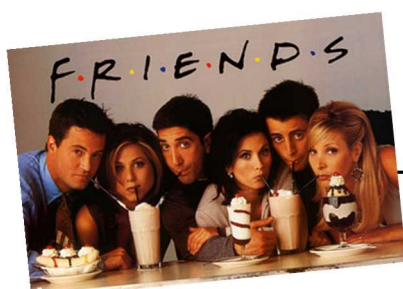
BBC1	ITV	CHANNEL 4
a.m./p.m.	a.m./p.m.	a.m./p.m.
a.m./p.m.	a.m./p.m.	
a.m./p.m.	a.m./p.m.	
a.m./p.m.	a.m./p.m.	
a.m./p.m.	a.m./p.m.	



2. What film (映画) is showing on BBC2 at 6:00pm?



3. What kind (種類) of TV program is "Friends" on CHANNEL 5?



4. What kind of television show is "The Simpsons" on SKY 1?



5. What kind of TV show is "5 Gold Rings" on ITV and what time is it on?

Time	Type of TV show
a.m./p.m.	



6. What documentaries (ドキュメンタリー) are on CHANNEL 5 and at what times are they on?

Time	Documentary Name
a.m./p.m.	
a.m./p.m.	





Search the TV Guide!

TEACHER COPY



1. At what times (時間) are the News and Weather reports on these channels?

BBC1	ITV	CHANNEL 4
6:00 a.m./p.m.	8:25 a.m./p.m.	6:35 a.m./p.m.
1:30 a.m./p.m.	1:45 a.m./p.m.	
6:35 a.m./p.m.	6:30 a.m./p.m.	
10:00 a.m./p.m.	6:45 a.m./p.m.	
12:05 a.m./p.m.	10:45 a.m./p.m.	

2. What film (映画) is showing on BBC2 at 6:00pm?

Indiana Jones And The Last Crusade

3. What kind (種類) of TV program is "Friends" on CHANNEL 5?

Sitcom

4. What kind of television show is "The Simpsons" on SKY 1?

Cartoon

5. What kind of TV show is "5 Gold Rings" on ITV and what time is it on?

Time	Type of TV show
12:45 a.m./p.m.	Gameshow

6. What documentaries are on CHANNEL 5 and at what times are they on?

Time	Documentary Name
11:05 a.m./p.m.	30 Inches Tall And Turning 18
4:00 a.m./p.m.	World's Most Pampered Pets



g the whole day through? Patrick Brammall, Kat Stewart and Darren Gilshenan

ICS' CHOICE

sy doing thing

No Activity (BBC2, 10.30pm/10.55pm)
This Australian show's opening credits clearly herald a hard-boiled police procedural, a street-level crime drama that excels in its gritty portrayal of life on the wrong side of the law. They are, however, somewhat misleading: yes, the main characters in *No Activity* are the police and the criminals they are trying to catch, but it's not quite *The Wire*. Instead, two detectives, Hendy (Patrick Brammall) and Stokes (Darren Gilshenan), sit in airless Car 72 and stake out a criminal lair,

boredom leading to the kind of conversations that begin: "Have you ever seen a dog get hit by a car?" In the first episode, the pair bicker over a plaster of Paris dolphin that has found its way into their vehicle. There is also input from dispatchers Carol (Genevieve Morris) and new girl April (Harriet Dyer) and the criminals themselves, but it is the detectives' meandering, inconsequential and often obscene chat that sets the tone. As Carol says: "Car 72, please grow up." *Victoria Segal*

Fair (ITV, 9pm)
easy to see around the f Frances de la Tour's ble performance as the us Miss Matilda Crawley episode, as Olivia . Becky continues her ss pursuit of money us. It is costume drama and scale, but there are elightful tiny moments, m Becky's sly asides errible smile given itt Crawley (Martin when he realises he rom his wife. (VS)



Celebrity Island (C4, 9pm)
It promises to be a grim ordeal – 10 celebrities marooned on an uninhabited Pacific island with no mobile phones. This deprivation is worsened by the absence of ready sources of food and water – but wait, here's an old fishing net "washed up" on the shore ... Bear Grylls delivers the likes of James Cracknell, Martin Kemp and "ex-Emmerdale star" and recent *Big Brother* quitter Roxanne Pallett to their sink-or-swim fate. (MJ)

BBC1

- 6.00 Breakfast** The latest reports.
- 8.30 Andrew Marr** Political chat.
- 9.30 Great North Run** Live coverage of the half-marathon from Newcastle upon Tyne to South Shields.
- 1.30 News; Weather** Reports.
- 1.45 Still Open All Hours** Eric and Cyril try to make their wives jealous. (Series 4, ep 6, R)
- 2.15 Hold The Sunset** Edith and Phil seize the chance to get away for the weekend. (3/6, R)
- 2.45 Points Of View** Opinions.
- 3.00 Songs Of Praise** Meeting a man who is creating living spaces for homeless people from shipping containers.
- 3.35 Fake Or Fortune?** Taking a look at the origins of two paintings dating back to the 18th and 19th centuries. (R)
- 4.35 Escape To The Country** A couple search for a property in the Yorkshire Dales. (R)
- 5.35 Shop Well For Less?** The team helps a family from Greater Manchester. (R)
- 6.35 News; Weather** Reports.
- 7.00 Countryfile** Anita Rani and John Craven present the show in Essex, reporting on how plant-based foods such as borage and chia are becoming more popular.
- 8.00 CHOICE Fake Or Fortune?** Fiona Bruce and Philip Mould investigate whether or not an unusual sculpture that was broken by a cat was originally created in 1930s Paris by Alberto Giacometti. (See Critics' choice; last in series)
- 9.00 Bodyguard** David struggles to cope with the devastating events of the last 24 hours, and finds himself questioned by counterterrorism agents as the police begin to take over the investigation. (4/6)
- 10.00 News; Weather** Reports.
- 10.30 Live At Hyde Park** Kylie Minogue performs at the BBC Radio 2 Festival in a Day, featuring a selection of classic hits and tracks from her recent country music-inspired number one album, *Golden*.
- 11.30 The Women's Football Show** Ellidh Barbour introduces highlights of the opening day of the Women's Super League campaign, including champions Chelsea against runners-up Manchester City.
- 12.05-6.00 Joins BBC News**

SCOTLAND 4.35 River City. Soap.

BBC2

- 6.35 Around The World In 80 Gardens** Visiting India. (R)
- 7.35 Gardeners' World** Advice. (R)
- 8.35 Countryfile** Rural issues. (R)
- 9.30 The Beechgrove Garden**
- 10.00 Saturday Kitchen Best Bites**
- 11.30 Great British Menu** Food. (R)
- 1.00 Tom Kerridge's Proper Pub Food** Recipes. (R)
- 1.30 Hairy Bikers' Best Of British** The duo explore Britain's love of apples and pears. (R)
- 2.30 Wastemen** (Last in series, R)
- 3.30 Homes Under The Hammer** Properties in Cumbria, Essex and North Yorkshire. (R)
- 4.30 Flog It!** Valuable items at Tatton Park in Cheshire. (R)
- 5.00 Great North Run Highlights** JJ Chalmers presents action from the half-marathon.
- 6.00 FILM: Indiana Jones And The Last Crusade** Stars Harrison Ford and Sean Connery. The archaeologist sets out to find his father, who has gone missing while searching for the Holy Grail. Outstanding. (1989, PG)
- 8.00 Dragons' Den** The panel assesses the profit-making potential of three business ideas, including gourmet cheesecake, hired drones and collagen-infused gin.
- 9.00 Eight Go Rallying – The Road To Saigon** The teams have the finishing line in their sights as they travel along Vietnam's coastline to Saigon, only for the last day to bring disaster. (Last in series)
- 10.00 Mock The Week** With guest panellists Angela Barnes, Ed Gamble, Rhys James, Nish Kumar and Tiff Stevenson. (R)
- 10.30 CHOICE No Activity** New comedy series following the work of two low-level detectives on a stakeout. With Patrick Brammall and Darren Gilshenan. (1/6) **10.55 No Activity** Stokes and Hendy find themselves sitting in an empty dockyard watching shipping containers, but an overly eager security guard disrupts the operation. (See Critics' choice)
- 11.20 The Mighty Redcar** Series following the lives of people in the North Yorkshire seaside town. (1/4, R)
- 12.05 American Justice** Two people are killed in Florida. (1/3, R)
- 1.05 Countryfile** (Signed, R)
- 2.00-3.00 Holby City** (Signed, R)



ITV

- 6.00 Children's Shows** Fun.
8.25 News; Weather Reports.
9.30 Zoë Ball On Sunday With guests Julian Clary, Alex Horne, London Hughes, David Morgan and Stephen Bailey. (Last in series)
9.25 Ninja Warrior Challenge. (R)
10.25 WOS Wrestling Action. (R)
11.25 The X Factor Contest. (R)
12.45 5 Gold Rings Gameshow. (R)
1.45 News; Weather Update.
2.00 Goodwood Revival Julia Bradbury and David Green present live coverage of the day's motor-sport action.
4.00 Paul O'Grady's Little Heroes The presenter meets a three-year-old girl at Great Ormond Street Hospital. (R)
4.30 Tipping Point Gameshow. (R)
5.30 The Chase Quiz show. (R)
6.30 News; Weather Update.
6.45 Regional News Headlines.
7.00 5 Gold Rings Gameshow.
8.00 The X Factor Solo singers and groups compete to impress the judges Robbie and Ayda Williams, Louis Tomlinson and Simon Cowell.
9.00 CHOICE Vanity Fair With Olivia Cooke and Frances de la Tour. Becky has moved in with her rich aunt and seems to have a bright future ahead of her, but war is brewing on the horizon and threatens the fortunes of the social climber. (3/7; see Critics' choice)
10.05 The Imitation Game Impressions-based panel show, with Debra Stephenson, Rory Bremner, Christina Bianco and Jon Culshaw.
0.45 News; Weather Update.
1.00 Coronation Street's DNA Secrets Investigating the ancestry of some of the soap's best-loved actors. (R)
2.25 Monster Carp Angling. (R)
1.15 Jackpot247 Gaming.
3.00 Motorsport UK Action. (R)
3.50 Nightscreen Information.
5.05-6.00 Jeremy Kyle Feuds. (R)



Giacometti? (BBC1, 8pm)

ake Or Fortune? 3BC1, 8pm)

he series concludes with a rst – for never before has piece of sculpture been ie subject of its scrutiny. elieving a slim plaster plaque” to be the work f Alberto Giacometti, the wners wrote to Fiona Bruce nd Philip Mould and tonight's ivestigation was duly unched. Will this so-called azing Head pass muster ith the wonderfully named iacometti Committee? (M)

CHANNEL 4

- 6.10 Motor Sport** Action.
7.35 Everybody Loves Raymond Family comedy series. (R)
8.30 Frasier American sitcom. (R)
9.30 Sunday Brunch With Jessica Knappett, Owen Teale, Louise Brealey, Sharon Rooney, Simon Reeve and MNEK.
12.30 The Simpsons Cartoon. (R)
1.25 FILM: The Book Of Life With the voice of Diego Luna. A musician's efforts to woo the woman he loves lead him on a journey through the land of the dead. Glorious. (2014, U)
3.15 The £100k Drop Quiz, hosted by Davina McCall. (R)
4.20 Orangutan Jungle School Documentary following the lives of orphan orangutans. (R)
5.20 The Great British Bake Off The remaining 11 bakers try to impress Paul Hollywood and Prue Leith in cake week. (R)
6.35 News; Weather Reports.
7.00 Hidden Britain By Drone Tony Robinson finds out how this year's hot summer led to a series of unexpected archaeological discoveries.
8.00 Battle Of Britain — Model Squadron In a new series, radio-controlled-plane enthusiasts from Britain and Germany are brought together by the historian James Holland to re-enact the pivotal aerial battle. (1/3)
9.00 CHOICE Celebrity Island Bear Grylls brings together another group of famous faces willing to brave a deserted Pacific island, including the actors Eric Roberts and Roxanne Pallett and the rower James Cracknell. (See Critics' choice)
10.00 8 Out Of 10 Cats Does Countdown Bill Bailey, Joe Wilkinson and Isy Suttie take part in the gameshow. (R)
11.00 FILM CHOICE The Lincoln Lawyer Stars Matthew McConaughey, Marisa Tomei, Ryan Phillippe and William H Macy. A cynical attorney defends a wealthy man accused of rape. (2011, 15; see Films of the week)

- 1.10 The Supernet** Animals. (R)
2.05 The Secret Life Of The Zoo (R)
3.00 Grand Designs Australia (R)
3.55 The Grid Motor sport. (R)
4.25 World Sport Global reports.
4.50 Village Of The Year (R)
5.45 Handmade Treasures (R)
5.50-6.35 Countdown Game. (R)

Christo And Jeanne-Claude — Monumental Art (BBC4, 9pm)

As the London Mastaba (the floating barrel ziggurat brought to life by the landscape artist Christo) nears the end of its stint on the Serpentine, this documentary examines the life of its creator. It is a story of vision and commitment, both personally – the late Jeanne-Claude was Christo's wife – and artistically. As a river lifeguard says, looking at the barrels: “Why? Because he can.” (VS)

CHANNEL 5

- 6.00 Milkshake!** Fun for children.
9.50 Teenage Mutant Ninja Turtles Animated antics. (R)
10.25 Britain's Greatest Bridges How the Clifton Suspension Bridge was constructed. (R)
10.35 Police Interceptors Officers raid a cannabis farm located in a restaurant. (R) **11.25 Police Interceptors** An officer and a police dog take part in a manhunt. (R)
12.20 Friends Sitcom. (R)
5.15 FILM: Tarzan With the voices of Tony Goldwyn and Minnie Driver. A man raised by gorillas meets humans for the first time and must defend jungle animals from a hunter. Falls short. (1999, U)
7.00 Cricket Highlights of day three of the fifth and final Test in the series between England and India, taking place at the Oval in London.
7.55 News; Weather Reports.
8.00 That's So 1982 Using news, pop and archive television clips to take a look at the year of the Falklands War, Prince William's birth, ET – The Extra-Terrestrial and the launch of Channel 4. (R)
9.00 Celebrity Big Brother A chance to catch up with the latest events inside the house.
10.00 Celebrity Ghost Hunt — Haunted Holiday New run. Rylan Clark-Neal takes a group of famous faces on a trip to Ireland's Wicklow Gaol.
11.05 30 Inches Tall And Turning 18 Documentary following a woman with dwarfism from her 18th to her 19th birthday, including a trip to America to meet a medical expert to finally get her condition diagnosed. (R)
12.00 FILM: Red Dawn Stars Chris Hemsworth, Jeffrey Dean Morgan, Josh Peck, Josh Hutcherson and Adrianne Palicki. Teenagers form a resistance movement when their home town is taken over by North Korean invaders. Codswallop. (2012, 12)
1.40 Supercasino Gaming.
3.10 Brunel's Britain — King Of The Sea Insights. (2/2, R)
4.00 World's Most Pampered Pets Documentary. (R)
4.45 Wildlife SOS Animals. (R)
5.10 House Doctor Advice. (R)
5.35-6.00 Nick's Quest (R)

SKY 1

- 6.00 Hour Of Power** Faith. (R)
7.00 Futurama Animation. (R)
9.00 The Simpsons Cartoon. (R)
11.00 WWE Raw Highlights Action.
12.00 Modern Family Sitcom. (R)
2.00 The Simpsons Cartoon. (R)
6.00 The Simpsons Homer and Marge get married again. (R)
6.30 The Simpsons Bart and Lisa go to a new school. (R)
7.00 The Simpsons A coming-of-age story chronicling Bart's life. (R) **7.30 The Simpsons** Marge posts a humorous photo online of Homer. (R)
8.00 A League Of Their Own Guests Anthony Joshua, Mo'Nique and Emma Bunton take part in the comedy quiz. (R)
9.00 Swat Hondo and the team are sent in to deal with a prison riot; and Jessica has to make a difficult call when tragedy strikes Annie during a visit to headquarters. (10/22)
10.00 Hawaii Five-0 Danny is shot while quarantined in hospital, leaving him unconscious, clinging to life and imagining a future for everyone in the team. (Series 8, ep 10, R)
11.00 NCIS: Los Angeles The team tracks a highly skilled assailant determined to avenge her father's death. (S9, ep 10, R)
12.00 MacGyver Angus helps a presidential candidate in Ecuador. (Series 2, ep 7, R)
1.00 Swat Crime drama. (10/22, R)
2.00 The Force — North East (R)
3.00 Most Shocking (S5, ep 6, R)
4.00 Send In The Dogs Australia Documentary insight. (R)
5.00-6.00 Big Cats — An Amazing Animal Family (R)

VARIATIONS

- STV 6.00 Children's Shows** **8.25 News; Weather** **8.30 Zoë Ball On Sunday** **9.25 Ninja Warrior** **10.25 WOS Wrestling** **11.25 The X Factor** **12.45 5 Gold Rings** **1.45 News; Weather** **2.00 Goodwood Revival** **4.00 Paul O'Grady's Little Heroes**. The presenter meets a three-year-old girl at Great Ormond Street Hospital **4.30 Tipping Point** **5.30 The Chase**. Quiz show, hosted by Bradley Walsh **6.30 News; Weather** **6.45 Regional News** **7.00 5 Gold Rings**. Interactive gameshow, with Phillip Schofield **8.00 The X Factor**. Solo singers and groups compete to impress the judges Robbie and Ayda Williams, Louis Tomlinson and Simon Cowell

ATLANTIC

- 6.00 Hotel Secrets** Docume
8.00 Cold Case Three episo
11.00 Without A Trace Dram
4.00 Blue Bloods Frank con with a whistleblower w the NYPD. (S7, ep 6) **5.15 Blue Bloods** A woman beco the prime suspect whe abusive ex-boyfriend is murdered. (Series 7, ep 6) **6.00 Blue Bloods** A conflicted priest will ne break the seal of confe to help find a missing c
7.00 Blue Bloods When Frank's most outspoken is killed, he must put as differences with the vic father. **8.00 Blue Blood** Eddie and Jamie get in in an adoption case; an looks into reports of ca cheating on their exam
9.00 Real Time The comic B Maher invites guests to discuss the week's eve
10.10 Band Of Brothers Easy Company makes the gr discovery of a concert camp as the soldiers fir enter Germany. (9/10) **1 Band Of Brothers** The i of Easy Company over Hitler's fortress retreat: awaiting news of their deployment to the Paci
12.45 Ray Donovan Mickey a Darryl discover their ha less than expected. (Se ep 12) **1.50 Ray Donov** The fixer is employed b a billionaire producer.
2.55 Micro Monsters Insign
3.25 Blue Bloods (Series 7, ep 6)
4.20-6.00 The British Insign

- 9.00 Vanity Fair**. Becky has mc with her rich aunt and seems t a bright future ahead of her, b is brewing on the horizon and threatens the fortunes of the s climber **10.05 The Imitation G** Alexander Armstrong hosts th impressions-based panel show Debra Stephenson, Rory Brem Christina Bianco and Jon Culsh **10.45 News; Weather**. Update **Coronation Street's DNA** Seco Investigating the ancestry of s of the soap's best-loved acton **12.25 Teleshopping**. Purchasin **2.25 Who's Doing The Dishes?** Gemma Collins **3.15 Nightscre** **5.05-6.00 Jeremy Kyle**. Feuds

SPORTS CHOICE

- Test Cricket** England v India (SSME, 10am)
Premiership Rugby Sale Sharks v Worcester Warriors (BT Sport 1, 2.30pm)
Cycling Tour Of Britain (ITV4, 3.15pm/8pm)
Football Denmark v Wales (SSME, 5pm)

FILM CHOICE (P50)

- The Disaster Artist** (Sky Cinema Premiere, 10pm)
The Lincoln Lawyer (C4, 11pm)

YOU SAY

Does the BBC really think that watching a father teach his son how to shoot deer on **The Deer Stalker** (BBC1) makes for good Sunday viewing? I find it quite appalling.
Mrs Joan Carter

What many people don't understand is without this type of management there would be no deer robbing our lives of rich countryside and some of the best venison in the world. This subject is vital and should be seen in a positive light.
Steve Brooks

Send your comments to: telly@sunday-times.co.uk

My favorite comics

Overview

Name & school	Keiya Hosoda, Yamatokōryō SHS
Target Grade	3 rd year students of high school
Lesson Topic	Japanese cartoons and comics, describing
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	Understanding of Japanese culture that is popular in other countries and learning how to express their favorite things
Preparation & Required Materials (attached)	●My favorite comics (handout)

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
2 mins	Greeting	-Greet students "Hello!" "How are you today?"	-Greet students	-Greet ALT & JTE
15 mins	Quiz a class on ALT's favorite comics and JTE's favorite comics as examples	-Give hints (Explain about the comics; main character and story)	-Give hints (Explain about the comics; main character and story)	-Listen to the hints and guess what comics they are
5 mins	Quiz on popular Japanese comics or cartoons, top 20 in other countries (example below)	- Give hints by showing first letter of each comic title	- Write top 20 with some blanks on board	-Listen to the hints and guess
15 mins	Write explanations about their own favorite comics/cartoons	-Help students to make their sentences correct.	-Help students to make their sentences correct.	-Think of their favorite comics and hints -Write hints in Japanese at first, English in the second on handout

5mins	Quiz each other	-Circulate and check how much each student participates the activity	-Circulate and check how much each student participates the activity	-Walk around and give some quiz with some classmates -Write partner's names on handout
7mins	Make some volunteers quiz in front of the class	-Evaluate students	-Evaluate students	-Listen to the hints and guess
1 min	Closing	-Say goodbye. "See you next time." "Have a nice day!"		-Say goodbye.

Japanese comics and cartoons quiz example:

Popular Japanese cartoons in other countries Top 20

- 1st. D.....
- 2nd. N
- 3rd. B
- 4th. F.....
- 5th. F.....
- 9th. O.....

Modifications

Making the activity easier	<ul style="list-style-type: none"> ●Utilize simple English so that students can understand ●Give more hints such as showing how many words are in the title
Making the activity harder	<ul style="list-style-type: none"> ●Use difficult words that takes much time students to get the meaning ●show no clues of popular Japanese comics in other countries (top20)

My Favorite Comics

① What are your favorite comics/ cartoons? (at least one)

② Think about some HINTS of your favorite comics/ cartoons

For example :

Slam Dunk

[HINTS]

1. The main character is a boy.
2. He is tall.
3. He has a red hair.
4. His coach says "If you give up now, then the game will be over..."

Title:

HINTS -

-
-
-
-
-

Title:

HINTS -

-
-
-
-
-

③ Let's talk with your classmates!

Name	Title	memo

Kyoto One-Day Tour ~Let's Try Tour Guiding~

Overview

Name & School	Kazuhiko SAWA, Gojo Senior High School
Target Grade	SH(3 rd Grade)
Lesson Topic	Kyoto One-Day Tour
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	<ul style="list-style-type: none"> • To get information from an advertisement. • To learn useful expressions about tour guiding.
Preparation & Required Materials (attached)	<ul style="list-style-type: none"> • Textbook: MY WAY English Communication III (SANSEIDO) • Worksheet: Tourists' Expected Questions and Answers

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
5 min.	Greeting Questions about travelling: Do you like travelling? Where did you go? Where do you want to go?	Greeting Ask questions	Greeting Ask questions	Greeting Answer the questions
15 min.	Getting information from a tour advertisement	Ask questions about the ad	Ask questions about the ad	Read the ad and answer the questions
20 min.	Tourists' expected questions and answers(group work)	Show examples and help students	Help students	Prepare for tourists' questions
10 min	Role play: A travel agency and a tourist	Ask questions as a tourist	Help students	Answer the questions as tour guides

Worksheet (Groupwork)

Tourists' Expected Questions and Answers

Group ()

Members () () ()
 () () ()

Expected Question 1

Answer for Q1

Expected Question 2

Answer for Q2

Expected Question 3

Answer for Q3

Student Self Introduction Lesson

Overview

Name & School	Amber Jackson, Horyuji Kokusai Senior High School
Target Grade	SH, Any grades
Lesson Topic	Giving Self Introductions in English
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	Students will practice giving self-introductions in English. In the previous class, they will have heard the ALT's self-introduction. They will use that as a guide to then introduce themselves in English to one another.
Preparation & Required Materials (attached)	<ul style="list-style-type: none"> ● Self-Intro Worksheet ● Blank Pieces of (preferably white) paper

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
5 min	Greeting	<p>Greet Students in English.</p> <p>Tell them I want to learn more about them.</p> <p>"Long time no see" means 「久しぶり」</p> <p>Teach phrase to students.</p> <p>Practice pronunciation.</p>	<p>Greet Students.</p> <p>Explain any English Students may not understand.</p>	<p>Listen to greeting and respond to Teachers.</p>

25-35 min	Self-Intro Worksheet	<p>Explain Worksheet to Students.</p> <p>Put Students into groups of 4 or 5.</p> <p>Monitor Students as they work.</p>	<p>Help explain worksheet to students.</p> <p>Help put students into groups.</p>	<p>First, fill out worksheet by themselves.</p> <p>Then, in groups practice reading self-introduction to one another.</p>
7-10 min	<p>Paper Airplane Game</p> <p>Explanation: Write 4-5 sentences about themselves on blank paper. When everyone is finished, fold paper into airplane and throw across the room at the same time. Students will then walk around and each pick up a different paper and try to guess who that airplane belongs to.</p> <p style="text-align: center;"><u>OR</u></p> <p>2 truths and a lie.</p> <p>Game in which students are in groups and take turns saying 3 sentences about themselves. Two of the sentences must be true and the other sentence must be a lie. After a student says their 3 sentences, group members must choose which sentence was a lie. After teammates guess, the student will reveal the example.</p> <p><i>Example [Amber] :</i></p> <p><i>1) I like to dance. 2) I'm Japanese. 3) I can't ride a bike.</i></p> <p><i>You must choose the lie.</i></p> <p style="text-align: right;"><i>Answer: It's #2!</i></p>	<p>Pass out pieces of blank (white paper) and explain activity to Students.</p> <p>Demonstrate with JTE.</p>	<p>Help explain activity to students and do a demonstration</p>	<p>Do activity and try to guess which students wrote/ made each paper plane.</p>

Self-Introduction Worksheet

Hello! Hi there! Hey

My name is _____.

My class is _____ and my student number is _____.

I am _____ years old.

There are _____ people in my family. _____

My favorite food is _____.

My favorite color is _____.

My hobby is _____.

This year I joined the _____ club.

List of Club Activities

写真部 Photography Club

弓道部 Japanese Archery Club

茶道部 Tea Ceremony Club

書道部 Calligraphy Club

英語部 English Club

国際理解部 Cultural Understanding Club

バスケットボール部 Basketball Club

サッカー部 Soccer Club

野球部 Baseball Club

ソフトボール部 Softball Club

テニス部 Tennis Club

陸上部 Track and Field Club

レスリング部 Wrestling Club

ダンス部 Dance Club

美術部 Art Club

Sailing Club

演劇部 Drama Club

吹奏楽部 Brass Band (Orchestra) Club

生徒会 Study Counsel/ Student Body

帰宅部 Go Home Club (I'm not in a club)

Halloween

Overview

Name & School	Laura Jones – Heijo SHS
Target Grade	SH(ANY)
Lesson Topic	Halloween
Lesson Focus (circle all that apply)	<div> <div>Reading</div> <div>Writing</div> <div>Speaking</div> <div>Listening</div> </div>
Lesson Aim(s)	<p>To further student understanding about the history of Halloween</p> <p>To learn Halloween vocabulary</p> <p>To be able to write a creative story</p>
Preparation & Required Materials (please attach)	<ul style="list-style-type: none"> ● Projector and screen ● Laptop ● PowerPoint presentation ● worksheets

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
5 mins	Greeting and Warm Up <ul style="list-style-type: none"> ● Laura Coins 	Greet the class Explain Laura coins (incentive for volunteers) Play hangman to introduce topic with word - Halloween	Greet the class Translate if necessary	Greet ALT and JTE Listen to explanation about Laura coins Guess the word in hangman Winner gets a Laura coin
10 mins	PowerPoint Presentation <ul style="list-style-type: none"> ● Projector ● Screen ● Laptop 	Give PPT Presentation about the history of Halloween Tell the students to listen carefully as there will be a quiz after	Assist with any words that the students don't understand	Listen carefully to PPT Raise their hands if they don't understand

5 mins	Halloween T/F Quiz	Hand out quiz Explain that students must answer based on what they have learned Check orally	Hand out quiz Translate if necessary	Do quiz Volunteer answers and get Laura coins for a right answer
2 mins	Halloween Vocab ● PPT Presentation	Show pictures of Halloween monsters on PPT Ask students to name what they see	Translate if necessary	Volunteer answers and get Laura coins for a right answer
5 mins	Monster match ● Worksheet	Hand out worksheets Explain that students will match the description of the monster to the correct monster using the vocab they just learned Check orally	Hand out worksheets Translate if necessary	Match description to monster Volunteer answers and get Laura coins for a right answer
10 mins	Dictation exercise ● Clues A and B ● Worksheet	Hand out worksheets Explain rules – One student dictates as the other listens and draws a monster based on what they hear Then swap Put up example of perfect monster on board when students are finished Quickly walk round and select most alike monsters Judge and pick a winner	Hand out worksheets Translate if necessary	Student A – dictate Student B – draw what they hear Swap and repeat
3 mins	Homework essay ● Worksheet	Hand out worksheets Explain title and deadline	Hand out worksheets Translate if necessary	Listen and raise hand if they do not understand



Halloween

Where is Halloween from?

IRELAND



Story of Halloween

Over 2000 years ago

The Celts lived in
Ireland



New Years Day

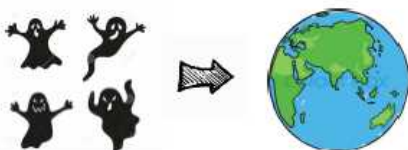
NOVEMBER
1st

October 31st



Door between living
and dead ~ OPEN

They believed that
spirits would visit the
earth Oct 31st



They wore costumes
Ghosts/Monsters
Spirits ~ think they were dead



Not harm them



They put candles in
turnips to scare spirits



1000 years later...

Christians ➡ Ireland

NOV 1st

➡ All Saints Day
/ All Hallows

All Saints / All Hallows



Special day to remember
saints and people who
have died



Oct 31st

All Hallows Eve



HALLOWEEN



Halloween spread from:

Ireland ➡ Europe ➡ America



In America:

No longer ~ religious holiday



Holiday for children



Americans changed:

Turnip ➡ Pumpkin



JACK O' LANTERN

Costumes:

No longer to trick spirits

Children wear
costumes to



TRICK or TREAT

Children can get candy at
Halloween!



Halloween is very fun!

But it is important to
remember the history
and religion too!



HAPPY
HALLOWEEN!



Halloween
Vocabulary



FRANKENSTEIN



WITCH



VAMPIRE



Halloween Quiz

Please circle the correct answer



1. The Celt's thought that the spirits of dead people came to the earth on October 31st.

True

False

2. The Celt's created All Hallows.

True

False

3. All Hallows is on October 31st.

True

False

4. The word 'Halloween' comes from 'All Hallows Eve'.

True

False

5. A thousand years ago, Europeans wore costumes to get candy.

True

False

6. Americans still use turnips as lanterns.

True

False

7. Today, Halloween is a religious holiday.

True

False

8. Children get candy by saying "Trick or Treat".

True

False



Monster Match

Match the monster to the description

- | | |
|---|------------------------|
| <p>1. This monster flies on a broom
They wear a pointed hat
They usually have a cat</p> | <p>a) Frankenstein</p> |
| <p>2. This monster is very scary
They sometimes can't be seen
They are dead</p> | <p>b) Werewolf</p> |
| <p>3. This monster can turn into a bat
They drink human blood
They sleep upside down</p> | <p>c) Witch</p> |
| <p>4. This monster is white
They have no skin
They have no eyes</p> | <p>d) Vampire</p> |
| <p>5. This monster is usually green
They are very big and scary
They have nails in their head</p> | <p>e) Ghost</p> |
| <p>6. This monster is half man
They love the full moon
They are very hairy</p> | <p>f) Skeleton</p> |

Name:

Number:

Class:

Draw a monster!

Monster:

<p>Monster A Clues</p> <p>This monster has a very big head</p> <p>This monster has two small eyes and one big eye</p> <p>This monster has no nose</p> <p>This monster has a very big mouth</p> <p>This monster has very pointy teeth</p> <p>This monster has a square body</p> <p>This monster has six arms</p> <p>This monster has one leg with spots on it</p>	<p>Monster B clues</p> <p>This monster has two small heads</p> <p>This monster has one eye on one head and four eyes on the other head</p> <p>This monster has a very big nose</p> <p>This monster has no mouth or teeth</p> <p>This monster has a very big neck</p> <p>This monster has a big round body with stripes on it</p> <p>This monster has no arms</p> <p>This monster has four slim legs with square feet</p>
<p>Monster A Clues</p> <p>This monster has a very big head</p> <p>This monster has two small eyes and one big eye</p> <p>This monster has no nose</p> <p>This monster has a very big mouth</p> <p>This monster has very pointy teeth</p> <p>This monster has a square body</p> <p>This monster has six arms</p> <p>This monster has one leg with spots on it</p>	<p>Monster B clues</p> <p>This monster has two small heads</p> <p>This monster has one eye on one head and four eyes on the other head</p> <p>This monster has a very big nose</p> <p>This monster has no mouth or teeth</p> <p>This monster has a very big neck</p> <p>This monster has a big round body with stripes on it</p> <p>This monster has no arms</p> <p>This monster has four slim legs with square feet</p>
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Name:

Number:

Class:

Homework Essay

Continue this scary Halloween story!

At least 3 sentences

On Halloween night, Laura was coming out of Takanohara station when she
saw...

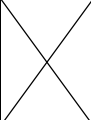
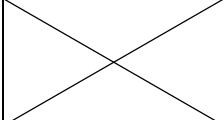
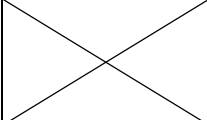
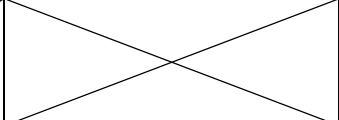
Gesture Presentations

Overview

Name & School	Rachel Stuart – Horyuji Kokusai High School
Target Grade	SHS ANY (but can be adapted to all grades)
Lesson Topic	Gestures
Lesson Focus	<div> Reading Writing Speaking Listening </div> Other skills: Presentation Skills
Lesson Aim(s)	Students will learn about and practice a series of gestures, and then how to use them in a presentation
Preparation & Required Materials (attached)	Teachers need: B4 size pictures of gestures, gesture practice #1 and #2 Students need: a speech/ presentation script they are working on in class

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE/HRT will...	Students will...
2 min	Introduction to Gestures *Gestures add energy to presentations, and help keep the attention of the audience*	Greet class Explain the importance of gestures.	Translate as necessary	Listen
10 min	Presentation and practice of gestures	Demonstrate the gestures	Clarify or translate as necessary	Repeat after ALT (words/ phrases and gestures) <i>as a whole class, standing</i>
10 min	Controlled gesture practice (matching individually, practice in pairs) <i>*For the practice, pairs should stand up, taking turns holding the handout in front of each</i>	Demonstrate briefly with JTE Check answers when Ss finish	Demonstrate with ALT Translate as necessary Assist as	Ss match the best gesture for the italicized word, then practice <i>in pairs</i>

	<i>other so that they can read and do gestures freely*</i>	Assist students	necessary	
5 min	Semi-controlled gesture practice <i>*Pair practice same as practice #1*</i>	Assist as necessary. No answers need to be checked	Assist as necessary.	<i>In pairs, Ss read the sentences and make up their own gestures</i>
20 min	Gesture Application <i>*Ss apply their gesture knowledge to a script of an upcoming presentation*</i>	Challenge Ss to add gestures to their scripts for the upcoming presentation	Translate as necessary Assist as necessary	Ss go through their scripts, circle the words they want to emphasize with gestures, and then practice with a partner
	If time, some pairs can briefly present in front of class			

Adaption Ideas

- Ts can teach one kind of gesture at a time (sequence first, emphasis second, etc.)
- Ss can just repeat the single "gesturized" word, not the whole phrase
- Ts can simplify the sentences so they are easier to understand
- In place of the attached gesture practices, gesture games like charades or gesture relay would suffice
- Application can be used with any kind of presentation, even something as simple as a self-introduction, or show and tell

Materials Attached

- Gesture pictures (gestures of sequence, emphasis, illustration, & comparison)
- Controlled Gesture Practice (matching)
- Semi-controlled Gesture Practice

Part 3. Gestures

There are many gestures you can use to help your audience focus on your speech. Here are some pictures of gestures.* Practice saying the words and making the gesture for each one.

Gestures for Sequence

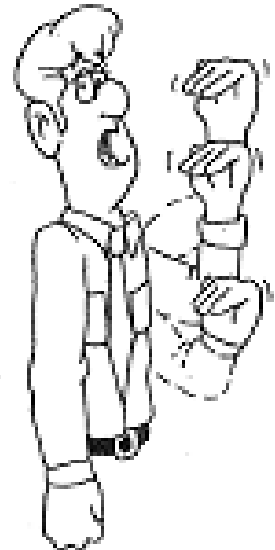
1. *Sequence Gestures* help the audience understand a process from beginning to end.



"That was my *first* point. Now my *second* point is . . ."



"It goes from *stage 1*, to *stage 2*, to *stage 3*."



"The *first step*, then the *second step*, then the *third*."

Gestures for Emphasis

2. *Gestures for Emphasis* make your speech interesting and help the audience understand which words are important.



"Our president is *unique*!"



"You *must* remember this!"



"You *really* must remember this!"

*These pictures are from *Speaking of Speech: Basic Presentation Skills for Beginners* (Macmillan House, Tokyo 1996) by David Harrington and Charles LeBeau.

Gestures for Illustration

3. *Illustration Gestures* help the audience visualize the size, the shape, the number, the dimension, the action and many other aspects of your explanation.



"The fish was *this big*!"



"The windows on a ship are *round*."



"I have *three* sisters."



"The new notebook computer is very *small*."



"You can see the *mountain*."



"*Twist* the top to the right."

Gestures for Comparison

4. *Gestures for Comparison* help the audience understand differences, advantages, and changes.



"Both sides should be *equal*."



"Rent is *higher* now than last year."



"On the *one hand* is price and on the *other hand* is quality."



"World population has been *growing* since 1990."

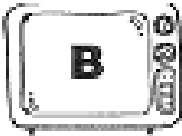


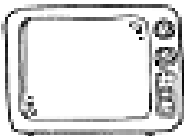
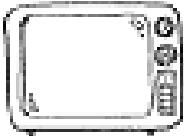
"In the *case of* Japan ... and in the *case of* the United States ..."

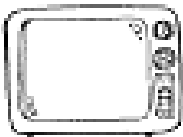
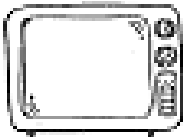
- Gestures add energy to your speech.
 - Gestures will keep your listeners' attention.
- Now let's practice using them...


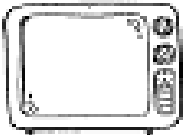
Gestures Practice

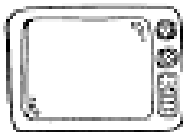


1. In the following political TV commercial the speech would be more interesting if the speaker chose some gestures. Match the pictures* of the gestures and put the letter of the gesture on the TV screen after the word it illustrates. The first one has been done for you. Then in your groups practice saying it and choose the best politician to say the speech in front of the class. Finally choose the "best politician" in the whole class!

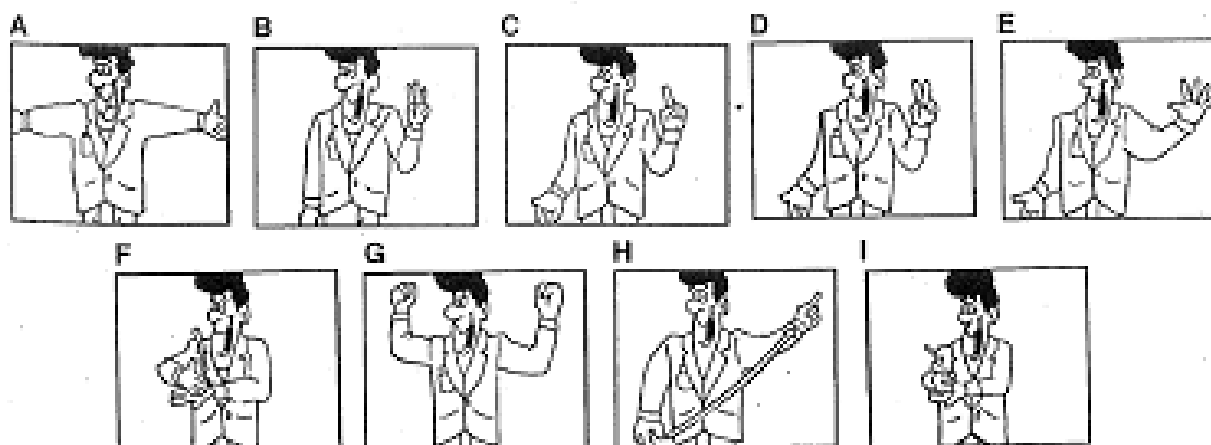
"Hi! I'm Honest John. There are *three*  good reasons to vote for me.

First,  I have *longer*  experience than anyone else in

Government. Second,  I have a *powerful*  program to

increase  business. Most important,  vote for me because

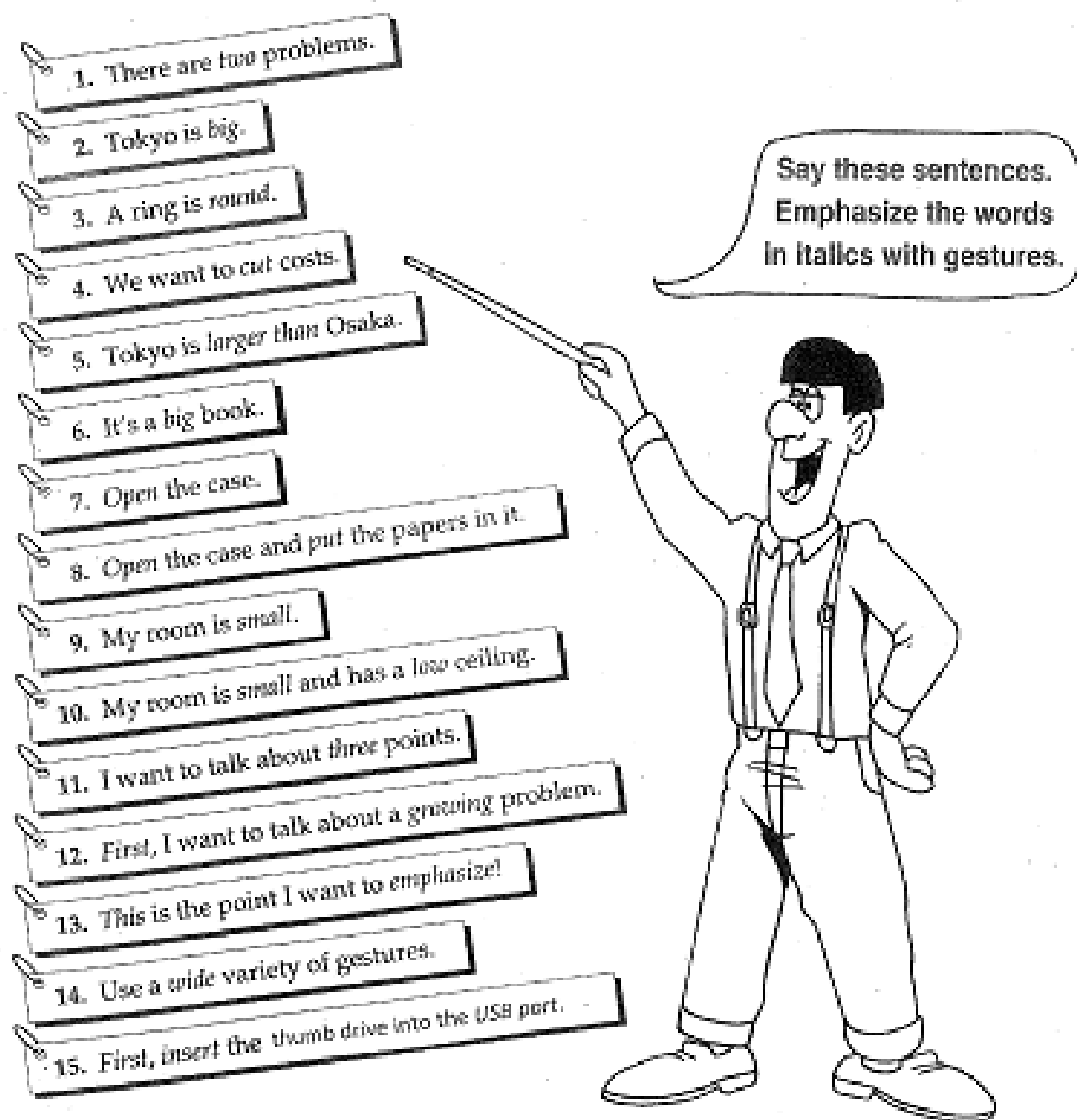
I will cut  taxes by 5% . Thank you." 



*These pictures and the one on the next page are from *Speaking of Speech: Basic Presentation Skills for Beginners* (Macmillan House, Tokyo 1996) by David Harrington and Charles LeBeau.

2. Take turns saying the following sentences with gestures. Memorize your sentence, stand up, and say it with gestures as though it was part of a speech you are giving:

Gesture Practice—Sentences



Shapes of things

Overview

Name & School	Shante Moore (Oyodo Senior High School)
Target Grade	SH Any grades
Lesson Topic	Shapes and body parts
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	To teach (or review) shapes and body parts
Preparation & Required Materials (attached)	Shapes of things worksheet

Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE/HRT will...	Students will...
10 mins	<p>Warm up game: Shiritori (English).</p> <p>Each line will be a group. The first student of each line will receive a piece of chalk to write on the chalkboard. The ALT or JTE will choose a word to start the game. Each student from one line will write a word to start the game. Once a student writes down a word, the chalk will be passed to the next student in their group. The students are not permitted to bring their textbooks to the chalkboard. Students are encouraged to remember their words. Each round is timed for approximately two minutes. The amount of rounds played</p>	<p>Provide a word to start the game. During the game, the ALT will monitor the students. When a round ends, the ALT will correct student's mistakes and count their scores.</p>	<p>Do the same thing as the ALT.</p>	<p>Follow the instructions and write a single word on the board when it is their turn. Once the student has finished writing a word, they will pass the chalk to the next person on their team. Students are not allowed to bring textbooks to the chalkboard.</p>

	depends upon the enthusiasm of the students. Usually two or three rounds are played. After the round, ALT and JTE will check for spelling errors, confirm meanings of each word and tally up scores for each group.			
5 mins	Worksheet: Shapes of things "Try". The ALT will describe their "monster" to the students. The ALT will use such phrases as "It has two round eyes ", "It has a triangle nose ", and so forth. The students will listen to the phrases and draw what they've heard. The pacing of the ALT can be slow or fast, depending upon the student's listening comprehension skills. Once the ALT finishes the description of their "monster", the JTE will confirm the description in Japanese. The ALT will repeat the description once more, and the JTE or a student will draw the "monster" on the blackboard. Creativity is encouraged. Not all "monsters" will look the same, but the students must have the stated attributes on the "monster".	Describe their "monster" to the students.	Wait until the ALT is finished and then have the ALT repeat the description again. However, (depending on if there's a volunteer student) the JTE will state the Japanese translation and either the JTE or the volunteer student will draw the descriptions on the board.	
10 mins	Worksheet: Shapes of things: Student's "monster". The students will be given a chance to draw their own "monster" and fill in the blanks to describe their "monster". The teachers	Monitor the students as they are doing the activity. During the student's	Monitor the students as they are doing the activity. The JTE will call upon two students to	Will draw their own "monster" on the worksheet. The students must write out the

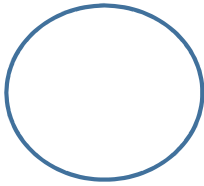
	will give the students approximately 5 minutes do the activity. When time is up, the teachers will call upon two students to present. One student will describe their monster in English and the other student will draw the "monster" on the board. Both teachers will see if the artist drew the "monster" correctly. When finished, both students can choose another pair to repeat the activity.	presentation, the ALT will help the student who is describing their "monster". The ALT will help, encourage, and correct the student's English if necessary.	participate in a presentation. Once presentation is finished, the JTE or students choose the next pair to present.	description of their "monster" on the worksheet. After five minutes of drawing their monster, students must wait to see if they will be picked for presentation. When a pair is presenting, the rest of the class must remain silent. Students are encouraged to draw their own version of the pairs' "monsters".
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Modifications

Making the activity easier	For Shiritori warm up: Allow students to have their textbooks opened on their desk. Students must NOT look at the textbook when writing the words on the chalkboard. For "TRY" section of the worksheet: ALT can speak slower and use easier shapes.
Making the activity harder	For Shiritori warm up: Different restrictions can be used to make this game more difficult. Some examples being: "No copycat words across the chalkboard", "Only nouns", "No names", "use three letters or more", and so forth. For "TRY" section of the worksheet: The ALT can tailor the speed of the descriptions. The ALT say abstract shapes for body parts such as: "It has three pentagon ears", or "It has seven rectangle shaped mouths", and so forth.

Shapes of things

私たちの身の回りには、さまざまな形をした物があります。
丸いもの、四角いもの、ハート型のもの… 英語でなんと言うのか、学んでいきましょう！



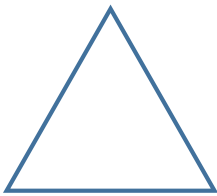
丸い _____



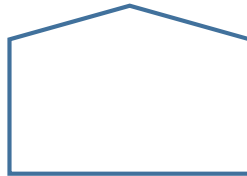
四角形の（正方形） _____



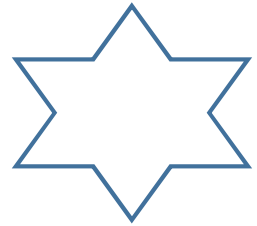
四角形の（長方形） _____



三角の _____



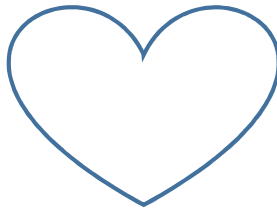
五角形の _____



六角形の _____



星形の _____



ハート型の _____



先のとがった _____

おさらい

顔 _____ 目 _____ 鼻 _____ 口 _____

頭 _____ 体 _____ 腕 _____ 手 _____

足 _____ しっぽ _____ 耳 _____ まゆげ _____

TRY!

シャンテ先生が空想上の生き物を英語で説明します。聞こえた通りに、その生き物を描写してみよう！

“It has two round eyes.” (丸い2つの目があります)
“It has a triangle nose.” (三角の鼻があります)
“It has three long tails.” (3本の長いしっぽがあります)



Shante 先生の考えた生き物 ↓



次はあなたが空想上の生き物を考えてみよう！ 英語でなんと説明するか、英語で書いてみよう！
そして友達にあなたの絵を英語で紹介しよう。 正しく伝わるかな？



Your Monster

It has _____

It has _____

It has _____

It has _____

It has _____

Extension on Two Truths and One Lie

Overview

Name & School	Sara Sengpanya, Totsukawa High School
Target Grade	SH ANY (or JHS 3)
Lesson Topic	Getting to know your classmates, True/False statements about oneself
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	<ul style="list-style-type: none"> • Students will learn a bit about their JTE/ALT through the 'Two Truths One Lie' game • Students will write true or false sentences about themselves in English • Students will enjoy learning more about their classmates based on their true/false sentences
Preparation & Required Materials (attached)	<ul style="list-style-type: none"> • assortment of "I" sentences individually written on slips of paper or cards (optional) • an uchiwa fan- one side marked with a large 'O' and the other side marked with a large 'X.' Alternatively, write T and F, or True and False. • 'True or False' baseball worksheet (attachment) • magnets to use as student markers on the blackboard (optional)

Activity (in detail)

Time	Activity (& Materials)	ALT will...	JTE/HRT will...	Students will...
5 min	Greetings Warm-up Game #1: Two Truths, One Lie	<p>Greet students.</p> <p>Write on the blackboard a total of three sentences: two true statements and one false one.</p> <p>Read each sentence aloud.</p> <p>Tell students that one sentence is false and the other two are true. Ask</p>	<p>Greet students and take attendance.</p> <p>Check students' understanding of ALT's Two Truths and One Lie sentences.</p> <p>Help elicit any</p>	<p>Greet JTE and ALT.</p> <p>Listen and read the ALT's sentences written on the board.</p> <p>With the student sitting</p>

		<p>students: "Which sentences are true and which one is a lie?"</p> <p>Allow students to discuss with the student next to them.</p> <p>After about a min or so, go through each sentence together and reveal which ones are true and which ones are false.</p> <p>Regroup, allow any follow up questions from students.</p>	<p>follow up questions from students.</p>	<p>next to them, decide which sentences are true and which one is false.</p> <p>Ask any follow up questions to the ALT.</p>
5 min	<p>Introduce the day's topic:</p> <p>Learning about your classmates through True or False sentences.</p> <p>Warm Up Game #2: True or False?</p> <p>(Optional)</p> <p>Materials needed: O/X uchiwa 'bat', assortment of "I" statements on slips on paper</p>	<p>Explain directions to students: One student will be called to the front and will hold the 'bat.'</p> <p>First, they will take a card and read the statement on it. Then the rest of the class will move. The student will then reveal if the statement was true or false for them personally by using the 'O/X' bat.</p> <p>Participate or provide any support to students.</p>	<p>Indicate to students which side of the classroom they will move for 'True' and which side will be 'False.'</p> <p>Decide which student will come up to the front.</p> <p>Provide any needed support to students.</p> <p>JTE may also participate if they'd like.</p>	<p>Read sentences. After their classmates move, indicate if true or false by using the 'bat.'</p> <p>Listen to their classmate read the sentence. Move to 'True' or 'False' side.</p>

10 min	<p>Worksheet Portion:</p> <p>True or False sentences about yourself</p> <p>Materials needed: True or False Baseball worksheets</p>	<p>Leave the previously written sentences from the warm-up game on the board as a reference for students to use.</p> <p>Hand out the 'True or False Baseball' worksheet to each student.</p> <p>Read the directions together. Encourage students to be as creative as they'd like with their sentences.</p> <p>Let students know that they can write all true sentences, all false sentences, or any mix of both.</p> <p>Walk around classroom, monitor writing time. Provide any help and support as needed.</p>	<p>Pass out the 'True or False Baseball' worksheets to students.</p> <p>Check for students' understanding of the instructions.</p> <p>Go over any grammatical patterns with students as needed.</p> <p>Walk around classroom, monitor writing time. Provide any help and support as needed.</p>	<p>Read worksheet instructions. Listen to any additional notes made by ALT and JTE.</p> <p>Write 3-6 true or false sentences about themselves.</p>
25 min	<p>Activity: True or False Baseball.</p> <p>Materials needed: T/F Baseball worksheet, 'O/X' uchiwa bat, magnets w/ students names or number to indicate markers (or use chalk and just write names on the board)</p>	<p>Regroup the students.</p> <p>Draw a baseball diamond on the board. Announce to class they will play 'baseball.'</p> <p>After JTE divides the class into two teams, demonstrate game with JTE.</p> <p>Demonstration: (ALT will be 'pitcher', JTE will be 'batter'.)</p> <p>ALT will read one true or</p>	<p>Regroup the students.</p> <p>Divide the class into two teams.</p> <p>Draw a baseball score chart on the blackboard.</p> <p>Demonstration: JTE will decide if ALT's statements are true or false and 'swing' their answer while</p>	<p>Regroup and return to seats.</p> <p>Listen to instructions. Watch ALT and JTE's demonstration .</p> <p>Read their sentences from their worksheet or</p>

		<p>false sentence about themselves.</p> <p>Indicate to JTE if they were correct or not.</p> <p>If correct, JTE can move one base and then pass the bat to the next player. If incorrect, JTE gets one strike for their team. They must then pass the bat to the next student.</p> <p>When a team gets 3 strikes for their team, switch places. Teams score one point when a player reaches home base. Players on bases proceed forward when their teammate makes a 'hit.'</p> <p>When the pitcher finishes reading their sentences, the next student on their team will move to the front and read their sentences.</p> <p>Observe students during class activity.</p>	<p>saying 'True' or 'False.'</p> <p>Move student markers as needed. Keep track of points.</p> <p>Facilitate teams as needed.</p>	<p>'bat.'</p> <p>Enjoy learning more about their classmates.</p>
5 min	Wrap Up	<p>Provide feedback to students. Thank students for the good lesson.</p>	<p>Provide feedback to students. Thank students for the good lesson.</p>	<p>Provide any feedback to the teacher regarding the day's lesson.</p>

Name:

Class:

Number:

TRUE or FALSE Baseball!

Write 3-6 true or false sentences about yourself.

(Please write **at least three** sentences.)

For true sentences, please write 'O' in the box.

For false sentences, please write 'X' in the box.



DON'T SHOW ANYONE YOUR SENTENCES!!!

	O / X
1. _____	<input type="checkbox"/>
2. _____	<input type="checkbox"/>
3. _____	<input type="checkbox"/>
4. _____	<input type="checkbox"/>
5. _____	<input type="checkbox"/>
6. _____	<input type="checkbox"/>



Self-Introduction

Overview

Name & School	Toshi Sakagami, Takatori Kokusai High School
Target Grade	SH ANY
Lesson Topic	self-introduction etc.
Lesson Focus	Reading Writing Speaking Listening
Lesson Aim(s)	(1) Students are able to express themselves. (2) Students get to know more about their classmates. (3) Students foster a positive attitude toward communication.
Preparation & Required Materials	blank sheets of paper

Activity (in detail)

Time	Activity (& Materials)	ALT will...	JTE will...	Students will...
5 min	Greeting & Self-introduction	Introduce themselves with a sheet		Listen to the introduction
15 min	Preparation for self-introduction	Give 4 topics to students (What's [Who's] your favorite ~ ?, Where are you from in Nara?, etc)	Give blank sheets to students	Write answers and draw pictures on four corners of the sheet and draw their face in the middle
15 min	Self-introduction in the class	Walk around, join the activity and help students if they have problem		Walk around, find their partner, introduce themselves, give their own autograph on the back of the sheet and change their partner
5 min	Self-introduction in front of the class	Ask for volunteers and choose some pairs and let them introduce themselves		Raise their hands