

Lesson Plans  
& Activities  
by Senior High School  
ALTs and JTEs

***Nara Prefecture  
2017 ALT  
Skill Development  
Conference***

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# Lesson Plans & Activities for Senior High Schools

## Nara Prefecture 2017 Skill Development Conference



### Table of Contents

#### SHS 1

Halloween Pumpkins.....	4
Pronunciation .....	9
Washoku---Traditional Japanese Cuisine .....	15
Washoku: Traditional Japanese Cuisine Pt.2 .....	18
Let's talk about Summer Vacation .....	34
Southern American Restaurant .....	39
Superheroes .....	49
Have you been to Okinawa? .....	54
New One World Lesson 4 ~ I have been~ .....	57
Countries & Travels .....	58
English Race .....	65
Giving Directions: Drawing and Origami .....	78
Endangered Animals .....	87
Laboratory Equipment .....	94
Discussion in Groups (Topic: High School Sports Clubs are too Strict) .....	107
How was your summer? .....	112
Opinions Survey .....	114
Careers .....	118

#### SHS 1-2

Settlers of Negotiation Game .....	123
Student Self-introduction .....	129
Present Continuous Tense .....	132

#### SHS 2

First Meeting Conversation .....	137
Ordering Food in English .....	140
Hello Social Media .....	147
Telling the way .....	153
Lesson 6 Ogasawara - A Laboratory of Evolution .....	154
Sleeping and Dreaming.....	155

### SHS 2-3

Who Am I? (Learning how to describe people) .....	156
Asking Questions - Murder Mystery Game .....	167

### SHS 3

Giving Directions in the Metro .....	176
Introduction to Storytelling .....	184
Introducing my favorite TV program .....	189
My favorite comics .....	190
Developing Fluency in Speaking & Writing .....	193
That's Fantastic! .....	197

### SHS ANY (1-3)

Shopping Simulation Game .....	202
Passive Voice Review .....	209
What do you do in your free time? .....	213
General Introduction Lesson .....	218
Chapter review .....	221
Health and the body .....	226
Self-Introduction Lesson .....	229

# Halloween Pumpkins

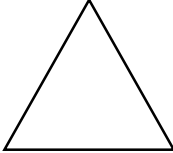
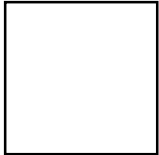
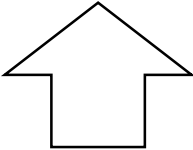

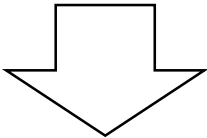
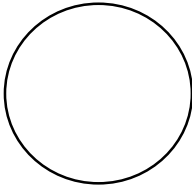
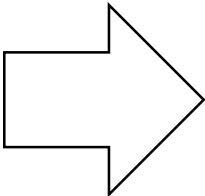
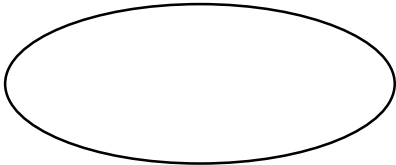
## Overview

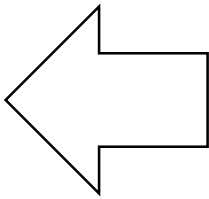

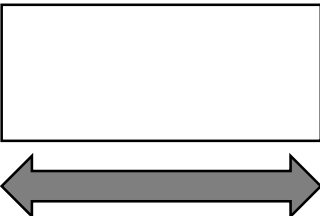
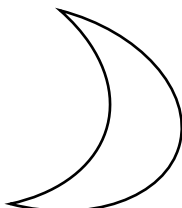
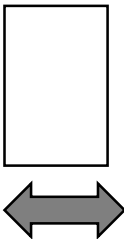


<b>School &amp; Name</b>	Nishinokyo High School; Adelia Falk
<b>Lesson Focus</b>	<b>Speaking (descriptions)</b>
<b>Lesson Topic</b>	Halloween and descriptions
<b>Target Grade</b>	Elementary ( ), JH ( ), <b>SH ( 1 )</b> , Any grades
<b>Preparation &amp; Required Materials (If any, please attach.)</b>	<ul style="list-style-type: none"> <li>● Enlarged descriptive word list (1 or two per class)</li> <li>● large drawn jack-o-lantern (1 per class)</li> <li>● handout (1 per student)</li> </ul>

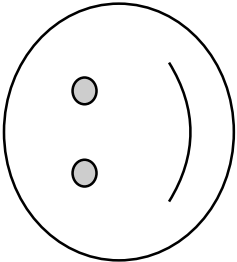
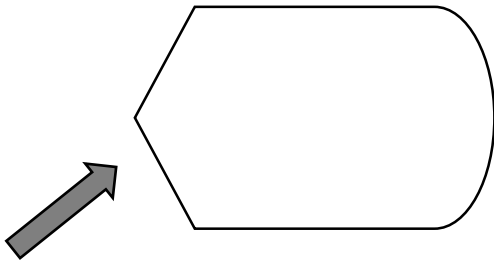
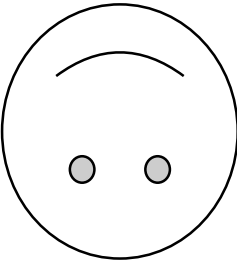
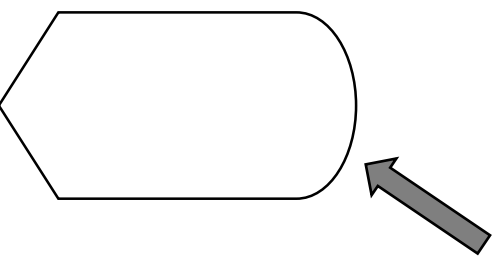
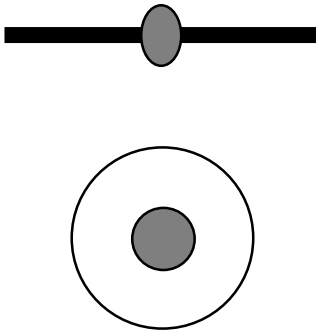
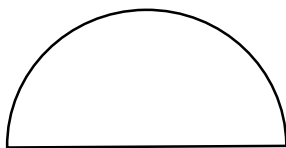
## Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
5 min.	Students draw a jack-o-lantern face on one of the pumpkins on a worksheet. Students are instructed to keep their drawings secret.	Explain/observe	Observe	Draw
5 min.	Review descriptive words	Explain	Observe/ensure student understanding	Listen
5 min.	Activity demonstration – describing a Jack-o-lantern Note: for some classes, it may be better to demonstrate the activity before reviewing the words	Show students a jack-o-lantern, describe the image to the JTE	Draw the image based on the description	Listen/observe
10-15 min.	In pairs, students take turns describing and drawing jack-o-lanterns	Observe/assist	Observe/assist	Describing or drawing

# Description Words

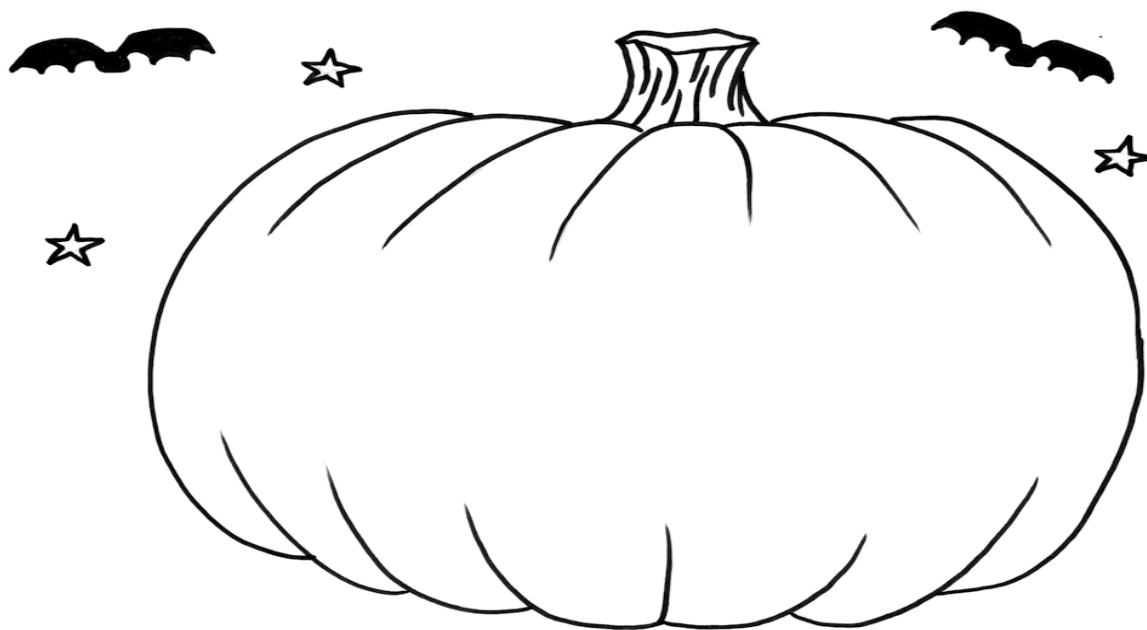
	<b>Big</b>		<b>Triangle</b>
	<b>Small</b>		<b>Square</b>
	<b>Up</b>		<b>Rectangle</b>
	<b>Down</b>		<b>Circle</b>
	<b>Right</b>		<b>Oval</b>

	<b>Left</b>		<b>Spiral</b>
	<b>Wide</b>		<b>Crescent</b>
	<b>Narrow</b>		<b>Zig-zag</b>
	<b>In between</b>		<b>Wavy</b>

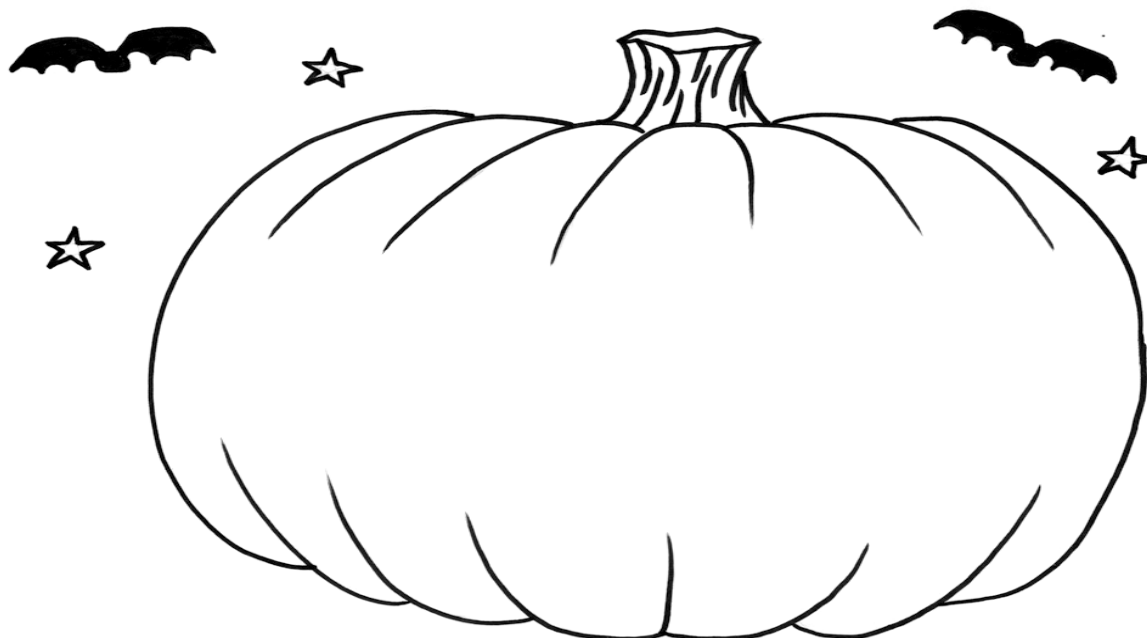
	<b>Sideways</b>		<b>Pointy</b>
	<b>Upside-down</b>		<b>Round</b>
	<b>Middle, center</b>		<b>Half-circle</b>

Name: \_\_\_\_\_ Class: \_\_\_\_\_ ID Number: \_\_\_\_\_

1. Let's draw a jack-o-lantern! Please draw eyes, nose, and a mouth on the pumpkin to make a jack-o-lantern. **Don't let anyone see it yet!**



2. Now, using **ONLY ENGLISH**, describe your pumpkin to your partner. Don't show your partner your picture yet!
3. Try to draw the pumpkin your partner describes to you below.



4. After you and your partner are finished drawing, show your pictures to each other. How did you do?

# Pronunciation

## Overview

<b>School &amp; Name</b>	Takatori Kokusai High School Aya Morimoto
<b>Lesson Focus</b>	To have students use more English in class
<b>Lesson Topic</b>	Learning pronunciation
<b>Target Grade</b>	<b>High School 1<sup>st</sup> grade</b>
<b>Preparation &amp; Required Materials (If any, please attach.)</b>	<ul style="list-style-type: none"> <li>● Music-need to be able to play the songs (popular songs for students)</li> <li>● Worksheet with practice L/R,</li> <li>● Worksheet with S/SH,</li> <li>● Song lyric sheet with blanks,</li> <li>● Bluetooth speaker</li> </ul>

## Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
5 Mins	<b>Ice breaker- Same / Same:</b> Teacher asks a few questions and students answer by moving to different sides of the room. Simple exercise just to see who has things in common and to create more ease in the room.	Conduct game, asks further questions, starts conversation on certain topics.	Assists, prompt answers, asks further.	Participate, raise their hands, add to discussion.
5 Mins	<b>Introducing the lesson- L/R</b> Writing letter <u>R</u> on the board Demonstration-Ringing of the telephone <i>ring ring!</i> -Writing letter <u>L</u> -Singing <i>lalalala</i> - Demonstrating my lip and tongue positions, asking students to imitate -Swap between the two sounds and ask students to repeat.	Teacher recites and imitates.	Assists in translating and imitating.	Class repeats and watches pronunciation and listens.
	Final sentence practice: <i>London bridge is falling down</i>			

7mins	<b>Practice L,R Using the Worksheet</b> Reciting the sentences off the worksheet. Miming actions if necessary. Points to L and R on the board respectively as saying the lines.	Recites with class, gets them to say it by rows or individually or as a group. Watches / listens for corrections	Listens and monitors class, also repeats with the class	Repeats and tries to pronounce correctly
4mins	<b>Activity- Checking with minimal pairs</b> Pointing to L and R on the board, saying out words on worksheet (Minimal Pairs) and asking students to point to which letter they hear. May ask individual students too. A good way to ascertain the absorption of the class.	Recites words and listens to gauge the level of understanding. If needed teacher will re explain the concepts	Listen and monitors class	Repeats and tries to pronounce correctly
5mins	<b>Introducing the lesson- S/SH</b> -Saying out the sounds and describing the mouth position and sounds. Write the sounds on the board. Have the students imitate the sounds back to you	Teacher recites and imitates	Assists in translating and imitating	Class repeats and watches pronunciation and listens
4mins	<b>Drill phase: Examples Minimal pairs</b> Writing and reciting from the board / worksheet with students C / she, sea / she, seat / sheet etc.	Drills and watches students participating	Assist by engaging participation, also reciting words.	Reciting and trying to pronounce correctly

### Game - Same Same

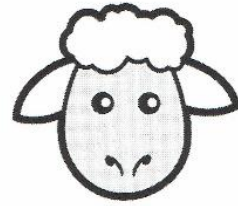
1. I like cats more than dogs
2. I like rice
3. I like fruit/ veggies
4. I have a sister
5. I have a brother
6. I have no siblings
7. I've been to Universal Studios
8. I have been to Tokyo Disney
9. I enjoy singing
10. I don't like the rain
11. I like watching TV
12. I don't like homework
13. I want to travel to the USA
14. I want to be a doctor
15. I want to be a teacher
16. I wish I could fly
17. I wish I had a superpower

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

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

Student Number: \_\_\_\_\_

## Practicing S and Sh sounds



Please repeat the below words-Set 1

C /she	Sea /she
Seat /sheet	See /she
Sock /shock	Saw/ shore
Snake /shake	Sell /shell
Sew /show	Sign/ shine
Single /shingle	Sun /shun

### Set 2

Shoe	Shell
Shade	Sand
Sky	Salt

Let's read Simple Sentences!

I see you	Show me a picture
He is short	This is silly
Mum is sick	White sheep
I am shocked	I wear socks

Set 3 Advanced (If needed)

saw /shore	seen /sheen
sell /shell	sew /show
sign /shine	single/ shingle
son /shun	sun /shun

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

Class: \_\_\_\_\_ Student Number: \_\_\_\_\_

Cooler- Song lyrics - "Shake It Off" Taylor Swift

I \_\_\_\_1\_\_\_\_ out too \_\_\_\_2\_\_\_\_

Got nothing in my brain

That's what people \_\_\_\_3\_\_\_\_, mmm-mmm

That's what people \_\_\_\_4\_\_\_\_, mmm-mmm

I go on too many dates [*chuckle*]

But I can't make them \_\_\_\_5\_\_\_\_

At \_\_\_\_6\_\_\_\_ that's what people \_\_\_\_7\_\_\_\_, mmm-  
mmm

That's what people \_\_\_\_8\_\_\_\_, mmm-mmm

But I keep cruising

Can't \_\_\_\_9\_\_\_\_, won't \_\_\_\_10\_\_\_\_ moving

It's \_\_\_\_11\_\_\_\_ I got this music

In my mind

\_\_\_\_12\_\_\_\_, "It's gonna be alright."

'Cause the players gonna play, play, play, play, play

And the haters gonna hate, hate, hate, hate, hate

Baby, I'm just gonna

\_\_\_\_13\_\_\_\_, \_\_\_\_14\_\_\_\_, \_\_\_\_15\_\_\_\_, \_\_\_\_16\_\_\_\_, \_\_\_\_17\_\_\_\_

I \_\_\_\_18\_\_\_\_ it off, I \_\_\_\_19\_\_\_\_ it off

Heart-breakers gonna break, break, break, break, break

And the fakers gonna fake, fake, fake, fake, fake

Baby, I'm just gonna

\_\_\_\_20\_\_\_\_, \_\_\_\_21\_\_\_\_, \_\_\_\_22\_\_\_\_, \_\_\_\_23\_\_\_\_, \_\_\_\_24\_\_\_\_

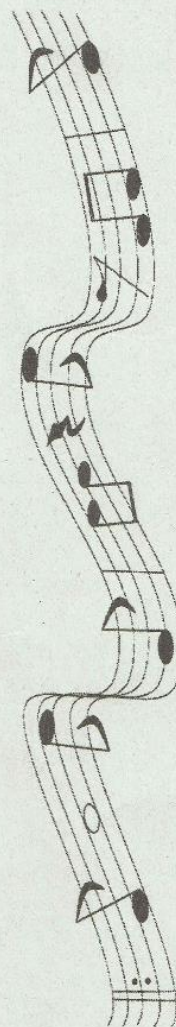
I \_\_\_\_25\_\_\_\_ it off, I \_\_\_\_26\_\_\_\_ it off

I never miss a beat

I'm \_\_\_\_27\_\_\_\_ on my feet

And that's what they don't \_\_\_\_28\_\_\_\_, mmm-mmm

That's what they don't \_\_\_\_29\_\_\_\_, mmm-mmm



# Washoku---Traditional Japanese Cuisine

## Overview

<b>School &amp; Name</b>	Koriyama Senior High School   Hideki Yamamoto
<b>Lesson Focus</b>	<b>To have students speak more English in class</b>
<b>Lesson Topic</b>	Learning about Japanese food culture
<b>Target Grade</b>	Elementary( ), JH( ), <b>SH( 1<sup>st</sup> grader )</b> , Any grades
<b>Preparation &amp; Required Materials (If any, please attach.)</b>	<ul style="list-style-type: none"> <li>● Worksheet</li> <li>● PowerPoint files</li> <li>● Textbook (Perspective)</li> </ul>

## Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
5	ALT greets class, chats briefly, asks some simple questions	Says Good morning	Says Good morning	Says Good morning and answer questions
5	Reading through sections in pairs	Explain task in English, walk around as they are reading.	walk around as they are reading.	Students will read the last 2 paragraphs in pairs.
5	Vocabulary check	Introduce new vocabulary words to check understanding	Explain more complicated points in Japanese	Students work on vocabulary task on worksheet
15	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 question.	Explain in Japanese if students are having a difficult time. Encourage the students to participate.	Read through the paragraph and answer questions

15	Talking about favorite food	Explain task. Do a demonstration with JTE. Walk around and help with 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	Explain Bonus English. Small talk. Collect homework		Go over bonus English. Show examples if possible.	Students present their ideas to the entire class.

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

Number: \_\_\_\_\_

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

## “Washoku - Traditional Japanese Cuisine”

Goals:

- Understand the vocabulary and meaning of “Washoku-Traditional Japanese cuisine”
- Speak with your partner about what your favorite foods are.
- Write about what Japanese food you would suggest to Alana-sensei

### **A.** Speaking – Dialogue

Think about your favorite foods and why you like them. Use the space provided to take notes.

In pairs ask your partner to tell you what their favorite Japanese and western foods are. Explain why?

Space for Notes

### **B.** Writing

Japanese cuisine is rich with history and tradition. What Japanese food would you recommend to Alana-sensei? Why? Please write an introduction, supporting, and conclusion sentences. Use ~30 words

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ (      words)

## Washoku: Traditional Japanese Cuisine Pt.2

### Overview

<b>Name</b>	Koriyama Senior High School, Alana Podlesny
<b>Lesson Focus</b>	Understanding textbook chapter with focus on speaking, as well as listening and reading.
<b>Lesson Topic</b>	Washoku and language related to food and Japanese culture.
<b>Target Grade</b>	<b>SHS 1<sup>st</sup> Year</b>
<b>Preparation &amp; Required Materials (If any, please attach.)</b>	<ul style="list-style-type: none"> <li>● PowerPoint Presentations</li> <li>● Reading and question handout</li> <li>● Worksheet with fill in the blanks and space for drawing</li> <li>● Images for Speaking Activity B: Describing Pictures</li> <li>● Cups and slips of paper for Speaking Activity C: Would you rather</li> <li>● Stamp sheet and stamps/stickers for student participation</li> </ul>

### Activity (in detail)

<b>Time</b>	<b>Activity (&amp; Materials as needed)</b>	<b>ALT will...</b>	<b>JTE will...</b>	<b>Students will...</b>
2 min	Greetings.	Greet the class, say "hello", "How are you?"	Greet the class. Say "hello".	Respond in English
2 min	Go over new <i>Vocabulary Words</i> on Handout.	Read the vocabulary words ケ to ソ out loud. Give a short explanation on what the words mean.	Read along with the ALT	Repeat after the ALT to work on pronunciation.
10 min	<p><i>Activity A: Fill in the Blanks.</i> Students read the sentences in part A and choose the correct word from the new <i>Vocabulary</i> words we just went over. Students may work in groups or pairs.</p> <p>5 min to complete the handout and 5 min to take up the answers.</p>	<p>Explain the activity in English. Confirm students understand. Walk around the class while students are doing the activity. Take up the answers. Ask for volunteers. Show accompanying PowerPoint to demonstrate visuals.</p>	<p>Explain activity in Japanese if students do not understand. Walk around the room while students work. Explain concepts in Japanese when we take up the answers if needed.</p>	<p>Work as a group to complete the Activity. Take up the activity as a class. If students answer a question they get a sticker/stamp for their stamp sheet.</p>

15 min	Read through paragraphs 3 and 4 on Handout as a class and answer comprehension questions.	Explain in English. Read the 2 paragraphs sentence by sentence out loud, have students repeat. After finishing the reading as a class give a short PowerPoint summary.  Ask students to answer comprehension questions 6-10. Show answers on the PowerPoint.	Explain in Japanese if needed. Read along with ALT and class. Help ALT go over answers 6-10. Prompt students to volunteer to answer.	Read through paragraphs 3 and 4 as a class by repeating the sentences after the ALT. Then listen and watch the PowerPoint summary by the ALT. Answer questions 6-10. If a student answers a question they get a stamp.
12 min	<i>Activity B: Describing Pictures - Speaking Activity.</i> Students will be paired up. One student will look at the TV monitor and must describe the picture in English to the other partner who is looking away. The other partner must draw what is being described. After 5 minutes the partners will switch roles.	ALT will pair the students up. Explain the activity in English. Show the first picture. Walk around the class to listen to students' English and help students if needed. After each picture spend a minute giving examples on how the ALT would describe the pictures in English.	Explain in Japanese if needed. Walk around the class during the activity to listen to students' English. Help students with describing in English if needed.	Pair up. Complete the activity.  Speak English to their partner to describe the picture as best they can/Listen to description and try to recreate the image on screen.
8 min	<i>Activity C: Would you rather? - Speaking Activity.</i> Each group has a cup with 4 slips of paper asking different "Would you rather..." questions. The students each take a slip and ask the question to their group mates who must choose either to do A or B. They then tally the responses to each questions	Explain the activity in English. demonstrate with JTE. Ask students if they understand. If there is time at the end of class go over each question as a whole class and ask students who choose A and who choose B to each question.  Write vocabulary hints on the board to help with difficult words.	Explain activity in Japanese if needed. Do a demonstration with ALT. Walk around class during activity.	Complete the activity. Tally response by each group member. Participate at the end when whole class answers each question by raising their hand if they choose A or B.

Last mins of class	Part D: Optional English For You. Closing remarks.	Explain in English the two YouTube sites. Thank students on their hard work. Say goodbye	Explain Part D in Japanese if needed. Say goodbye.	Listen to ALT. Say goodbye to JTE and ALT.
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Class: \_\_\_\_\_

Number: \_\_\_\_\_

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

### Lesson 3: Washoku - Traditional Japanese Cuisine

① Japanese food is known all over the world. ② Many people enjoy eating it. ③ For example, *sushi* has become international. ④ On the other hand, Japanese food culture is changing at home. ⑤ It is becoming more westernized and young people are forgetting its importance. ⑥ However, in 2013 *washoku* was added to the Intangible Cultural Heritage list. ⑦ Let's look at the four characteristics of *washoku*.

⑧ The first characteristic is its ingredients from Japan. ⑨ The islands produce a variety of fresh fruits, fish and vegetables. ⑩ In order to keep the flavours, cooking should be minimal. ⑪ Second, *washoku* shows the beauty of nature and the four seasons in Japan. ⑫ Plates, tables, and the room itself should match the season. ⑬ Third, *washoku* is a social event based on traditional knowledge and customs. ⑭ For example, during New Year we eat *osechi*. ⑮ Each dish shows a wish for the health and happiness of family members.

⑯ The last characteristic of *washoku* is its contribution to a healthy life. ⑰ Consisting of rice and *ichiju-sansai* (soup, main dish, and two side dishes), *washoku* is an ideal combination of food with balanced nutrition. ⑱ There is also very little animal fat and oil. ⑲ *Washoku* gets its delicious flavours from *dashi*, which are based on the fifth basic taste, *umami*.

⑳ *Washoku* is gaining popularity all over the world. ㉑ Many foreign chefs train hard in *washoku* and bring the method back to their local cuisines. ㉒ In Japan, many local governments have been working on food education. ㉓ Some schools invite chefs into the class to teach the students about traditional Japanese food culture. ㉔ The Japanese government hopes *washoku* will continue to grow abroad and that Japanese themselves will learn to respect, preserve, and pass down the culture of *washoku* to future generations.

Intangible Cultural Heritage (無形文化遺産)

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### Vocabulary - Use your dictionary to find the meaning of each word in Japanese

On the other hand...	[ア]
westernized	[イ]
intangible	[ウ]
heritage	[エ]
characteristic(s)	[オ]
ingredient(s)	[カ]
flavour	[キ]
minimal	[ク]
contribution	[ケ]
consists of ~	[コ]
nutrition	[サ]
popularity	[シ]
cuisine	[ス]
preserve	[セ]
pass on A to B	[ソ]

## Questions

*Read the paragraphs and answer each question in English.*

1. What has become less popular among young Japanese people?
2. What happened in 2013 for *washoku*?
3. What does the first characteristic of *washoku* focus on? Give 2-3 examples?
4. How do people express the second characteristic of *washoku*?
5. When is an example we celebrate the third characteristic of *washoku*? Give another example?
6. Why is *washoku* good for a healthy life?
7. What is used to help make *washoku* taste so delicious?
8. Who are training hard in the art of *washoku*?
9. How are schools in Japan helping students learn about *washoku*?
10. Who are required to pass down the culture of *washoku* to future generations?

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

## **Worksheet: Washoku Part 2**

### Goals:

- Understand the vocabulary and meaning of “Washoku-Traditional Japanese cuisine” Part 2.
- Speak English with your classmates.
- Learn about ways to study English and practice cooking.

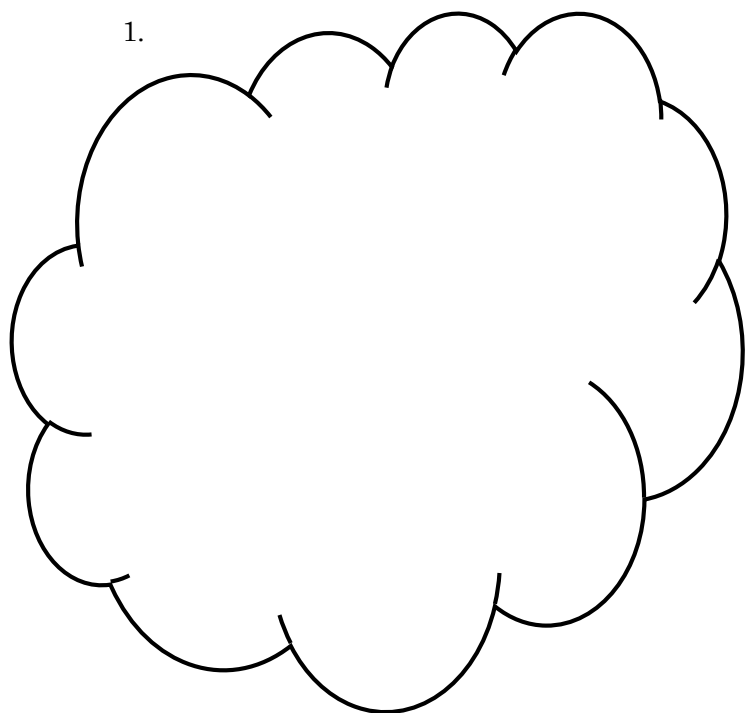
### **A.** Fill in the blanks - Pick the best vocabulary word that matches the sentence.

1. People pickle ginger and plums to help \_\_\_\_\_ these foods.
2. The school Bunkasai was a success thanks to the \_\_\_\_\_ of all the students.
3. Doctors are concerned about the \_\_\_\_\_ of their patients.
4. French \_\_\_\_\_ is delicious and includes bread, wine, and cheese.
5. Sarah’s \_\_\_\_\_ grew when she gave chocolates to her classmates.
6. Club activities such as koto and kyūdō are a good way to \_\_\_\_\_.
7. Miso soup \_\_\_\_\_ miso paste, tofu, and seaweed.

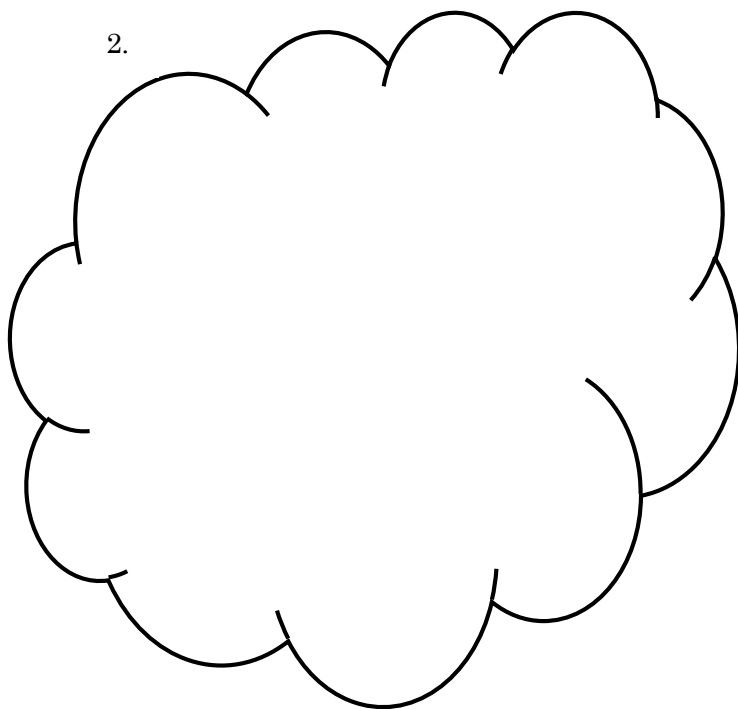
contribution      consists of~      nutrition      popularity  
cuisine      preserve      pass on traditions to the next generations (Pass on A to B~)

### **B.** *Describing Pictures*- one partner describes a picture while the other partner draws what is being said without looking at the picture. After, discuss the pictures with your partner.

1.



2.



### **C.** Speaking Activity – Would you rather?

Everyone will get a slip of paper with a question asking if you would rather do A or B. Ask everyone in the group. Answer A or B and say **why you choose it.** Tally everyone's responses.

### **D.** Optional English for you! YouTube Videos and Books

Cooking is a valuable skill that can never start too young! A great way to also practice English is to watch YouTube videos or read cook books in English.

#### **Alana's Top Picks**

##### Nerdy Nummies

◆ <https://www.youtube.com/user/RosannaPansino>

A baking show that uses video games, anime, and pop culture for inspiration. I watch this all the time!

##### Jun's Kitchen

◆ <https://www.youtube.com/user/JunsKitchen>

A Japanese man who cooks amazing washoku inspired dishes and other interesting things. He uses a combination of Japanese and English language and he really loves his cat.



## Washoku- Traditional Japanese Cuisine Pt.2







- 6. It has balanced nutrition and little animal fats and oils.
- 7. Dashi helps make washoku delicious.
- 8. Foreign chefs are training hard in the art washoku.
- 9. Schools invite chefs into class to teach the students about washoku.
- 10. The previous generation and us!

### Activity A: Fill in the Blanks

People pickle ginger and plums to help preserve these foods.



The school Bunkasai was a success thanks to the contribution of all the students.



Doctors are concerned about the nutrition of their patients.



French cuisine is delicious and includes bread, wine, and cheese.



Sarah's popularity grew when she gave chocolates to her classmates.



Club activities such as koto and kyūdō are a good way to pass on traditions to the next generations

A

B



Miso soup consists of miso paste, tofu, and seaweed.



## Activity B: Describing Pictures

Picture 1



Picture 2



### **Activity C: Would You Rather – Washoku**

Q1. Would you rather.....

Eat a plate of worms or sing a song in front of the entire school?

Q2. Would you rather.....

Eat Natto for every meal or only watch Doraemon?

Q3. Would you rather.....

Lose your sense of smell or lose your sense of taste?

Q4. Would you rather.....

Not use your cellphone for a month or not eat junk food for a year?

## Let's talk about Summer Vacation

### Overview

<b>School &amp; Name</b>	Gojo Senior High School, Airi Sugahara
<b>Lesson Focus</b>	<b>To have students speak more English in class</b>
<b>Lesson Topic</b>	To talk about summer holidays, and to practice past tense
<b>Target Grade</b>	Elementary ( ), JH ( ), <b>SH ( 1<sup>st</sup> grade )</b> , Any grades
<b>Preparation &amp; Required Materials (If any, please attach.)</b>	<ul style="list-style-type: none"> <li>● 2 worksheets (Summer Vacation, Summer Paradise song)</li> <li>● CD, CD player</li> </ul>

### Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
3 min	<b>Greeting</b>	Greet pupils.		Greeting the ALT and the JTE.
	<b>Checking today's date</b>	Ask pupils today's Date.	Give stickers to the one who answered correctly.	Voluntarily answer the question.
10 min	<b>"What did you do"</b> <b>(Summer Vacation worksheet)</b> Pupils ask their classmates what they did during the summer vacation. If their classmates' answers match the ones on their worksheet, they could write their classmates' names (in romaji) in the squares.	Explain the game. Have pupils repeat "What did you do during the summer vacation?" Circulate around the class. Support pupils with their tasks.		Walk around the class and ask classmates. Write their name in the squares.
20	<b>"Sentence scramble"</b> <b>(Summer Vacation worksheet)</b> Pupils work in their teams of 5 and compete against each other. The task is to rewrite all the words in the correct order to form sentences. Group discussion time will be taken.	Circulate around the class, and support pupils with their tasks.	Write each group's name and question numbers on the board.	Get into groups and work together in groups. Rewrite all the words in the correct order.

	<b>Check the answer of "Sentence Scramble"</b>	Choose one sentence per group and ask the pupil who wrote the sentence to read it out loud.	Support the ALT. Support pupils.	Go to the board and write the answer. Say the answer when the ALT points to the sentence.
15 min	<b>"Summer Paradise song"</b> <b>(Summer Paradise worksheet)</b> Use the CD player and play the song. Pupils listen to the song twice while filling in the blanks. Group discussion time will be given after they listen to the song for the first time and the second time. <b>Check the answer</b>	Circulate around the class. Support pupils with their tasks.  Ask pupils to volunteer.	Circulate around the class. Support pupils with their tasks.  Write the answers on the board. Support the ALT. Support pupils.	Listen to the song twice while filling in the blanks.  Voluntarily answer the question. Check the answers with red pen.
2 min	<b>Greeting</b>	Give feedback to the class "Good bye everyone."		"Good bye teachers."

Class: \_\_\_\_\_ Student Number: \_\_\_\_\_ Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Summer Vacation

---

## **Activity 1:**

***Question: What did you do during the summer vacation?***

**You may only write each person's name once.**

I went to Osaka.	I went to school.	I watched fireworks.
I ate in a restaurant.	I listened to a song.	I played a musical instrument.
I hung out with friends.	I watched a movie.	I went to Kyoto.
I cleaned my room.	I flew in an airplane.	I played computer games.

## **Activity 2:**

**Unscramble these sentences:**

1. beach – I – the – went – to.

\_\_\_\_\_

2. a – sandcastle – built – We.

\_\_\_\_\_

3. ate – ice-cream – I.

\_\_\_\_\_

4. family – the – I – summer – my – with- spent.

\_\_\_\_\_

5. sunglasses – I – the – summer – during – wore – my.

\_\_\_\_\_

Class: \_\_\_\_\_ Student Number: \_\_\_\_\_ Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Summer Vacation

---

## **Activity 1:**

***Question: What did you do during the summer vacation?***

**You may only write each person's name once.**

I saw deer in Nara.	I went to Kyoto.	I watched fireworks.
I watched an animation.	I went to school.	I visited my grandparents.
I went exercising.	I went shopping.	I cooked a meal.
I read a book.	I hung out with friends.	I cleaned my room.

## **Activity 2:**

**Unscramble these sentences:**

1. beach – I – the – went – to.

\_\_\_\_\_

2. a – sandcastle – built – We.

\_\_\_\_\_

3. ate – ice-cream – I.

\_\_\_\_\_

4. family – the – I – summer – my – with- spent.

\_\_\_\_\_

5. sunglasses – I – the – summer – during – wore – my.

\_\_\_\_\_

Class: \_\_\_\_ Student Number: \_\_\_\_\_ Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Activity 3: Listen to “Summer Paradise” by Simple plan (feat. K’naan) and fill in the blank.**

Oh, Oh  
 Take me back, take me back  
 Oh yeah  
 Back to summer paradise  
 My heart is sinking  
 As I'm lifting up  
 Above the clouds away from you  
 And I can't believe I'm \_\_\_\_\_<sup>1</sup>  
 Oh I don't kno-kno-know what I'm gonna do  
 [Pre-Chorus]  
 But someday  
 I will find my way back  
 To where your \_\_\_\_\_<sup>2</sup>  
 Is written in the sand  
 [Chorus]  
 'Cause I remember every sunset  
 I remember every word you said  
 We were never gonna say goodbye  
 Singing la-da-da-da-da  
 Tell me how \_\_\_\_\_<sup>3</sup> back to  
 Back to summer paradise with you  
 And I'll be there in a heartbeat (Oh-oh)  
 I'll be there in a heartbeat (Oh-oh)  
 (Tell 'em)  
 My soul is broken, streets are frozen  
 I can't stop these feelings melting through  
 And I'd give away a thousand days, oh  
 Just \_\_\_\_\_<sup>4</sup> another one with you  
 (What'd you say)  
 Well real life can wait (it can wait)  
 We're crashing like waves (uh-huh)

We're playing in the sand (me and you)  
 holding your hand  
 [Chorus]  
 Yeah I remember sunny mornings  
 And summer evenings  
 Now you're not next to me  
 And I am freezing  
 Was it real?  
 Oh baby, tell me, was I dreaming?  
 How can you show me paradise,  
 When I'm \_\_\_\_\_<sup>5</sup> ?  
 Now my heartbeat is sinking  
 Hope's shrinking  
 When I try \_\_\_\_\_<sup>6</sup> no words  
 Lip-syncing  
 Hope this is not just wishful thinking  
 Tell me that you care  
 And I'll be there in a heartbeat  
 [Pre-Chorus]  
 Yeah, yeah, yeah, let's go  
 [Chorus]  
 I remember when we first kissed  
 How I didn't wanna leave your lips  
 And how I've never ever felt so high  
 Singing La-da-da-da-da  
 Tell me how \_\_\_\_\_<sup>7</sup> back to  
 Back to summer paradise with you  
 And I'll be there in a heartbeat (Oh-oh)  
 I'll be there in a heartbeat (Oh-oh)  
 (summer paradise)  
 I'll be there in a \_\_\_\_\_<sup>8</sup>



heartbeat	to speak	leaving
to get	to have	name



# Southern American Restaurant

## Overview

<b>School &amp; Name</b>	Takada High School, Anna Jorstad
<b>Lesson Focus</b>	Introduce vocabulary and phrases used to order food
<b>Lesson Topic</b>	Southern American Restaurant → Ordering Food + Culture
<b>Target Grade</b>	<b>SHS ( 1<sup>st</sup> grade )</b>
<b>Preparation&amp; Required Materials</b>	<ul style="list-style-type: none"> <li>● color printed photos of food</li> <li>● Teacher Dialogue</li> <li>● Menu</li> <li>● Quiz 3 (stapled)</li> <li>● HW3</li> </ul>

## Activities

Time	Procedure	ALT	JTE	Students
5 (total: 5/50)	Introduction	Greet. Ask students to pass HW 2 forward.  Direct students to divide into 8 groups of 5 people	Collect HW.  Translate directions as needed. Help students divide into groups	Pass HW to front.  Listen to directions.  Divide and move into 8 groups of five
10 (total: 15/50)	Warm Up: Price is Right (vocabulary and understanding USD)	Use large printed food photos and ask how much each item costs in USD. (100 円=\$1)	Translate as needed; demonstrate with ALT if necessary; Give 2 participation points to winners	In groups students discuss how much they think each costs. One person writes answer on board. Closest guesses win. Winners get 2 participation points.
10 (total: 25/50)	Listening (Order Demonstration)	Pass out listening exercise and menu (vocab).  Read sample dialogue together twice, ordering food.  Go over answers together, 1 participation point for answering.		Listen and fill in blanks for sample dialogue

15 (total: 40/50)	Speaking (Interview 2 other students)	Pass out speaking exercise. Explain directions. Students will order food from each other using table on Quiz 3.	Using menu and Quiz 3, students will give and receive their chosen food order twice with other students.
5 (total: 45/50)	Culture Differences (Extra)	Discuss culture differences (payment methods, tips, calling server).  It's nice for the ALT to explain about this, but the guide is self-explanatory. It makes for good culture notes.	Listen and look at printed guide
5 (total: 50/50)	Closing/Extra Time	Collect Quiz 3. Hand out and explain HW3. Help students who have questions about HW. Thank students.	Work on HW for remainder of class

# Great Southern American Restaurant

Proudly Serving Stereotypical Southern Food Since 2017



## Entree Meals

Each meal comes with two sides

- |                              |         |
|------------------------------|---------|
| 1. Virginia Ham              | \$17.75 |
| 2. Fried Chicken and Waffles | \$14.75 |
| 3. Barbeque Chicken          | \$16.75 |
| 4. Chicken Pot Pie           | \$12.75 |

## Sides

- |                 |
|-----------------|
| 5. Baked Potato |
| 6. Baked Beans  |
| 7. Small Salad  |
| 8. Biscuit      |

## Desserts

- |               |        |
|---------------|--------|
| 9. Apple Pie  | \$3.25 |
| 10. Pecan Pie | \$5.25 |

## Drinks

- |               |        |
|---------------|--------|
| 11. Soda      | \$2.50 |
| 12. Lemonade  | \$2.75 |
| 13. Sweet Tea | \$2.75 |



*For groups of four or more, 18% gratuity is included in your bill*

## Listening: Placing an Order

WORD BANK

ready

like

Got it

please

would

Which

have

Will

**Server:** Good Evening. What (1) \_\_\_\_\_ you like to drink?**Patron:** Yes, I would (2) \_\_\_\_\_ a sweet tea please.**Server:** Got it. Do you know what you would like to eat yet?**Patron:** Yes, I am (3) \_\_\_\_\_ to order. I would like to have the Virginia Ham Meal please.**Server:** (4) \_\_\_\_\_ two sides would you like?**Patron:** I would like to have baked beans and a biscuit (5) \_\_\_\_\_.**Server:** (6) \_\_\_\_\_. Would you like dessert?**Patron:** Yes, I would like to (7) \_\_\_\_\_ the pecan pie please.**Server:** Got it. (8) \_\_\_\_\_ that be all?**Patron:** Yes, that is all for now. Thank you.**PATRON NAME:** Anna Jorstad

	#	Order	Cost
<b>Drink</b>	13	Sweet Tea	\$2.75
<b>Entrée</b>	1	Virginia Ham	\$17.75
<b>Side 1</b>	6	Baked Beans	---
<b>Side 2</b>	8	Biscuit	---
<b>Dessert</b>	10	Pecan Pie	\$5.25
<b>SUB-TOTAL</b>			<b>\$25.75</b> 🤯

## Practice: Placing an Order

## Grammar Point:

"I would like..."

**Server:** Good Evening. What would you like to **drink**?**Patron:** I would like \_\_\_\_\_ please.**Server:** Got it. What would you like to **eat**?**Patron:** I would like the \_\_\_\_\_ please.**Server:** Got it. Which two **sides** would you like?**Patron:** I would like \_\_\_\_\_ and \_\_\_\_\_ please.**Server:** Got it. What would you like for **dessert**?**Patron:** I would like \_\_\_\_\_ please.**Server:** Got it. Will that be all?**Patron:** Yes, that is all. Thank you.

## PATRON 1 NAME:

	#	Order
Drink		
Entrée		
Side 1		
Side 2		
Dessert		

## PATRON 2 NAME:

	#	Order
Drink		
Entrée		
Side 1		
Side 2		
Dessert		

## Listening: Placing an Order (TEACHER COPY)

JTE = Server

ALT = Patron

**Server:** Good Evening. What (1) would you like to drink?

**Patron:** Yes, I would (2) like a sweet tea please.

**Server:** Got it. Do you know what you would like to eat yet?

**Patron:** Yes, I am (3) ready to order. I would like to have the Virginia Ham Meal please.

**Server:** (4) Which two sides would you like?

**Patron:** I would like to have baked beans and a biscuit (5) please.

**Server:** (6) Got it. Would you like dessert?

**Patron:** Yes, I would like to (7) have the pecan pie please.

**Server:** Got it. (8) Will that be all?

**Patron:** Yes, that is all for now. Thank you.

# Culture Differences

## Japan

In Japan, most patrons pay with **cash**.



VS

## West

In most Western societies, patrons pay with **credit or debit cards**.



In Japan, patrons do **not** tip servers.



VS

In most Western societies, it is **very rude** to not tip servers. You really must tip!

Gratuity  
=  
tips



In Japan, **yelling** for your server is normal.



VS

In most Western societies, it is **rude** to yell for your server. You wait until they come.







## Homework 3



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

Class: \_\_\_\_\_ Student Number: \_\_\_\_\_

Date: \_\_\_\_\_

**Your Thoughts**

Please write a short paragraph (3-5 sentences) about your favorite food. Please tell what country your food is from, how it tastes, what the texture is, and at what temperature it is served. Use the word bank! 😊

**Word Bank**

Taste:	あまい sweet	しおあじ salty	にがい bitter	からい spicy
Texture:	さくさく crispy	かたい hard	やわらかい soft	あぶらっこい greasy
Temperature:	さむい cold	あたたかい warm	あつい hot	

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## Homework 3



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

Class: \_\_\_\_\_ Student Number: \_\_\_\_\_

Date: \_\_\_\_\_

**Your Thoughts**

Please write a short paragraph (3-5 sentences) about your favorite food. Please tell what country your food is from, how it tastes, what the texture is, and at what temperature it is served. Use the word bank! 😊

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Temperature:	さむい cold	あたたかい warm	あつい hot	

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# Superheroes

## Overview:

<b>School &amp; Name</b>	Heijo Senior High School, Laura Jones
<b>Lesson Focus</b>	<b>To have students speak more English in class</b>
<b>Lesson Topic</b>	Retelling and Creating our own superheroes
<b>Target Grade</b>	<b>SHS Grade One (Or any grade)</b>
<b>Preparation &amp; Required Materials (If any, please attach.)</b>	<ul style="list-style-type: none"> <li>● Key Word Posters – A and B</li> <li>● Superhero worksheet</li> </ul>

## Activity in detail

<b>Time</b>	<b>Activity (&amp; Materials as needed)</b>	<b>ALT will...</b>	<b>HRT will...</b>	<b>Students will...</b>
5 mins	Greeting and explanation of activities	Greet the students and explain that today's lesson will be about Anpanman and superheroes.	Greet the students	Greet ALT and HRT and listen to lesson explanation
10 mins	Activity One – Review the story  *Materials* - Handout of lesson six part one  Review of Lesson six Part one on Apanman which they have been working on.	-Read aloud lesson six part one and ask some factual questions orally -Ask for volunteers to raise their hands to answer the questions	Provide Japanese support if necessary	-Listen to lesson six part one being read aloud -Volunteer to answer the questions orally
5 mins	Activity two – Reading aloud; Chorus reading	ALT will read a sentence aloud and the students will repeat it.	Provide support if necessary	Repeat each sentence after the ALT

15 mins	<p>Activity three – Retelling</p> <p>*Materials* - Key word poster</p> <p>- Students will retell lesson six part one on Anpanman using the key word poster on the board</p>	<p>-ALT will display the key word poster on the board</p> <p>-ALT will then explain that the students will have to retell the story using these key words</p> <p>-ALT will demonstrate the retelling with the JTE</p> <p>-ALT will instruct the students to practice retelling the story, first using their books</p> <p>-ALT will then ask the students to close their books and to stand up and retell the story in their pairs using the key words</p> <p>-ALT will then pick one or two pairs to demonstrate their retelling to the class</p>	<p>-JTE will assist ALT in demonstrating how to retell the story using only the key words</p> <p>-JTE will provide Japanese support if necessary</p>	<p>-Students will listen as ALT explains what they have to do</p> <p>-Students will make pairs and practice retelling part one using their books</p> <p>-Students will then close their books and practice retelling part one using only the key words</p> <p>-Students will volunteer to retell part one with their partner for the class</p>
10 mins	<p>Activity four – Creating your own superheroes</p> <p>*Materials* - Worksheet</p> <p>- Students will create their own superheroes</p> <p>- Students will think of a name for their superhero, write five key words that describe their superhero and then write sentences about their superhero using their key words</p>	<p>-ALT will explain to the students that they will be creating their own superheroes</p> <p>-ALT will demonstrate what the students will have to do on the board (Ice-cream Man)</p> <p>-ALT will write the name of her superhero on the board</p>	<p>JTE will offer Japanese assistance if necessary</p>	<p>-Students will pay attention to ALT's example on the board</p> <p>-They will then think of a name for their superhero and write five key words that describe it</p> <p>-Students will then draw a picture of their</p>

		<p>-Then she will write five key words about her superhero</p> <p>-Then she will draw a picture of her superhero</p> <p>-ALT will instruct the students to think of their own superhero and write its name and five key words about it on the worksheet, and then to draw a picture of their superhero</p>		superhero
5 mins	Activity five – Introducing your superheroes	<p>-ALT will ask the students to make pairs and to share their superhero with their partner</p> <p>-ALT will then ask for volunteers to share their superhero with the class</p> <p>-If time permits, ALT will ask the students to write three sentences about their superhero using the key words</p>	-JTE will support students and encourage volunteers.	<p>-Students will share their superhero with their partner</p> <p>-Then they will volunteer to share their superhero with the class</p> <p>-If time permits, they will write three sentences about their superhero using their key words</p>

Class: (                    )                    No. (            )                    Name: (                    )

**Name of superhero:**

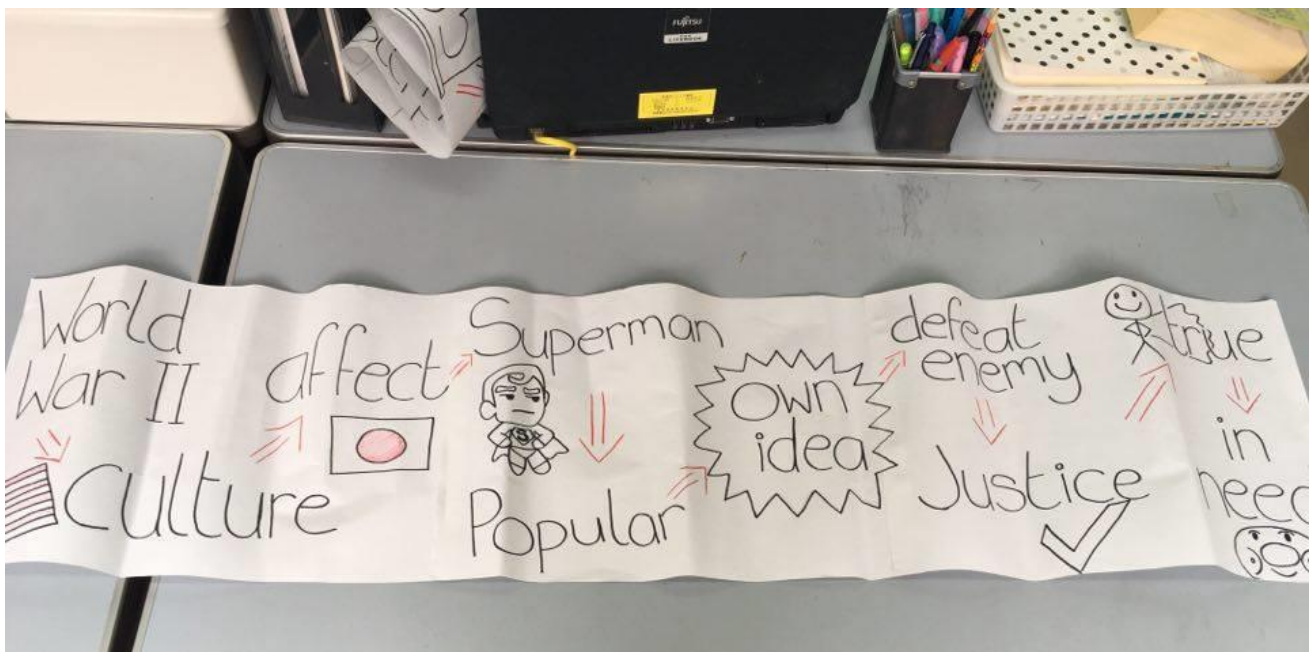
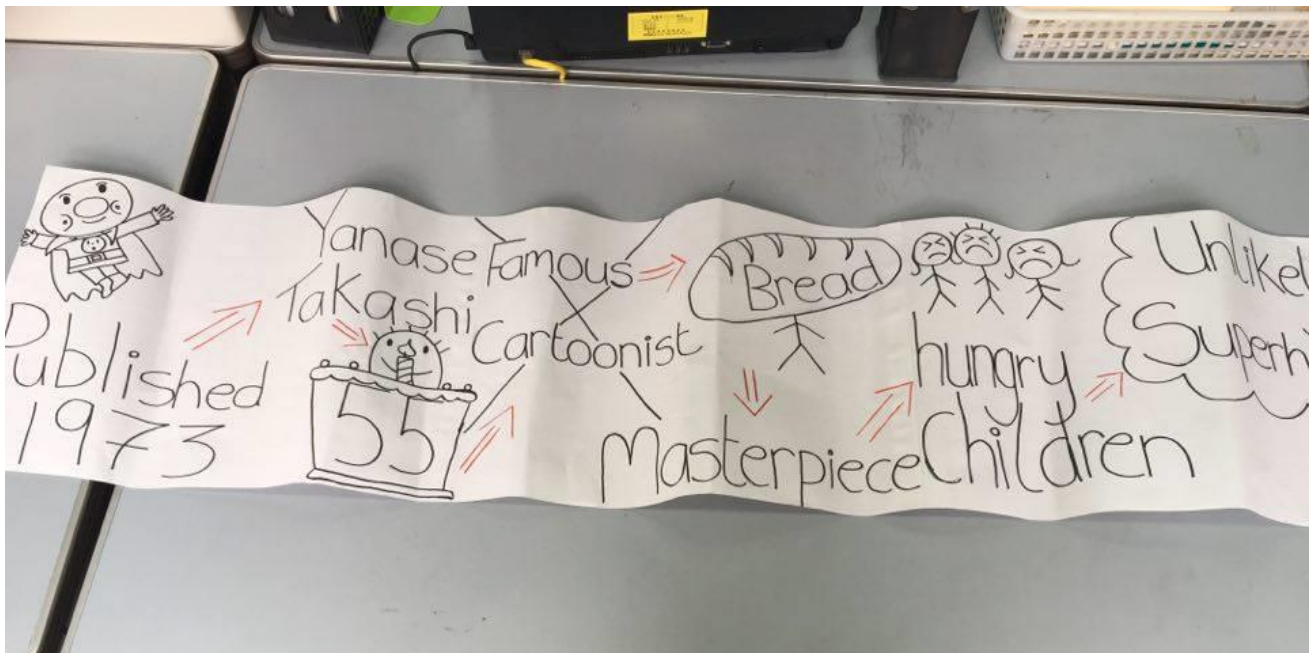
**Write five key words to describe your superhero:**

**Draw a picture of your superhero:**

**Write three sentences about your superhero using your key words:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Key Word banners



# Have you been to Okinawa?

## Overview

<b>School &amp; Name</b>	Oyodo High School Junichi Tsujimoto
<b>Lesson Focus</b>	<b>To have students speak more English in class</b>
<b>Lesson Topic</b>	Learning how to use "Have you been to Okinawa?"
<b>Target Grade</b>	<b>SH( 1st )</b>
<b>Preparation &amp; Required Materials (If any, please attach.)</b>	Preparation: prepare a song sheet and a work sheet Required materials: <ul style="list-style-type: none"> <li>● a song sheet</li> <li>● a work sheet</li> <li>● the textbook</li> </ul>

## Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
10 minutes	Students will be handed a song sheet. They will listen to the song looking at the song sheet. After listening, they will underline the verbs in some part of the song. Then they will listen the song one more time.	Walk around and help some students.	Play the song. Then tell the students what words the verbs are.	Listen to the song with the song sheet. Underline the verbs which the teacher names.
20 minutes	Students will be handed a work-sheet, with which students will learn how to use the phrase "Have you been to Okinawa?" After the model dialogue, students make a pair and ask each other changing the places. In a few minutes, students change their partners	Model dialogues with the JTE. Pronunciation practice of the dialogues. Demonstration with the JTE	Model dialogues with the ALT. Pronunciation practice of the dialogues. Demonstration with the ALT.	Listen to the model dialogues. Repeat after the teachers. Work in pairs. Change the

	and work again.			partners a few times.
20 minutes	<p>First the students listen to the model reading of the CD. Second the students repeat ALT and JTE a few times.</p> <p>Then the students make a pair and do reading practice. ALT or JTE can be a partner if necessary. A few minutes later, the students will change their partners and do reading practice again. The students will change the partners several times. If there is more time, select some students to stand up and read aloud in class.</p>	<p>Read and have the students repeat.</p> <p>Walk around and help them.</p>	<p>Play the model reading of the CD. After the ALT, the JTE will do the reading again. Walk around and help them.</p>	<p>Listen to the model reading. Repeat ALT and JTE.</p> <p>Make a pair and read the textbook in turn and help each other. Change partners a few times.</p>

## Have you been to Okinawa?

「沖縄に行ったことがありますか。」

### Dialogue 1

A: Have you been to Okinawa?

B: Yes, I have. I have been to Okinawa.

### Dialogue 2:

A: Have you been to Hokkaido?

B: No, I haven't. I haven't been to Hokkaido.

NAME				
Kyoto				
Osaka				
Kobe				
Lake Biwa				
Totsukawa				
USJ				
Tokyo Disneyland				

# New One World Lesson 4 ~ I have been~

## Overview

<b>School &amp; Name</b>	Seiwa Seiryō high school / Shota Tani
<b>Lesson Focus</b>	<b>To have students speak more English in class</b>
<b>Lesson Topic</b>	Prefecture and I have been ~.
<b>Target Grade</b>	<b>SH( 1 ).</b>
<b>Preparation &amp; Required Materials</b>	<ul style="list-style-type: none"> <li>● Worksheet for visualizing and bingo.</li> <li>● Pictures about prefectures.</li> </ul>

## Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
3 min	Greeting (How are you? What is the date?)	Greet Students.		Greet the teachers.
12 min	Introduce Prefectures Guess Top 5 popular prefecture from tourists around the world. ALT and JTE show them lists of prefectures, then have them guess which are most popular.	Introduce some prefectures using pictures	Explain the game.	Guess which prefectures are most popular.
5 min	Show them a demonstration "Where have you been?" Explain grammar.	Demonstrate and explain new grammar. Model dialogue : Where have you been? I have been ~. I ~ there.		Take notes and Listen.
5min	"Bingo" Give them a worksheet for making bingo, The students must pick a prefectures and write them on their bingo card.	Explain the rules.		Understand what teachers say and make Bingo card.
20 min	Activity Bingo.	Help them to complete.		Find who has been to the prefectures on the bingo sheet and fill in the name.
5 min	Feedback.	Ask them "who has been ~." "What did you do there?" "Have you been to~?"	If they need, translate.	Answer the questions.

# Countries & Travels

## Overview

<b>School &amp; Name</b>	Takada High School / Mariko Kurimoto
<b>Lesson Focus</b>	<b>To have students speak more English in class</b>
<b>Lesson Topic</b>	Country names and cultures, and traveling
<b>Target Grade</b>	<b>SH 1st grade</b>
<b>Preparation &amp; Required Materials (If any, please attach.)</b>	<ul style="list-style-type: none"> <li>Country cards,</li> <li>Worksheets - dream vacation</li> </ul>

## Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
5	Greet Warm up : talk in pair	Greet. Ask students to make pairs, and ask 5 questions each other: "I watched ~. Did you watch ~?" "I played ~. Did you watch ~?" "Yes, I did. No, I didn't."		Greet. Make pairs and ask each other. Count how many same things they did.
10 (15)	Introduction : Which country is it?	ALT suggests a few characteristics of countries. Ex) "This country is famous for being very clean. You can't chew gum! You can see the Merlion in this country."		Students guess which country it is, and answer as a volunteer. Volunteers can get stamps for their participation.
10 (25)	Find a Match: Where are you going to?	There are 20 countries to visit. Read and repeat for pronunciation. Give each student a card with a hint for their country. Students practice to find a partner: 'Where are you going?' 'I'm going to ~.' 'Let's go together!' OR 'Have a nice trip!'		Repeat country names. Read card and guess country. Practice dialogue to find a partner. Check with ALT, get worksheet and sit down with partner.
15 (40)	Partners Activity: Travel Interviews	Regroup and give directions. All students read their paragraph and write their own answers. Next, they ask their partner the questions, listen and write their partner's answers.  If time, ask for pairs to read to the class.		Read the paragraph. Use the information at the top of the worksheet to write answers. Ask their partners the questions and write their answers.  Volunteers can get participation stamps.
10 (50)	Dream Vacation (Homework if not finished)	Hand out "Dream Vacation" worksheet.		Write about their dream vacation.

<b>America</b>	This time next week, I'll be visiting Times Square in New York City.	I want to visit the Statue of Liberty.
<b>Australia</b>	I'm going where koalas and kangaroos live.	I'm planning to visit a country that is an island and also a whole continent!
<b>Brazil</b>	I'm leaving for carnival celebrations, soccer games and the beach in Rio de Janeiro.	I'm going to see the rainforest and take a boat on the Amazon River.
<b>Canada</b>	I want to visit Montreal. They speak French and English there!	I want to see a live ice hockey game.
<b>China</b>	I've always dreamed of visiting the Great Wall.	I'm planning to visit Beijing.
<b>Egypt</b>	I can't wait to visit the pyramids and the Sphinx!	I want to take a boat on the Nile river.
<b>England</b>	I want to see the Queen at Buckingham Palace.	I want to try fish and chips in a pub.
<b>France</b>	This time next week, I'll be picnicking under the Eiffel Tower in Paris.	I can't wait to eat fresh baguettes and brie cheese.
<b>Germany</b>	I've always dreamed of visiting Neuschwanstein castle.	I want to try traditional foods like sauerkraut, bratwurst and schnitzel!
<b>Greece</b>	I plan to visit Olympia. It's the site of the first Olympics, in 776 BC!	I'm interested in visiting Mediterranean islands and beaches.
<b>India</b>	I want to visit the Taj Mahal.	I'm interested in trying new foods like spicy curry and naan bread.
<b>Ireland</b>	I'm interested in visiting medieval castles and churches.	I'm planning to visit the capitol, Dublin.
<b>Italy</b>	I plan to eat lots and lots of pasta and pizza!	This time next week, I'll be visiting the Leaning Tower of Pisa.
<b>Korea</b>	This time next week, I'll be eating kimchee and bibimbap.	I'm going shopping in Seoul.
<b>Mexico</b>	I'm interested in the ancient temples of the Mayas and Aztecs.	I love to eat tacos, burritos, nachos, enchiladas - everything!
<b>New Zealand</b>	I will be in a country with more sheep than people.	I want to see mountains and also go whale watching.
<b>Peru</b>	Llamas are my favorite animals. I can't wait to see them in the mountains!	I've always dreamed of visiting Machu Picchu.
<b>Singapore</b>	This country is famous for being very clean. You can't chew gum!	I want to see the Merlion in this famous city.
<b>South Africa</b>	I'm planning to visit a safari park to see lions, elephants and water buffalo.	I want to dive with sharks in the ocean off of Cape Town.
<b>Spain</b>	I'm leaving for the beautiful city of Madrid.	I've always wanted to see a bull fight.
<b>Thailand</b>	I'm going to Bangkok to eat pad thai and mango sticky rice.	I want to see Asian elephants, so I'm going to Chiang Mai.

<p>I want to visit the Statue of Liberty.</p> 	<p>This time next week, I'll be visiting Times Square in New York City.</p> 
<p>I'm going where koalas and kangaroos live.</p> 	<p>I'm planning to visit a country that is an island and also a whole continent!</p> 
<p>I'm leaving for carnival celebrations, soccer games and the beach in Rio de Janeiro.</p> 	<p>I'm going to see the rainforest and take a boat on the Amazon River.</p> 
<p>I want to see a live ice hockey game.</p> 	<p>I want to visit Montreal. They speak French and English there!</p> 
<p>I've always dreamed of visiting the Great Wall.</p> 	<p>I'm planning to visit Beijing.</p> 
<p>I can't wait to visit the pyramids and the Sphinx!</p> 	<p>I want to take a boat on the Nile river.</p> 
<p>I want to see the Queen at Buckingham Palace.</p> 	<p>I want to try fish and chips in a pub.</p> 
<p>This time next week, I'll be picnicking under the Eiffel Tower.</p> 	<p>I can't wait to eat fresh baguettes and brie cheese.</p> 
<p>I've always dreamed of visiting Neuschwanstein castle.</p> 	<p>I want to try traditional foods like sauerkraut, bratwurst and schnitzel!</p> 
<p>I plan to visit Olympia. It's the site of the first Olympics, in 776 BC!</p> 	<p>I'm interested in visiting Mediterranean islands and beaches.</p> 

<p>I want to visit the Taj Mahal.</p> 	<p>I'm interested in trying new foods like spicy curry and naan bread.</p> 
<p>I'm planning to visit the capitol, Dublin.</p> 	<p>I'm interested in visiting medieval castles and churches.</p> 
<p>I plan to eat lots and lots of pasta and pizza !</p> 	<p>This time next week, I'll be visiting the Leaning Tower of Pisa.</p> 
<p>This time next week, I'll be eating kimchee and bibimbap.</p> 	<p>I'm going shopping in Seoul.</p> 
<p>I'm interested in the ancient temples of the Mayas and Aztecs.</p> 	<p>I love to eat tacos, burritos, nachos, enchiladas – everything!</p> 
<p>I will be in a country famous for the kiwi bird. It has no wings!</p> 	<p>I want to see mountains and lots of sheep.</p> 
<p>I've always dreamed of visiting Machu Picchu.</p> 	<p>Llamas are my favorite animals. I can't wait to see them in the mountains!</p> 
<p>This country is famous for being very clean. You can't chew gum!</p> 	<p>I want to see the Merlion in this famous city.</p> 
<p>I'm planning to visit a safari park to see lions, elephants and water buffalo.</p> 	<p>I want to dive with sharks in the ocean off of Cape Town.</p> 
<p>I've always wanted to see a bull fight.</p> 	<p>I'm leaving for the beautiful capitol city of Madrid.</p> 
<p>I'm going to Bangkok to visit temples and eat mango sticky rice.</p> 	<p>I want to see Asian elephants, so I'm going to Chiang Mai.</p> 

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Student Number: \_\_\_\_\_

## Travel Interviews: A

Directions: Read the box below. Then take turns asking and answering the questions. Listen to your partner and write their answers in full sentences.

□□□□□□□□

I'm going to Hawaii with my friends.  
I want to swim and surf in the ocean.  
I also want to eat lots of pineapple.  
We will travel by airplane  
from Osaka.  
I will go for one week.





**Where are you planning to go?**

My Answer: \_\_\_\_\_

My Partner's Answer: He/She is going to \_\_\_\_\_

**How long will you stay there?**

My Answer: \_\_\_\_\_

My Partner's Answer: He/She will stay for \_\_\_\_\_

**How will you get there?**

My Answer: \_\_\_\_\_

My Partner's Answer: \_\_\_\_\_

**What will you do there?**

My Answer: \_\_\_\_\_

My Partner's Answer: \_\_\_\_\_

**Who are you going with?**

My Answer: \_\_\_\_\_

My Partner's Answer: \_\_\_\_\_


Name: \_\_\_\_\_ Class: \_\_\_\_\_ Student Number: \_\_\_\_\_

## Travel Interviews: B

Directions: Read the box below. Then take turns asking and answering the questions. Listen to your partner and write their answers in full sentences.

**MY TRIP:**

**I AM TRAVELLING TO AUSTRALIA FOR TWO WEEKS. I AM GOING WITH MY FAMILY BY AIRPLANE FROM TOKYO. WE WILL VISIT SYDNEY, AND SEE NATIVE ANIMALS LIKE KOALAS AND KANGAROOS AT THE ZOO. I AM LOOKING FORWARD TO IT!**



**Where are you planning to go?**

My Answer: \_\_\_\_\_

My Partner's Answer: He/She is going to \_\_\_\_\_

**How long will you stay there?**

My Answer: \_\_\_\_\_

My Partner's Answer: He/She will stay for \_\_\_\_\_

**How will you get there?**

My Answer: \_\_\_\_\_

My Partner's Answer: \_\_\_\_\_

**What will you do there?**

My Answer: \_\_\_\_\_

My Partner's Answer: \_\_\_\_\_

**Who are you going with?**

My Answer: \_\_\_\_\_

My Partner's Answer: \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Student Number: \_\_\_\_\_

You have 100,000,000¥ for any vacation that you want! Tell me about your dream vacation. Please answer these questions: Where will you go (at least 2 places please)? What will you eat? What will you do? Who will you bring? What will you bring back for omiyage? What will you spend your money on? Please be creative and have fun writing.

[illegible]

# English Race

## Overview

<b>School &amp; Name</b>	Gojo Senior High School, Yentel Le Roux
<b>Lesson Focus</b>	<b>To have students instruct each other in English</b>
<b>Lesson Topic</b>	Revision on direction vocabulary and practicing listening skills
<b>Target Grade</b>	Elementary ( ), JH ( ), SH ( <b>1<sup>st</sup> Grade</b> ), Any grades
<b>Preparation &amp; Required Materials (If any, please attach.)</b>	<ul style="list-style-type: none"> <li>● worksheets</li> <li>● car cut outs for the board and groups</li> <li>● blindfold</li> <li>● donkey cut out</li> <li>● timer</li> <li>● monitor</li> </ul>

## Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	HRT will...	Students will...
1 min	Greeting	Will greet the students.	Will greet the students.	Greet the ALT and JTE.
15 min	<p><b>Warm up game: Pin the donkey</b></p> <p>Materials needed: Blindfold, Donkey poster and timer.</p> <ul style="list-style-type: none"> <li>• Recap direction vocabulary.</li> <li>• Form Olympic groups.</li> <li>• Olympic groups will play Janken to find a winner. The winner will be blindfolded.</li> <li>• Explain the game to the students with demonstration.</li> <li>• Let each group come up one by one as they attempt to pin the tail of the donkey.</li> <li>• After each group pinned the tail to the donkey, the ALT and JTE will decide who are the winners and allocate points to the Olympic score board.</li> </ul>	<p>-Will go through direction vocabulary: Up, down, left, right...</p> <p>- Tell the students to get into their Olympic group, and play Janken to determine who will go first.</p> <p>- Will be blindfolded and attempt to pin the tail of the donkey within 1 minute for the demonstration.</p> <p>-Will choose which group will go first and time them.</p>	<p>-Will translate.</p> <p>- Will instruct ALT during the demonstration to go left, right, up or down. The JTE will stop instructing the ALT as soon as the timer goes off.</p> <p>-Will make sure that the students are only using English to instruct the person who is blindfolded.</p>	<p>-Will repeat after ALT and take notes of the direction vocabulary if they forgot them.</p> <p>-Will get into their Olympic groups, play Janken and then the winner should then raise his/her hand so that we can all see who will be blindfolded from each group.</p> <p>- Students pay attention to the demonstration and then ask questions after demonstration if</p>

				<p>they don't get it.</p> <p>-Four of the students in the group will help instruct their one team member as they attempt to pin the tail on the donkey.</p> <p>-Repeat the warm up activity until every group has gone.</p>
33 min	<p><b>Activity: Direction Race</b></p> <p><i>Materials needed: Cards, car cut outs, computer to show illustration and worksheet.</i></p> <ul style="list-style-type: none"> <li>• Hand out the materials (one worksheet and one car cut out per group)</li> <li>• Draw race track on the board.</li> <li>• Students choose their order for this activity by playing Janken.</li> <li>• Demonstration will be done together with all groups at the same time. The place they will try to find is 'The School' for the demonstration round.</li> <li>• Explain to the students that it is a race and the first one to the finish line will win points for their Olympic group: <ul style="list-style-type: none"> <li>① The students need to find six places and the first group to the finish line will win points for their Olympic team.</li> </ul> </li> </ul>	<p>- The ALT will draw a race track on the board with a 'Start' space and six other spaces. Also, write the places students need to find, in order, on the board (the library, the post office, the hospital, the bookstore, the station and the park).</p> <p>-ALT will ask each group which car cut outs they have and place the bigger car cuts out on the board.</p> <p>-ALT will have on the computer screen an example of what they will have on their worksheets. The ALT will then tell the students to place their cars on the starting point.</p> <p>-The ALT will give the first instruction to find 'the school': "Go up</p>	<p>-The JTE will hand out the materials.</p> <p>-The JTE will translate the demonstration activity as the ALT does the demonstration with the class in English.</p> <p>-The JTE will help give out cards to the students and confirm if the places the students found are correct.</p>	<p>-Students will stay in their Olympic teams.</p> <p>-The students will play Janken to decide who in their teams will go 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> ... and then show the ALT and JTE their car cut out.</p> <p>-The 1<sup>st</sup> student will place their group's car on the starting point of their worksheet.</p> <p>-The students are to listen to the instructions given and look at the screen/monitor and place their car at the exact same place.</p> <p>-The students are to listen to the instruction for the race and try and be the first team at the finish line.</p>

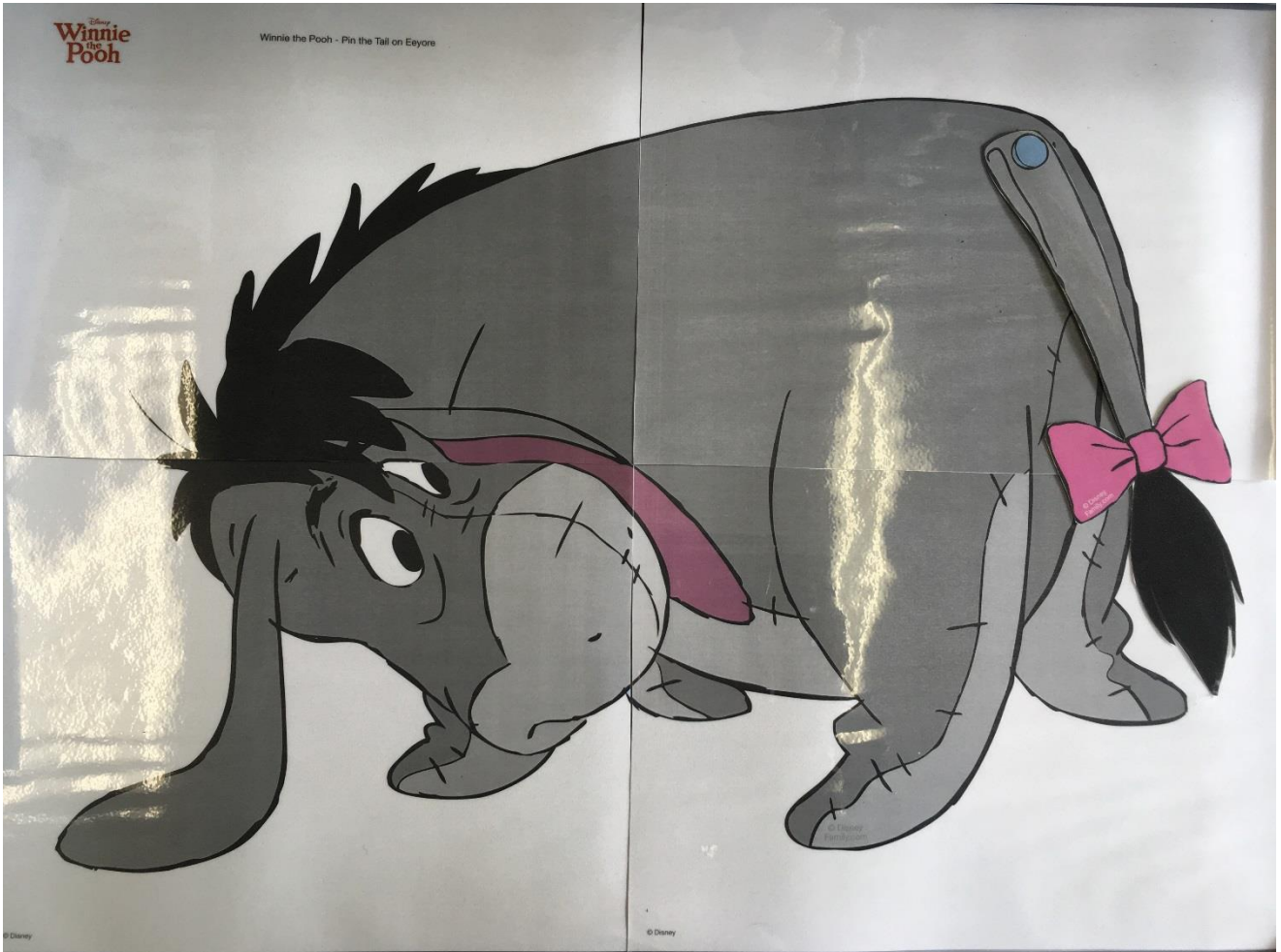
	<p>② The first student from each group stands up and comes to the teacher and JTE. The student says, "I'm looking for the ~" (in order, from the places listed on the board). The teacher gives the student a card with directions.</p> <p>③ The students must use their directions card to give directions to the group. The card can only be seen by the student who received it. The directions must be read in ENGLISH to the rest of the group.</p> <p>④ When the group finds the place on the map, they show the teacher and if correct, move their car forward one space on the blackboard.</p> <p>⑤ The next student starts the process over until they get to the finish line.</p> <ul style="list-style-type: none"> <li>The winning Olympic group will receive points for their team.</li> </ul>	<p>the street" and show the students in which direction they should go.</p> <p>-The ALT gives them all the directions line by line while showing the demonstration on the screen until they find the place. Then the ALT will show where the place is and tell the students to fill in the box the name of the place.</p> <p>-The ALT then explains that they will do the same thing that they did in the demonstration, but they will compete against the other groups for first place.</p>		
1 min	Goodbye greeting	Will greet the students.	Will greet the students.	Greet the ALT and JTE.

#### **\*THINGS TO NOTE**

- I have a set groups called Olympic groups where they participate in these groups every term. They compete against each other to win for their team and in turn win prizes. They consist of five students per group. This is a group reward system and the sticker system is an individual reward system. You can use whatever system you already have in place.
- Here is the link to the interactive pptx to be used when demonstrating the *Direction Activity*.  
<https://drive.google.com/open?id=0B735GetO4Pv9VTZOR1ZuMGhJRVU>

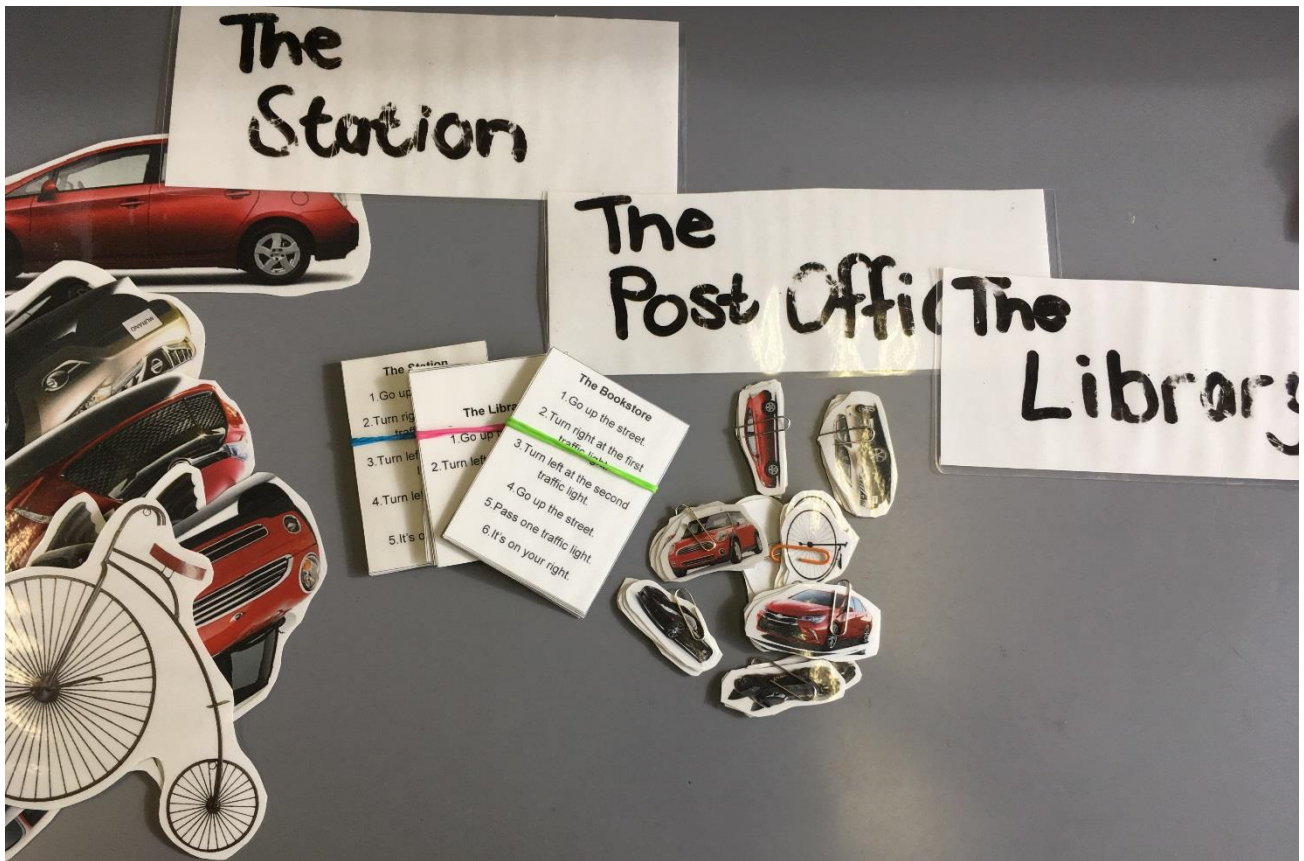
## Sample Materials

### Pin the Tail and Car race materials



Link do download large size Eeyore picture:

<https://family.disney.com/craft/pin-the-tail-on-eeyore/>



Term 2 2017: Lesson 3

Class: \_\_\_\_\_ Student Number: \_\_\_\_\_ Name: \_\_\_\_\_ Date: \_\_\_\_\_

**English Race**

I'm looking for the park.

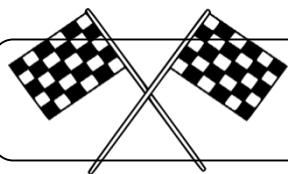
Here you are.

Choose your car!

Ferrari 	Batmobile 	Jaguar 	Mini Cooper 
Prius 	Bicycle 	Nissan 	Toyota 

Diagram of a race track layout with a grid of boxes and a red Mini Cooper at the start.

Class: \_\_\_\_\_ Student Number: \_\_\_\_\_ Name: \_\_\_\_\_ Date: \_\_\_\_\_



# English Race

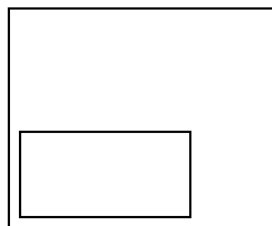
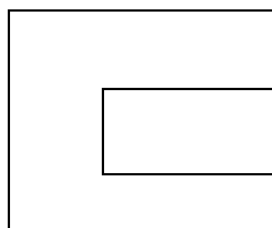
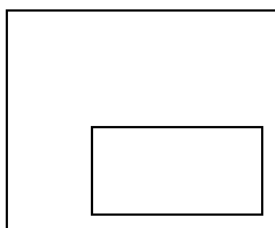
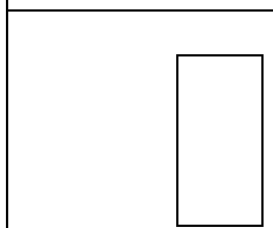
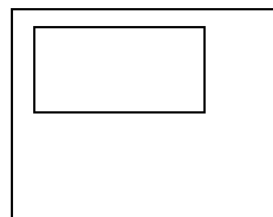
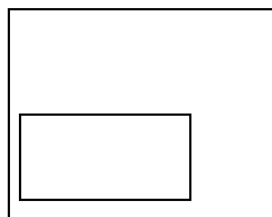
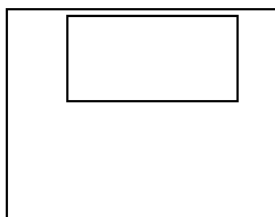
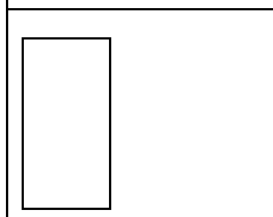


I'm looking for the  
park.

Here you are.



Choose your car!			
<b>Ferrari</b> 	<b>Batmobile</b> 	<b>Jaguar</b> 	<b>Mini Cooper</b> 
<b>Prius</b> 	<b>Bicycle</b> 	<b>Nissan</b> 	<b>Toyota</b> 



<p><b>The Library</b></p> <ol style="list-style-type: none"> <li>1.Go up the street.</li> <li>2.Turn left at the first traffic light.</li> <li>3.It's on your right.</li> </ol>	<p><b>The Post Office</b></p> <ol style="list-style-type: none"> <li>1.Go up the street.</li> <li>2.Turn right at the first traffic light.</li> <li>3.Turn right at the traffic light.</li> <li>4.It's on your left.</li> </ol>	<p><b>The Hospital</b></p> <ol style="list-style-type: none"> <li>1.Go up the street.</li> <li>2.Turn right at the second traffic light.</li> <li>3.Turn right at the second traffic light.</li> <li>4.It's on your right.</li> </ol>
<p><b>The Bookstore</b></p> <ol style="list-style-type: none"> <li>1.Go up the street.</li> <li>2.Turn right at the first traffic light.</li> <li>3.Turn left at the second traffic light.</li> <li>4.Go up the street.</li> <li>5.Pass one traffic light.</li> <li>6.It's on your right.</li> </ol>	<p><b>The Station</b></p> <ol style="list-style-type: none"> <li>1.Go up the street.</li> <li>2.Turn right at the first traffic light.</li> <li>3.Turn left at the traffic light.</li> <li>4.Turn left at the traffic light.</li> <li>5.It's on your right.</li> </ol>	<p><b>The Park</b></p> <ol style="list-style-type: none"> <li>1.Go up the street.</li> <li>2.Turn left at the second traffic light.</li> <li>3.It's on your right.</li> </ol>

<p><b>The School</b></p> <ol style="list-style-type: none"> <li>1.Go up the street.</li> <li>2.Turn right at the first traffic light.</li> <li>3. Turn left at the traffic light.</li> <li>4.Turn left at the traffic light.</li> <li>5.Go straight pass one traffic light.</li> <li>6.It's on your right.</li> </ol>
---

Class: \_\_\_\_\_ Student Number: \_\_\_\_\_ Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Directions

Find and circle all of the direction words that are hidden in the grid.  
The words may be hidden in any direction.

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

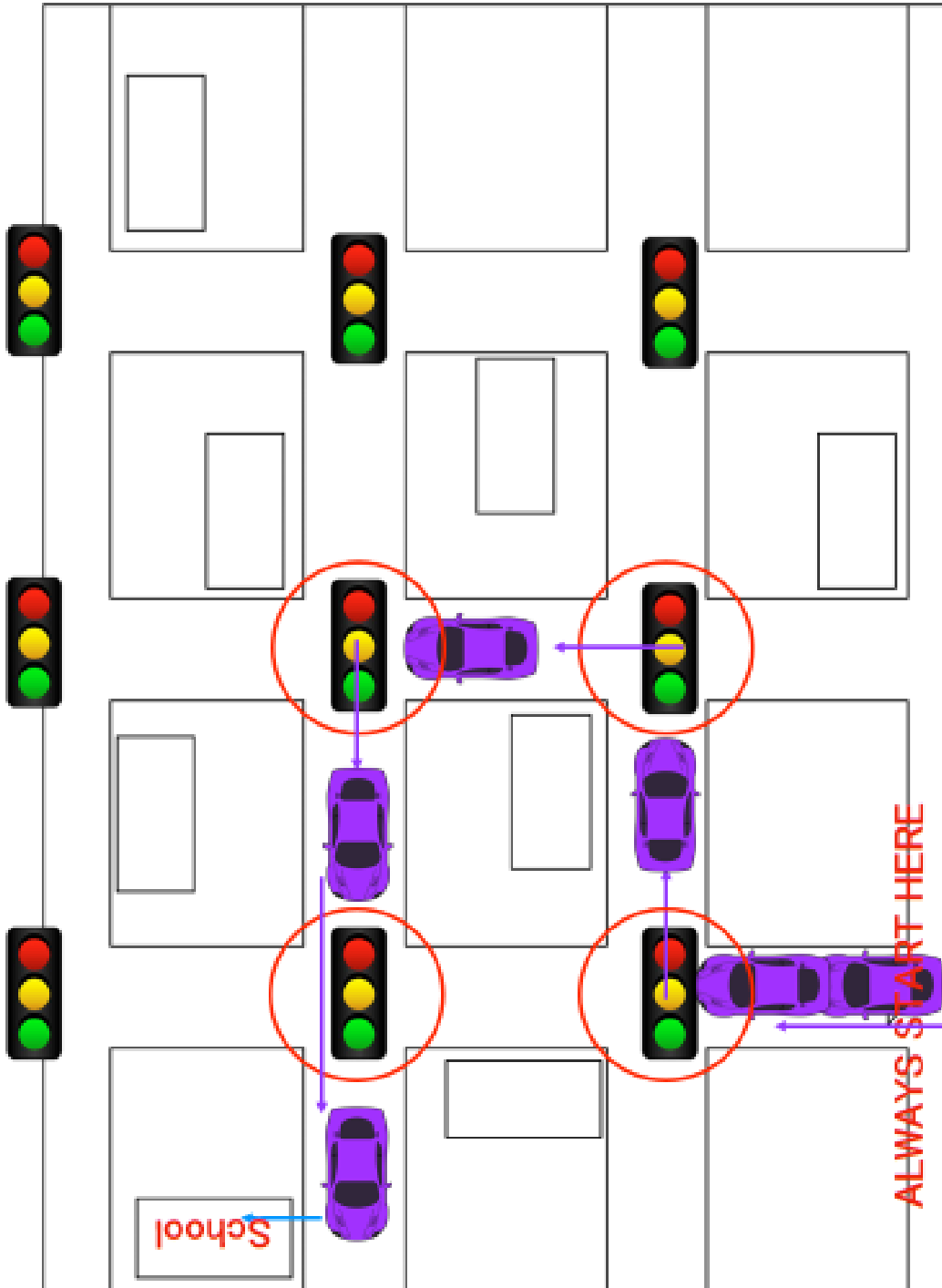
ABOVE  
AHEAD  
AWAY  
BACKWARD  
BEHIND  
BELOW  
DOWN

EAST  
FORWARD  
LEFT  
NORTH  
REVERSE  
RIGHT

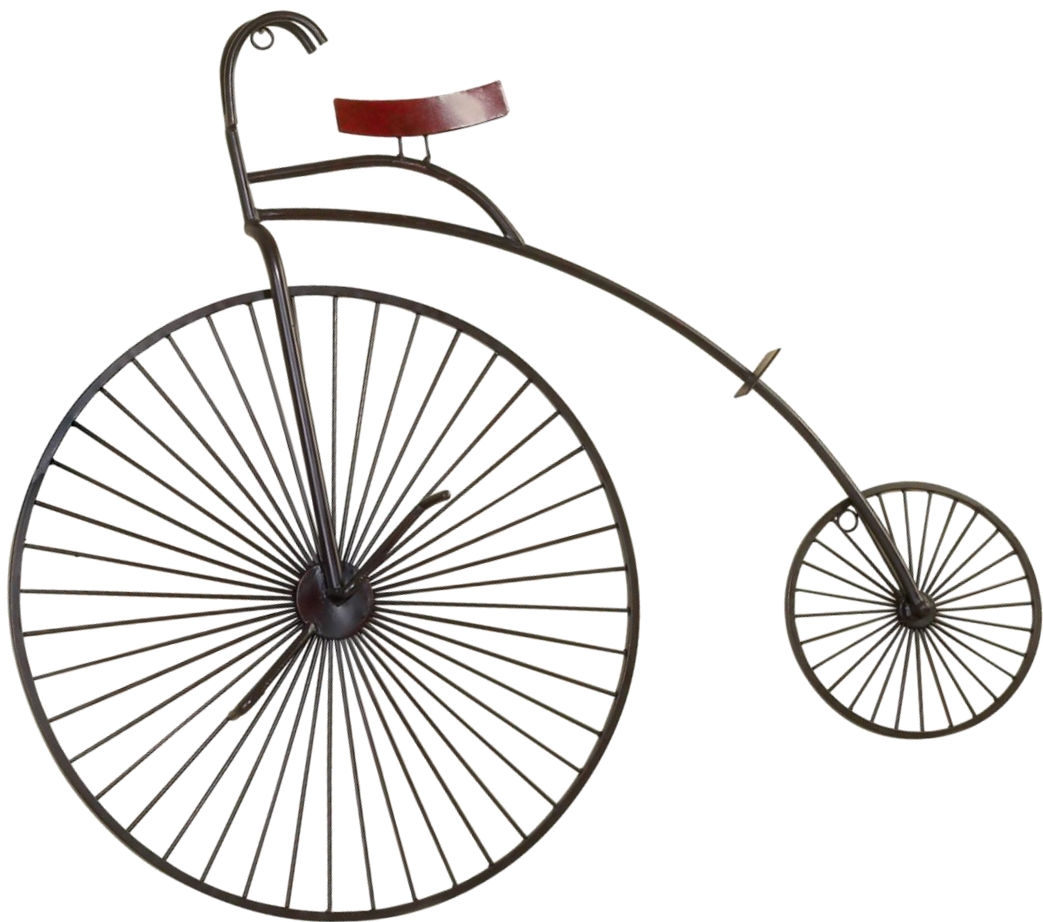
SIDEWAYS  
SKYWARD  
SOUTH  
TOWARD  
UP  
WEST

# The School

1. Go up the street.
2. Turn right at the first traffic light.
3. Turn left at the traffic light.
4. Turn left at the traffic light.
5. Go straight pass one traffic light.
6. It's on your right.











# Giving Directions: Drawing and Origami

## Overview

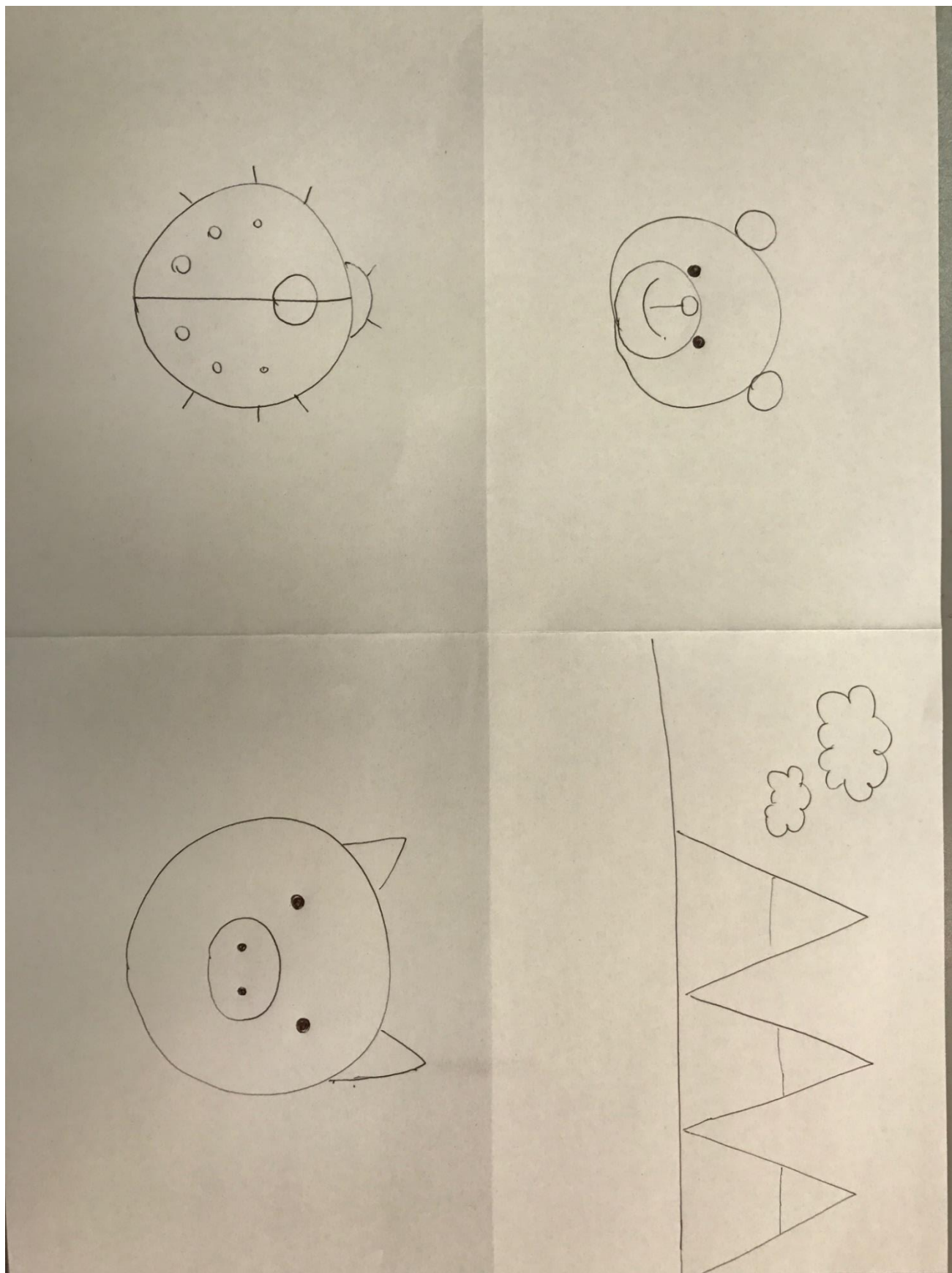
<b>School &amp; Name</b>	Nara Senior High School, Chae Kyung Jeon & Keisuke Hayakawa
<b>Lesson Focus</b>	<b>To have students speak more English in class</b>
<b>Lesson Topic</b>	Give detailed directions for drawing and origami
<b>Target Grade</b>	<b>SH 1<sup>st</sup> Years</b>
<b>Preparation &amp; Required Materials (If any, please attach.)</b>	<ul style="list-style-type: none"> <li>● Origami instruction for Listening activity</li> <li>● Origami directions in pictures but no text descriptions (5 different kinds)</li> <li>● Some A4 or B5 papers for students to do origami</li> <li>● Some simple drawings</li> </ul>

## Activity (in detail)

<b>Time</b>	<b>Activity (&amp; Materials as needed)</b>	<b>ALT will...</b>	<b>HRT will...</b>	<b>Students will...</b>
2 min	Greeting and introducing the lesson topic	Greet and introduce the lesson topic	Greet the students	Greet back, and listen
8-10 min	Part 1: Drawing	Give out the pictures and instruction. Then demonstrate with the JTE	Do demonstration with the ALT	They will be in a group of four. Each person will get a picture which is different from the rest of the group members. Do not show this picture to the others. Everyone will take turns giving direction to describe the picture they have. The other three students will try to draw as closely as the description given. When finished, compare your drawing with the original one.

10 min	<p>Part 2: What is this origami (Listening)</p> <p>ALT will give the instruction twice. First time, students will try doing origami without any help. Then we'll see if the student were able to do origami properly. The second time, there will be more instructions explaining the vocabularies</p>	<p>For the first round, only read out the instructions for the origami. Second round, do the origami as well as giving instructions. If there are vocabularies that the students may not know, this is the time to explain using the origami as a tool to describe</p>	<p>For the second round, fold the origami along with the ALT so that the students can see.</p>	<p>For the first round, they will listen carefully and follow the origami instruction to complete the origami. For the second round, they can redo the origami and learn new words from the origami instruction.</p>
15-20min	<p>Part 3: Can you give directions for Origami?</p> <p>Each group will write a text version origami directions. When finished, groups will present the origami direction like activity 2. Other groups will listen to the direction and try to fold origami without visual direction.</p>	<p>First explain a few words or phrases that will help the students generate origami directions themselves. Then, Hand out one origami picture direction to each group.</p>	<p>Walk around and help the students.</p>	<p>Listen to ALT for instruction. Work with group members to write origami directions. Then give directions to other groups so they can fold the origami properly.</p>

Images for Part 1

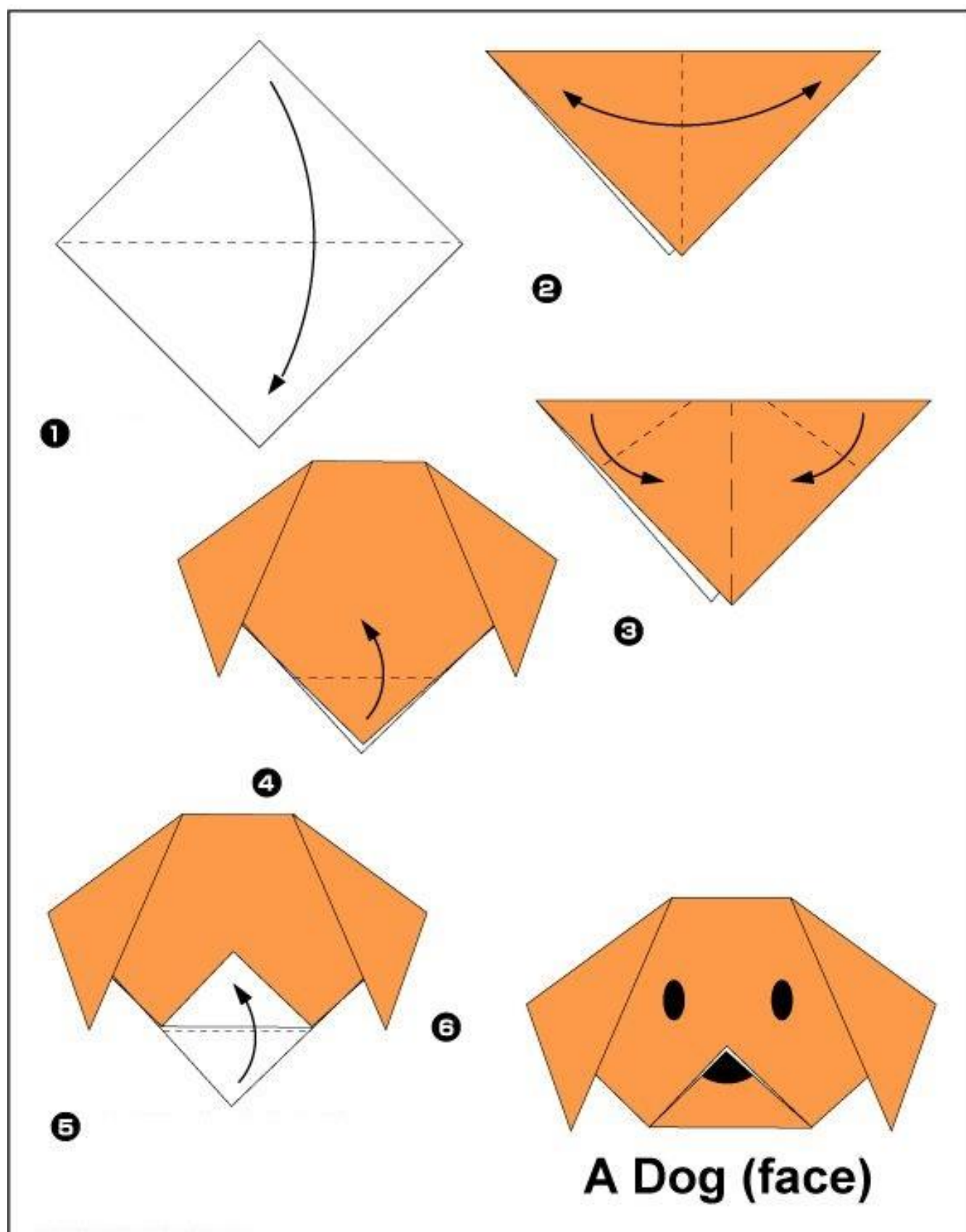


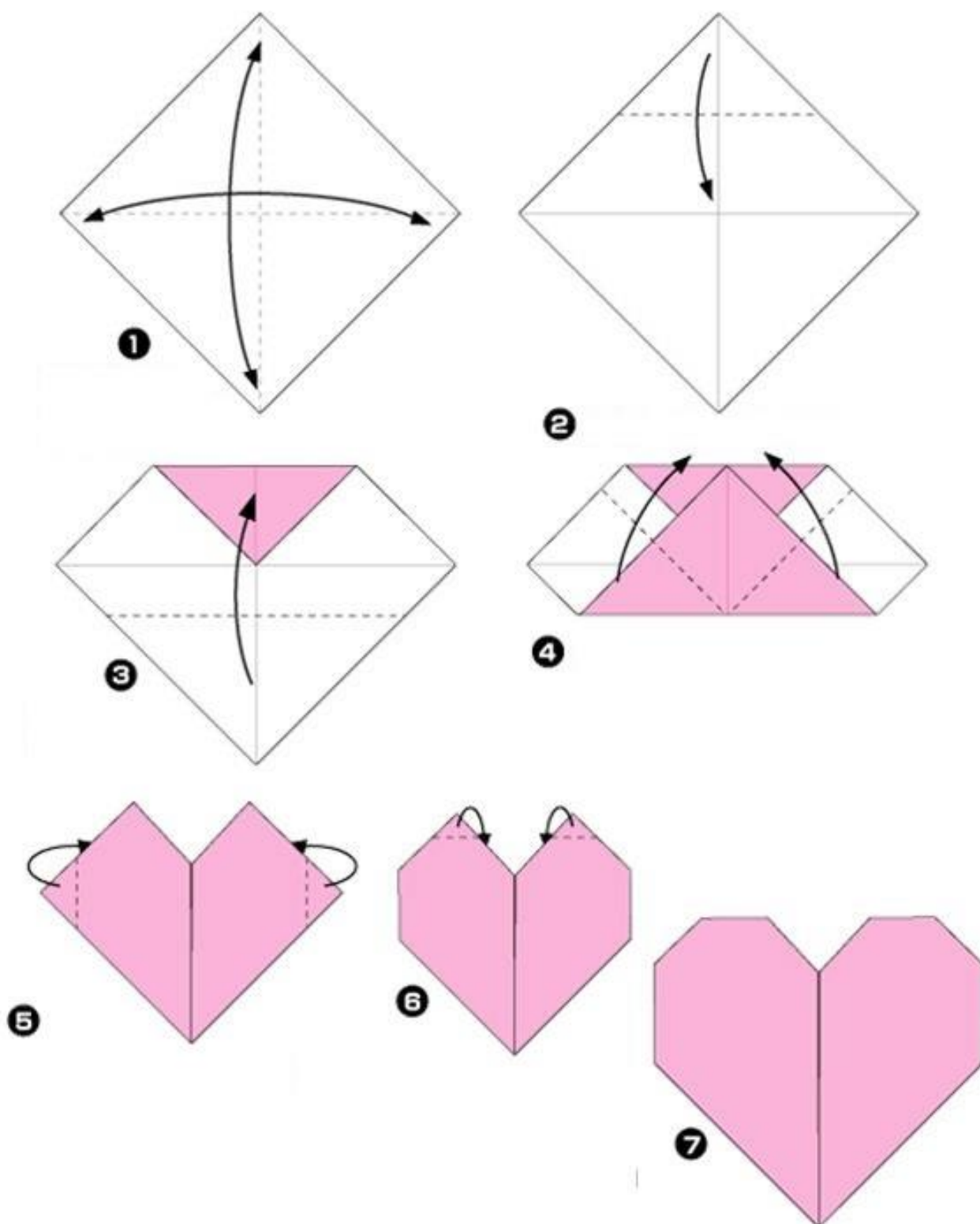
## Part 2

### Origami direction – paper boat

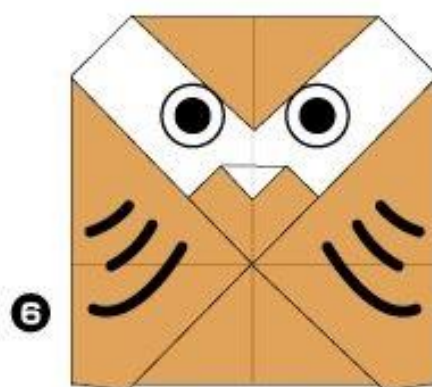
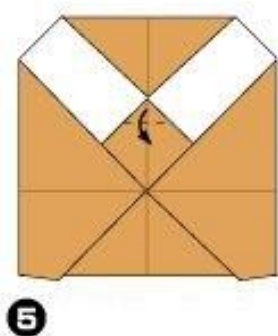
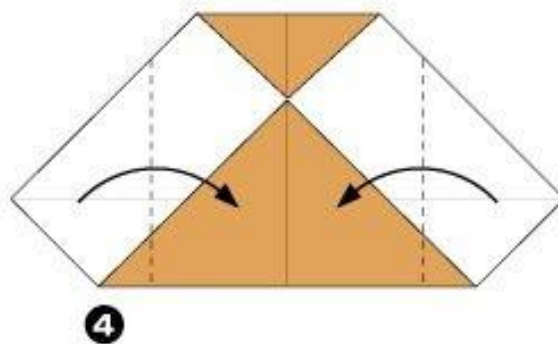
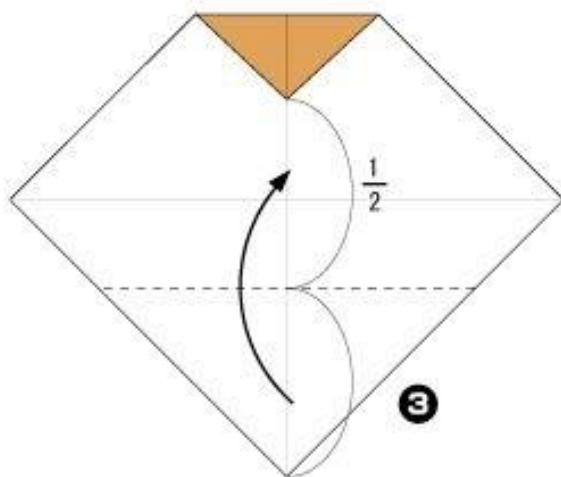
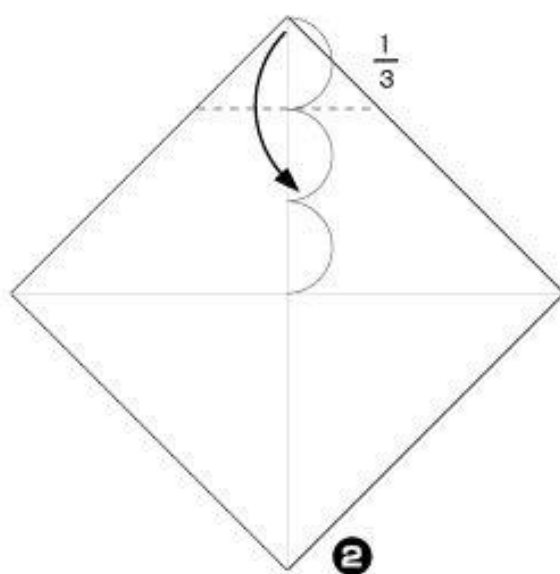
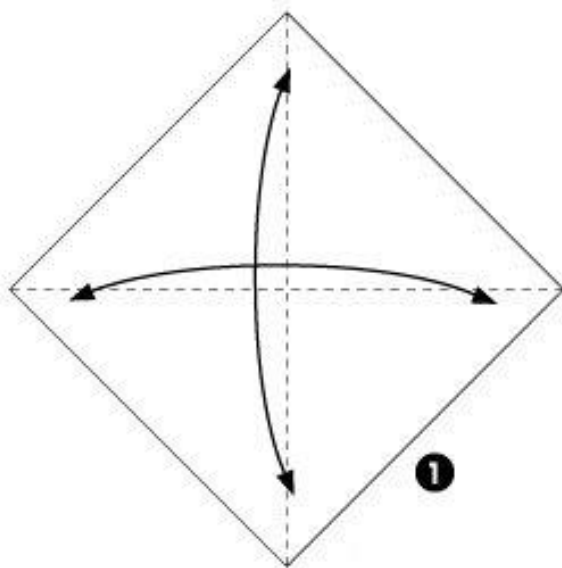
1. Fold the paper in half downward.
2. Fold in half sideways and unfold. You now have a **crease** at the center.
3. Bring the top two corners to the center crease. So you have two triangles with a rectangle underneath.
4. Fold the front layer of the rectangle part upwards. Flip your origami and repeat on the other side.
5. Hold both sides of the bottom center of the origami where the crease is. Pull and flatten. You will have a square.
6. Fold the front layer up and make a triangle. Flip your origami and repeat. You now have a triangle.
7. Hold the bottom center of the origami and pull. Then flatten. You have a square/diamond.
8. Slowly pull the top parts outward and flatten.
9. You have a paper boat!

Part 3 Origamis with no text

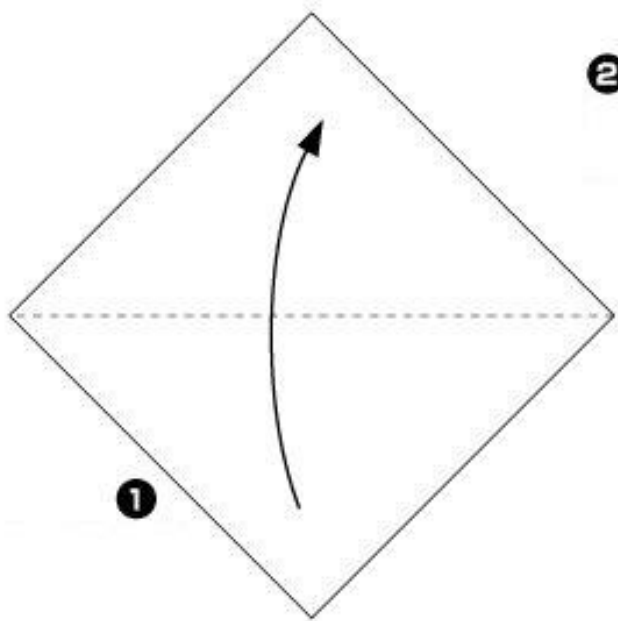




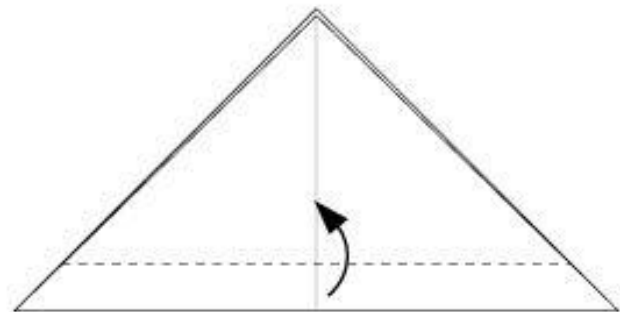
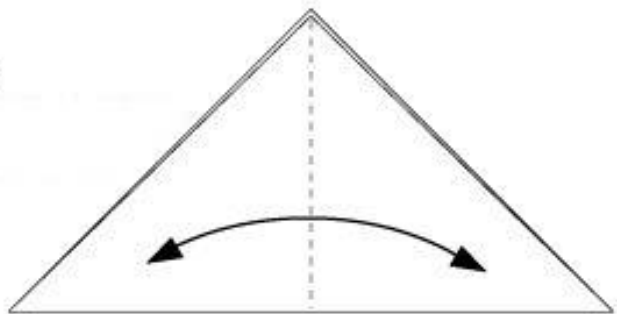
## An Easy Heart



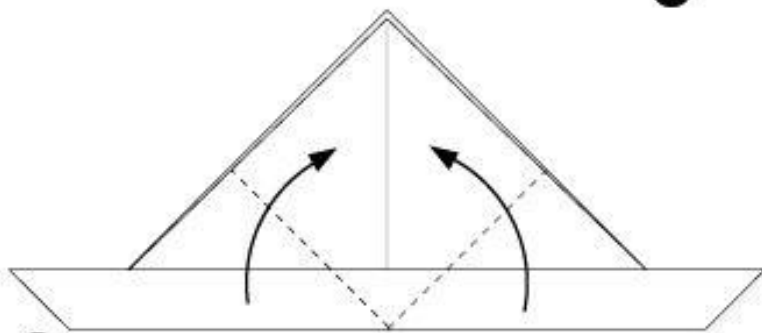
**A Owl**



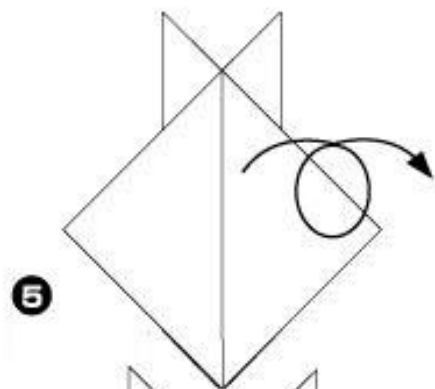
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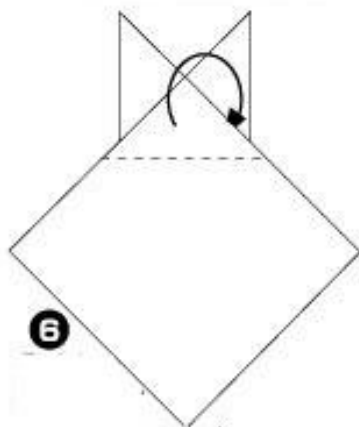
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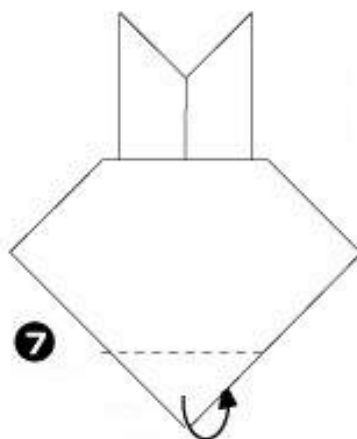
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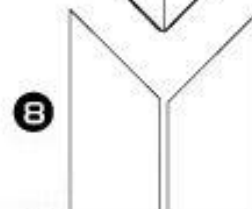
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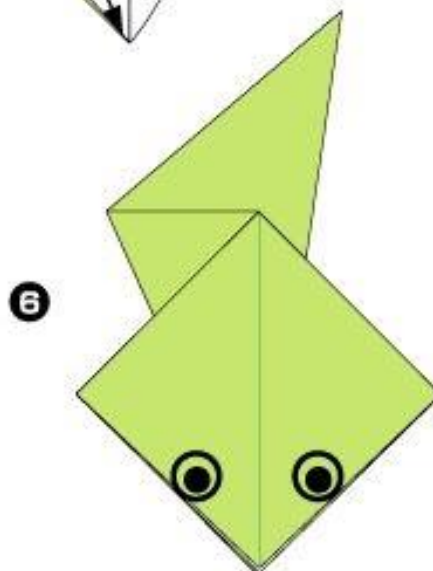
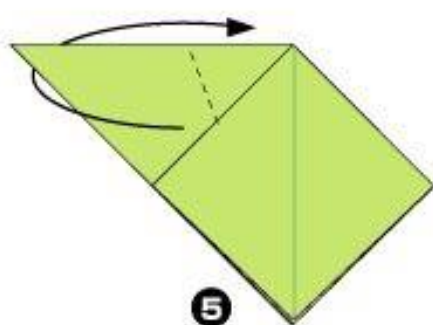
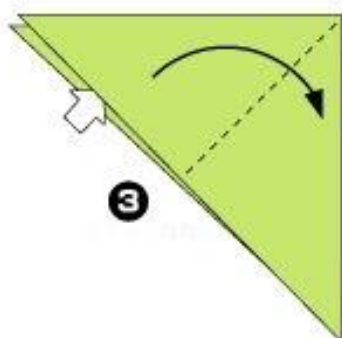
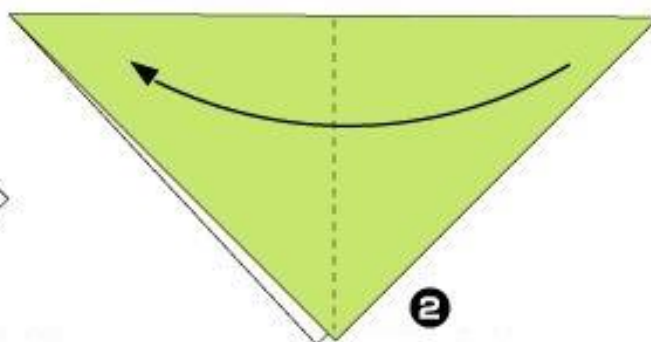
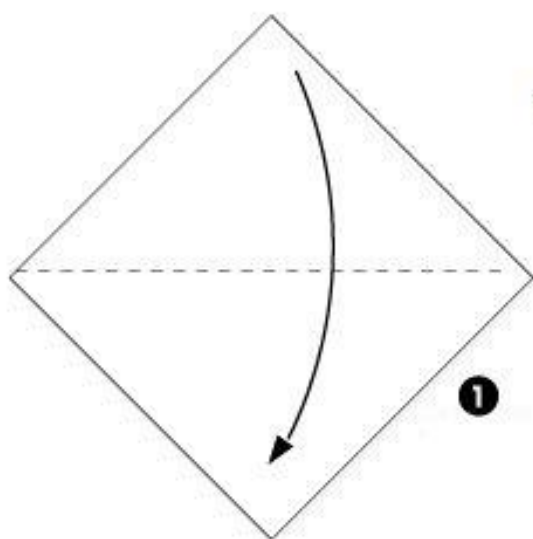


7



8

**A Rabbit (face)**



**A Tadpole**

# Endangered Animals

## Overview

<b>School &amp; Name</b>	Ikoma Prefectural High School; Joseph Doyle
<b>Lesson Focus</b>	<b>Students will learn to discuss and write about endangered animals and provide their opinion concerning the effects of resource harvesting on animal habitats.</b>
<b>Lesson Topic</b>	Humanity's effect on wildlife.
<b>Target Grade</b>	<b>High School First Grade</b>
<b>Preparation &amp; Required Materials (If any, please attach.)</b>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Running Dictation answers</li> <li>• Active Listening script</li> <li>• magnets</li> <li>• Chalk &amp; blackboard</li> </ul>

## Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
1 minute	Greeting, Date Confirmation, Topic Introduction	<ul style="list-style-type: none"> <li>• Greet students and ask for the date.</li> <li>• ALT writes date on the board.</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure students are in pairs</li> </ul>	<ul style="list-style-type: none"> <li>• Greet the ALT and provide the date.</li> </ul>
24 minutes	Vocab and Running Dictation	<ul style="list-style-type: none"> <li>• Pass out worksheets for students.</li> <li>• ALT puts answers for running dictation at front and back of the room with a magnet.</li> <li>• ALT reviews difficult vocabulary (destruction, habitat, agriculture, logging, oil drilling) by providing definitions and drilling pronunciation with the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Pass out worksheets</li> <li>• Assist with understanding of vocabulary</li> <li>• Assist with instructions if any translation is necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Student pairs janken. The winner is the first writer and the loser must run to the answer and try to memorize as much as they can. The reader then runs to the writer and dictates as much of the answer as they can remember to the</li> </ul>

		<ul style="list-style-type: none"> <li>ALT explains the instructions (detailed in "students will" section)</li> </ul>		<p>writer, who will write the answer down in the space provided on the sheet. Students are instructed to raise their hands when finished.</p> <ul style="list-style-type: none"> <li>Students switch roles and repeat for the second question.</li> </ul>
10 minutes	Active Listening Exercise	<ul style="list-style-type: none"> <li>ALT introduces the concept of a wildlife conservation park</li> <li>ALT instructs students to listen to the advert about Virunga National Park and try to answer the three questions in part two. ALT repeats the passage once.</li> <li>ALT elicits answers from randomly chosen students (unless some students decide to volunteer). ALT writes the answers on the blackboard after eliciting correct responses.</li> </ul>	<ul style="list-style-type: none"> <li>Assists with the selection of student volunteers.</li> </ul>	<ul style="list-style-type: none"> <li>Students listen and write down correct answers as they hear them.</li> <li>Students must individually respond with answers if called upon.</li> </ul>
10 minutes	Writing your opinion	<ul style="list-style-type: none"> <li>ALT points out the questions asked on part 3 of the worksheet.</li> <li>ALT provides a basic structure for their</li> </ul>	<ul style="list-style-type: none"> <li>JTE makes sure the question is understood by the students.</li> </ul>	<ul style="list-style-type: none"> <li>Students write about their opinion concerning mineral extraction in animal habitats</li> </ul>

		<p>responses by writing “I think..... because.....” on the board and voices a few examples (because some students may simply copy a full example, these are not written)</p> <ul style="list-style-type: none"> <li>• After five to seven minutes (based on observation of student completion), the ALT calls on two or three students to share their opinion with the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Assists any students who have questions</li> </ul>	<p>and share their opinion if called upon.</p>
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Name: \_\_\_\_\_ Class: \_\_\_\_\_ Number: \_\_\_\_\_ Date: \_\_\_\_\_

## Endangered Animals

### Part 1: Running Dictation

Q1: Why are some animal habitats destroyed?

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Q2: What are rare earth metals?

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## Part 2: Listening

**Please answer the questions:**

1. In what country is Virunga National Park?

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2. Can you name three animals you will see at the park?

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3. What time will the bus pick you up from your hotel?

---

## Part 3: Your Opinion

Do you think rare earth metals are worth the destruction of animal habitats?

Why or why not?

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Some of the reasons for the destruction of animal habitats include agriculture, logging, oil drilling, and mining for rare earth metals. Most habitat destruction is caused by humans.

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Rare earth metals are minerals used to make magnets, light bulbs, monitors, disk drives, and batteries for smartphones and laptops. Without rare earth metals, there would be many technologies we couldn't use.

Active listening exercise (**Students do not see this**):

Do you want to travel to the heart of Africa? If yes, then don't forget to come and see Virunga National Park in the eastern part of the Congo.

If you choose Gorilla Tours as your travel company, you can enjoy an exciting two-day trip to see the Nyiragongo Volcano and enjoy the exciting forests with many endangered animals. On the first day, you will begin a six-hour climb up the volcano to see the famous volcanic lake at night. After sleeping on top of the volcano, we will travel to the mountain forest where we can see the gorillas, chimpanzees, elephants, giraffes, lions and even the rare okapi.

A bus will pick you up from your hotel in Goma at 10:30 a.m. All meals will be provided in your tour, so you don't need to bring any extra money.

Please come with us to see one of the most fascinating places in Africa.

# Laboratory Equipment

## Overview

<b>School &amp; Name</b>	Seisho Junior and Senior High School, Khoi (Tony) Do
<b>Lesson Focus</b>	<b>To familiarize students with common laboratory equipment terms in English.</b>
<b>Lesson Topic</b>	Laboratory Equipment, Super Science English
<b>Target Grade</b>	Elementary ( ), JH ( ), <b>SH ( 1 )</b> , Any grades
<b>Preparation &amp; Required Materials (If any, please attach.)</b>	<ul style="list-style-type: none"> <li>● Lecture PowerPoint</li> <li>● Class Worksheet (B5)</li> <li>● Vocabulary Handout (A4)</li> <li>● Useful Phrases Handout (A4)</li> <li>● Lab Equipment Activity Cards (A4)</li> <li>● Lab Equipment i.e. beaker, Erlenmeyer flask, pipette etc. (if available)</li> <li>● Timer</li> </ul>

## Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	HRT will...	Students will...
5min	<b>Pair Warm-Up Conversation:</b> Students are given a conversation topic. In pairs, students will have short 1-minute conversations with each other. After 1 minute, students change to a different partner. Repeat, Example topics - What is your favorite place in Nara? Why? Who is your hero? Why? (Timer)	Be the time keeper, join in the conversations (be a partner)  *If students are unfamiliar with this type of activity, the ALT and HRT should do a model conversation.	Join in the conversations (be a partner)	Have conversations (i.e. Hello! Good Morning! How are you? What is your favorite place in Nara? Ah, my favorite place in Nara is...)

15min	<p><b>Main Lecture:</b></p> <p>ALT and HRT introduces laboratory equipment vocabulary. Practice pronunciation.</p> <p>If actual lab equipment is available, incorporate it into lecture. (i.e. teacher shows a beaker, asks class what it is, students look on Vocabulary Handout for reference if needed, whole class/individual student answers "It's a beaker!")</p> <p>(Lecture PowerPoint, Vocabulary Handout, Lab Equipment (if available))</p>	<p>Pass out Vocabulary Handout.</p> <p>Because the vocabulary list is long, ALT and HRT should take turns teaching each entry.</p> <p>Practice pronunciation.</p> <p>(Note: Provided Lecture PowerPoint does not contain all equipment, what's on there was arbitrarily chosen from full list, edit if needed)</p>	<p>See left. Provide input and comments for some equipment (i.e. "What do you think of when you hear 'hot plate'?" "Okonomiyaki!" "Unfortunately, you cannot make okonomiyaki on this kind of hot plate..." etc.)</p>	<p>Listen to lecture. Follow along using aid of Vocabulary Handout. Practice pronunciation.</p>
10min	<p><b>Activity 1:</b></p> <p>Review Mini-Quiz (Open Class)</p> <p>Whole-class quiz on laboratory equipment. Teachers give verbal questions, students answer as a class or individually i.e. "This item uses a flame to heat things. What is it?" "A Bunsen burner!" or "What is 温度計 (ondokei) in English?" "Thermometer!"</p>	<p>Take turns with HRT to give students questions</p>	<p>Take turns with ALT to give students questions</p>	<p>Answer questions as a class or individually</p>
15min	<p><b>Activity 2:</b></p> <p>"Heads Up!"</p> <p>Group Activity. Groups of 5-6 students. Students given deck of cards with lab equipment names on front side. Within groups, each student takes turns to draw 1 card and place on their foreheads. Other students in group try to describe card using English, hand gestures, or drawings. Student with card on forehead must guess card. Other</p>	<p>Pass out materials, explain activity, facilitate activity, time keeper, freely join in different groups, perform model game round with HRT (i.e. ALT draws card, HRT describes etc., ALT guesses,</p>	<p>Pass out materials, facilitate activity, freely join in different groups, perform model game round with ALT</p>	<p>Participate in activity. Use Vocabulary Handout and Useful Phrases Handout for reference during activity. For drawings, use the Class Worksheet.</p>

	group members cannot say name of card when giving hints. Set time limits and play in rounds. Groups who can get the highest number of cards per round wins. (Class Worksheet, Useful Phrases Handout, Lab Equipment Activity Cards, Timer)	then switch)		
5min	<b>Closing/Announcements/etc.:</b> Extra time for miscellaneous things. I used this time to make class announcements or assign homework. In this particular class, we assigned weekly journals so during this time; we would give the journal prompts. But, if not, a cross word puzzle incorporating the lab equipment would be good for this block of time.	See description.	See description.	See description.

# Vocabulary List 8

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

理系英語を使いこなせるようになろう！  
グローバルに活躍できる理系人材を目指して・・・



## Topic: Laboratory Equipment

	words	definitions
1	test tube	試験管
2	Erlenmeyer flask	三角フラスコ ※Erlenmeyer はドイツの化学者の名前なので大文字から始める。
3	pipet	名 ピペット 動 ～をピペットで採取する
4	beaker	ビーカー
5	graduated cylinder	メスシリンダー ※cylinder は円筒、円柱状のもの
6	funnel	名 ろうと 動 ～を(ろうとで)注ぎ込む
7	balance	てんびん
8	microscope	顕微鏡
9	petri dish	シャーレ
10	tweezers	ピンセット
11	thermometer	温度計、体温計
12	Bunsen burner	ブンゼンバーナー
13	stirring rod	かき混ぜ棒、攪拌(かくはん)棒
14	wash bottle	洗浄瓶
15	bench	作業台
16	evaporating dish	蒸発皿 *evaporate =
17	lab coat	白衣
18	safety glasses	保護眼鏡
19	gloves	手袋
20	refrigerator	冷蔵庫 *freezer: 冷凍庫
21	capillary column	毛細管カラム
22	volumetric flask	メスフラスコ、容量フラスコ
23	microscope slides	スライドグラス
24	mortar and pestle	乳棒と乳鉢
25	hot plate	こんろ、熱版
26	clamp	鉗子、締め金
27	tongs	ものを挟む道具、トング

28	stir plate magnetic stirrer	電磁式かくはん機
29	syringe	スポイト、注射器
30	spatula	さじ、小型薬さじ
31	stand	台、～立て
32	burette	ビュレット(精密な目盛り付きの分析用ガラス管)
33	medicine dropper	医用滴びん
34	litmus paper	リトマス試験液 *alkalinity: アルカリ性、acidity: 酸性

## < Useful Expressions to explain how to use science lab equipment >

例) ・ **This equipment is used to** mix sugar and water.

・ **The color of this item is** white, and **we** put this on when we do experiments.

**We use this when .....**

> This thing is used to \_\_\_\_\_  
(mix chemicals, measure water.....)

> The color of this item is \_\_\_\_\_

> This equipment looks like \_\_\_\_\_

> This item is about this big. (実際のサイズをジェスチャーで示す)

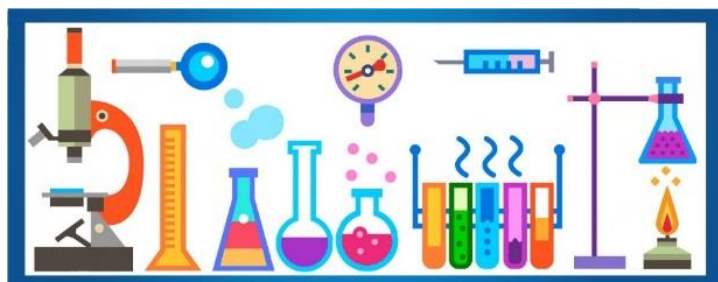
> This item is made of \_\_\_\_\_  
(glass, plastic, metal)

> You can put <sup>薬品</sup>chemicals in this thing.

> The shape of this item is \_\_\_\_\_  
(cube, cylinder, square....)

> There are buttons on this item.

> You can measure the weight of things with this item.



# SUPER SCIENCE ENGLISH

SEPTEMBER 28, 2017



## Schedule

- CLASS 1 → Lesson 1
- CLASS 2 → Lesson 2
- CLASS 3 → Review
- MIDTERM EXAM

## LESSON 1: LABORATORY EQUIPMENT

## Test Tube



## Erlenmeyer Flask



## Pipet



## Beaker



## Graduated Cylinder



## Funnel



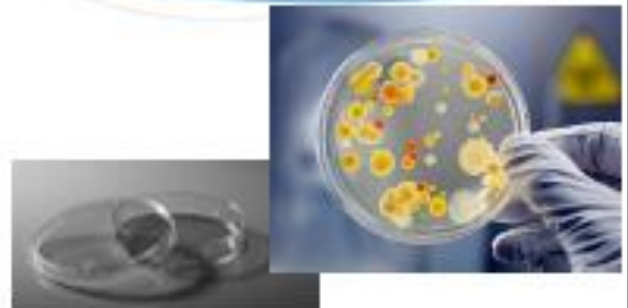
## Balance



## Microscope



## Petri Dish



**Tweezers**



**Thermometer**



**Bunsen Burner**



**Stirring Rod**



**Wash Bottle**



**Bench**



## ACTIVITY I



## Heads Up!

- Use English
- Use gestures
- Draw pictures

## JOURNAL 1

Think of one imaginary creature.  
Draw it. Describe it. (60 words)

## FINISH

- Journal 1
- Quiz 1

# Useful Sentences

This thing is used to _____	これは…するのに使われます
The color of this thing is _____	この色は…です
This thing looks like _____	これは…のように見えます
_____ is about this big.	…はこれくらいの大きさです
This thing is made of _____	これは…でできています。
You can put chemicals in this thing.	これに薬品を入れます
The shape of this thing is _____	この形は…です
There are buttons on this thing.	これにはボタンがあります
You can wear this thing.	これを身につけることができます
When you turn this thing on, it is very hot.	これを点けると、熱くなります
You can use this thing to mix chemicals.	薬品を混ぜるためにこれを使います
This thing is smaller/bigger than _____ .	これは…より小さい/大きいです
You can measure the temperature with this thing.	これで温度が測れます
You can see small things with this thing.	これで小さな物が見れます
You can measure the weight of things with this thing.	これで重さが量れます
This thing protects your eyes.	これはあなたの目を守ります

Name \_\_\_\_\_  
Super Science English

Date: Sep. 28, 2017

## LESSON 1

### I.      **ACTIVITY 1: Heads Up!**

Test Tube	Erlenmeyer Flask
Pipet	Beaker
Graduated Cylinder	Funnel
Balance	Centrifuge
Evaporating Dish	Lab Coat
Safety Glasses	Gloves
Refrigerator	Microscope
Petri Dish	Tweezers
Capillary Column	Volumetric Flask

Microscope Slides	Mortar and Pestle
Thermometer	Hot Plate
Clamp	Tongs
Stir Plate	Bunsen Burner
Stirring Rod	Wash Bottle
Syringe	Spatula
Stand	Burette
Bench	Medicine Dropper
Litmus Paper	

## Discussion in Groups

### (Topic: High School Sports Clubs are too Strict)

<b>School &amp; Name</b>	Nara Prefectural Unebi High School / Sakiko Yanagida
<b>Lesson Focus</b>	To have students discuss in English
<b>Lesson Topic</b>	Discussion in groups (Topic: High School Sports Clubs are too Strict)
<b>Target Grade</b>	<b>Senior High School 1<sup>st</sup> grade</b>
<b>Preparation &amp; Required Materials</b>	<ul style="list-style-type: none"> <li>● “High School Sports Clubs are too Strict” Handout</li> <li>● Cards with expressions that can be used in the discussion.</li> </ul>

#### Activity

##### [1<sup>st</sup> lesson]

Time	Activity ( Materials as needed)	ALT will ...	JTE will ...	Students will ...
7 min	Listening to a dialogue relating to the topic.	Read the script aloud.		Listen to the ALT & JTE's reading carefully
	Check the answers to the comprehension questions.	Tell students the right answers.		Check if they understood the comprehension questions.
10 min	Thinking Ahead	Encourage students to write their ideas about the topic.  If needed, JTE tells students some words they can use.		List reasons why strict sports club are good or bad.  Share their ideas with their partners.
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.
	Check the answers to the comprehension questions.	Tell students to grasp the gist of each paragraph.		

10 min	Share each student's own opinion with their partners.	Encourage students to speak their opinions aloud. Have students change their partners.	Try to make eye contact with their partners while saying their opinions.
3 min	Homework	Tell students to write their opinions about the discussion topic.	Write their opinions about the discussion topic.

## [2<sup>nd</sup> lesson]

45 min  (10 ~ 15 min for each discussion)	<p>Discussion about the topic</p> <p><b>*[Rules]</b></p> <ol style="list-style-type: none"> <li>1. Only in English.</li> <li>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.</li> <li>3. Students are encouraged to use all four of their cards and keep the discussion going.</li> <li>4. Questions must be answered.</li> </ol> <p>Tell students to change partners.</p> <p>(If there is extra time) ALT tell students to change the discussion topics. (e.g.) Winter is the best season of the year.</p>	<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>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 own participation.

## \*[Expressions on the cards]

- I think ...
- In my opinion ...
- I disagree because ...
- I see what you mean, 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 elaborate on that?
- What do you think about ...?
- How do you feel about ...?

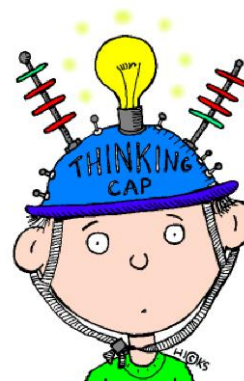
## High School Sports Clubs are too strict.

### 1. Listening

Listen to the dialogue between Ichiro and Matsuko. Answer the comprehension questions below.

#### Comprehension Questions:

- 1) Ichiro belongs to the basketball club.  
True / False
- 2) Ichiro doesn't have time to eat, sleep or study because of his club.  
True / False
- 3) Matsuko goes to Drama club once a month.  
True / False
- 4) Ichiro wants to quit his club because it is too strict.  
True / False



### 2. Thinking Ahead

List reasons why strict sports clubs are good and bad.

Strict High school sports clubs are good because...	Strict High school sports clubs are bad because...
•	•
•	•
•	•
•	•

### 3. Reading

Read the following opinions about the discussion topic.



#### [A Sample Opinion *For* the Discussion Topic]

- 1 Sports clubs at Japanese schools have a reputation for being very strict. In fact, they are too strict, for the following reasons.
- 2 First, it is said that bullying occurs in many clubs. Some coaches bully and abuse the members. Some seniors bully the juniors. For example, my brother said that in his high school basketball club, juniors were sometimes punched or kicked by the seniors if they made a mistake. Such punishment is not necessary.
- 3 Second, not all students respond well to very strict conditions. Some students shine under a more nurturing approach. If only a strict approach is available, these kinds of students have no opportunity to do their best.
- 4 Finally, a strict approach may be reducing the sporting prowess of the club. Juniors waste a lot of time doing chores. If they spent that time practicing and developing their skills, the team could get better results.



#### [A Sample Opinion *Against* the Discussion Topic]

- 5 It is easy to criticize school sports clubs in Japan as being too strict. However, this system is in fact very good for students.
- 6 First, we must think about *gaman*. This is the Japanese word for endurance and is an important part of Japanese culture. We suffer and endure and thus reach new levels of ability. A strict sports club teaches us *gaman*, and that is a lesson that will help us in life.
- 7 Second, these days it is said that many young people are weak, both mentally and physically. They have been spoiled by their parents and society. They need to be toughened up and sports clubs do this. It may seem severe but they will certainly benefit.
- 8 Third, the strict environment creates deep bonds among the members. Juniors have to help and encourage each other to survive the strict regime. The bonds this creates will last a lifetime.

#### \*\*\*[Note]

sports club	運動部	bullying	いじめ	occur	起こる	abuse	虐待する	senior	先輩	junior	後輩	punishment	罰	respond	～に反応する	shine	生き生きする	nurturing approach	才能を伸ばすやり方	opportunity	機会	reduce	～を減らす	sporting prowess	優れた運動能力	chore	(いやな) 雑用	criticize	批判する	endurance	忍耐	suffer	苦しむ	thus	従って、結果として	mentally	精神的に	physically	肉体的に	be spoiled by～	～に甘やかされてだめにされる	be toughened up	たくましく鍛えられる	certainly	確かに	benefit	ためになる	bond	きずな	encourage	励ます	survive	生き抜く	regime	管理体制	last	続く
-------------	-----	----------	-----	-------	-----	-------	------	--------	----	--------	----	------------	---	---------	--------	-------	--------	--------------------	-----------	-------------	----	--------	-------	------------------	---------	-------	----------	-----------	------	-----------	----	--------	-----	------	-----------	----------	------	------------	------	----------------	----------------	-----------------	------------	-----------	-----	---------	-------	------	-----	-----------	-----	---------	------	--------	------	------	----

### \*\*\*Grammar Point

[部分否定と全否定]

1. 部分否定：「すべてが～とはかぎらない」

Second, **not all** students respond well to very strict conditions.

2. 全否定：「すべて～ではない」

④ **None** of the students respond well to very strict conditions.



### 4. Comprehension Check

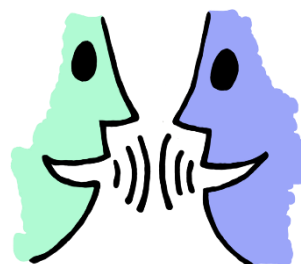
The following are summaries of the reading. Write the corresponding paragraph numbers.

- |  |           |
|--|-----------|
| A) In a strict club, students can become tougher.                                | [       ] |
| B) Students spend too much time doing chores and not enough time doing practice. | [       ] |
| C) Deep friendship are found in a strict club.                                   | [       ] |
| D) Students learn how to endure tough conditions in a strict club.               | [       ] |
| E) A strict atmosphere is not suitable for all students.                         | [       ] |
| F) Bullying might be a problem in some clubs.                                    | [       ] |

### 5. Share your opinion with a partner

### 6. Writing

Write your opinion about the discussion topic.



Some people say that high school sports clubs are too strict.

I *agree / disagree* with this opinion. \_\_\_\_\_

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### 7. Talk with your group members

Make groups of four and talk about the discussion topic!

# How was your summer?

## Overview

<b>School &amp; Name</b>	Shinseishoyo high school & Yuya Anraku
<b>Lesson Focus</b>	<b>To have students speak more English in class</b>
<b>Lesson Topic</b>	(ex; Learning past tense & Asking "How was your summer?")
<b>Target Grade</b>	Elementary(            ), JH(            ), <b>SH(      1      )</b> , Any grades
<b>Preparation &amp; Required Materials (If any, please attach.)</b>	<ul style="list-style-type: none"> <li>● Action picture cards,</li> <li>● interview sheet,</li> <li>● Bingo paper,</li> <li>● feedback sheet</li> </ul>

## Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
5	Greeting & housekeeping	Greet students & Hand out stamp card.		Greet the ALT & the JTE.
5	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 _____ (past tense verb/activities) _____.		Listen to Teachers' instruction.  Answer the questions.
10	"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	<p>"interview Game"</p> <p>(Interview sheet)</p> <p><b>"The rule of the game"</b></p> <p>(1) Students circulate and interview each other</p> <p>A: How was your summer?</p> <p>B: <u>Great.</u></p> <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 Junken—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---</p> <p>Students with the most sheets in the winner</p>	<p>Hand out "interview sheet" and have Students write how their summer was (Great -&gt; Very Bad) and two past tense sentences of what they did.</p> <p>After Students have completed, we will explain the rule of the game.</p>	<p>Do a "interview Game".</p>
10	<p>"How was your Summer BINGO"</p> <p>(Bingo Paper)</p> <p><b>"The rule of the game"</b></p> <p>(1) Students fill in the nine boxes with past verb/past activities</p> <p>(2) ALT or JTE ask two questions ①</p> <p>How was your summer?</p> <p>②What did you do?</p> <p>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>Feedback</p> <p>(Feedback Sheet)</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>Comment on students' performance.</p>	<p>Get the "Bingo Paper and fill in grid (with nine boxes) with summer activities.</p> <p>Answer the questions.</p> <p>Fill out feedback.</p>
5			
	Greeting		

# Opinions Survey

## Overview

<b>School &amp; Name</b>	Sakurai Senior High School, Shummy Kular
<b>Lesson Focus</b>	<b>To have students speak more English in class</b>
<b>Lesson Topic</b>	Giving and asking about opinions.
<b>Target Grade</b>	Elementary ( ), JH ( ), <b>SH ( 1 )</b> , Any grades
<b>Preparation &amp; Required Materials (If any, please attach.)</b>	<ul style="list-style-type: none"> <li>● Survey worksheet</li> <li>● List of opinions</li> </ul>

## Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	HRT will...	Students will...
10 mins	Warm up: Agree Disagree	-Writes agree on one side of the class, and disagree on the other side. -Reads off a list of opinions.	-Translates opinions and directions if necessary.	-Listen to the opinion stated by the ALT, form an opinion and run to that corresponding side of the class. -Talk briefly with the classmates about why they agree/disagree. -Rinse, wash, repeat.

20 mins	Survey worksheet	<ul style="list-style-type: none"> <li>-Hands out the worksheets.</li> <li>-Explains to the students that they must form three unique opinions, and give a reason for why they have the opinions.</li> <li>-Stress starting with "I think..." and adding "because".</li> <li>-Give examples of opinions.</li> <li>-Walk around and help the students.</li> </ul>	<ul style="list-style-type: none"> <li>-Help translate the complicated parts if necessary.</li> <li>-Jump in with example opinions.</li> <li>-Walk around and help the students who struggle to get started or struggle with vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>-Create three opinions they have and the reason for them.</li> </ul>
20 mins	Surveys	<ul style="list-style-type: none"> <li>-Explains to the students that they must walk around and talk to at least 10 different classmates.</li> <li>-Goes over the sample dialogue with the students.</li> <li>-Walks around and encourages the students to talk to one another.</li> </ul>	<ul style="list-style-type: none"> <li>-Walks around and encourages the students to talk to one another.</li> <li>-Engages with students who are looking for a partner.</li> </ul>	<ul style="list-style-type: none"> <li>-Walk around and talk to at least 10 classmates.</li> <li>-Use the sample dialogue to ask if the classmates agree or disagree with their opinion, and why.</li> <li>-Classmates sign the corresponding box, proving they had a dialogue.</li> </ul>

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

Class No: \_\_\_\_\_

## Survey

Make your own opinions, and ask your classmates about them! Make notes if your classmate disagrees with your opinion.

### Model Conversation

**A:** I think \_\_\_\_\_, do you agree?

**B:** I agree with your opinion! **or** I disagree with your opinion!

**A:** Why do you agree/disagree?

**B:** It's because..... Why do you think \_\_\_\_\_?

**A:** I think \_\_\_\_\_ because .....

Eg. I think that natto tastes very bad because it is slimey, and I don't like slimey food.

Opinion 1: \_\_\_\_\_

_____	
Agree	Disagree

Opinion 2: \_\_\_\_\_

_____	
Agree	Disagree

Opinion 3: \_\_\_\_\_

_____	
Agree	Disagree

# Careers

## Overview

<b>School &amp; Name</b>	Ikoma High School, Mari Kashiwara
<b>Lesson Focus</b>	<b>To review career vocabulary and have students discuss features of occupations.</b>
<b>Lesson Topic</b>	Careers
<b>Target Grade</b>	Elementary(            ), JH(            ), <b>SH( 1<sup>st</sup> grade )</b> , Any grades
<b>Preparation &amp; Required Materials</b>	<ul style="list-style-type: none"> <li>• Guess the Job! worksheet</li> <li>• My Dream Job worksheet</li> <li>• Job slips / envelopes</li> </ul>

## Activity (in detail)

<b>Time</b>	<b>Activity (&amp; Materials as needed)</b>	<b>ALT will...</b>	<b>JTE will...</b>	<b>Students will...</b>
1 min	Greeting	Greet students.		Greet the ALT and the JTE.
4 min	Warm-up	Write the following jobs on the board: Artist, Teacher, Scientist, Engineer, Author, Reporter, Doctor, Office worker, Professional Athlete, Chef, Nurse, Taxi Driver, Architect, Pilot, Firefighter, Astronaut amongst other "decoy" jobs. Calls on groups to share examples and writes them on the board.	Puts students into groups of four.	Talk with their group members and think about job names in English.
10 min	Job Riddles (Guess the Job! worksheet / Job slips in envelopes)	Introduces hints about their job (Firefighter hints followed by Astronaut hints from worksheet examples) and attempts to elicit responses from students.	Show some gestures about the hints.	Answer the questions.

25 min		Pass out worksheets and envelopes to groups.		Make their own hints about the job assigned to their group (job name is written on slip inside of the envelope). Take turns reading hints aloud / Try to guess the job to earn points for their group.
		Give stickers to the group with the most correct answers.	Explain the Game.	
10 min	Writing (My Dream Job worksheet)	Help the students write their paragraph.		Read the prompt labeled "My Dream Job" on the opposite side of their worksheet. Write down the name of their dream job/career and why they want it, what they would want to do in that position, etc.
				Read their responses to the prompt.

Name\_\_\_\_\_ Class\_\_\_\_\_ Number\_\_\_\_\_ Date\_\_\_\_\_

## **Guess the job!**

Please make some hints for your group's job! Here are some examples to follow:

### **Example 1: Firefighter**

1. My job is very dangerous.
2. I work at a station.
3. I drive a big, red truck.
4. I wear a uniform and a hard hat.
5. I use a ladder and a hose.

### **Example 2: Astronaut**

1. I train for many years.
2. I am good at science.
3. I wear a heavy suit.
4. I want to go to Mars some day.
5. I work in space.

My group's hints (please make at least three):

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Jobs			
<u>Scientist</u>	<u>Office Worker</u>	<u>Professional</u>	
<u>Athlete</u>			
<u>Pilot</u>	<u>Doctor</u>	<u>Nurse</u>	<u>Chef</u>
<u>Firefighter</u>			
<u>Police</u>	<u>Architect</u>	<u>Teacher</u>	<u>Taxi Driver</u>
<u>Artist</u>	<u>Reporter</u>	<u>Author</u>	<u>Astronaut</u>

## My Dream Job

Please write about your dream job. You may choose one of the examples from the box or the board or choose something different.

I want to be \_\_\_\_\_, because\_\_\_\_\_

---



---



---



---



---



---

Make slips with these!

1. Artist
2. Teacher
3. Scientist
4. Author
5. Reporter
6. Doctor
7. Office Worker
8. Professional Athlete
9. Chef
10. Police

# Settlers of Negotiation Game

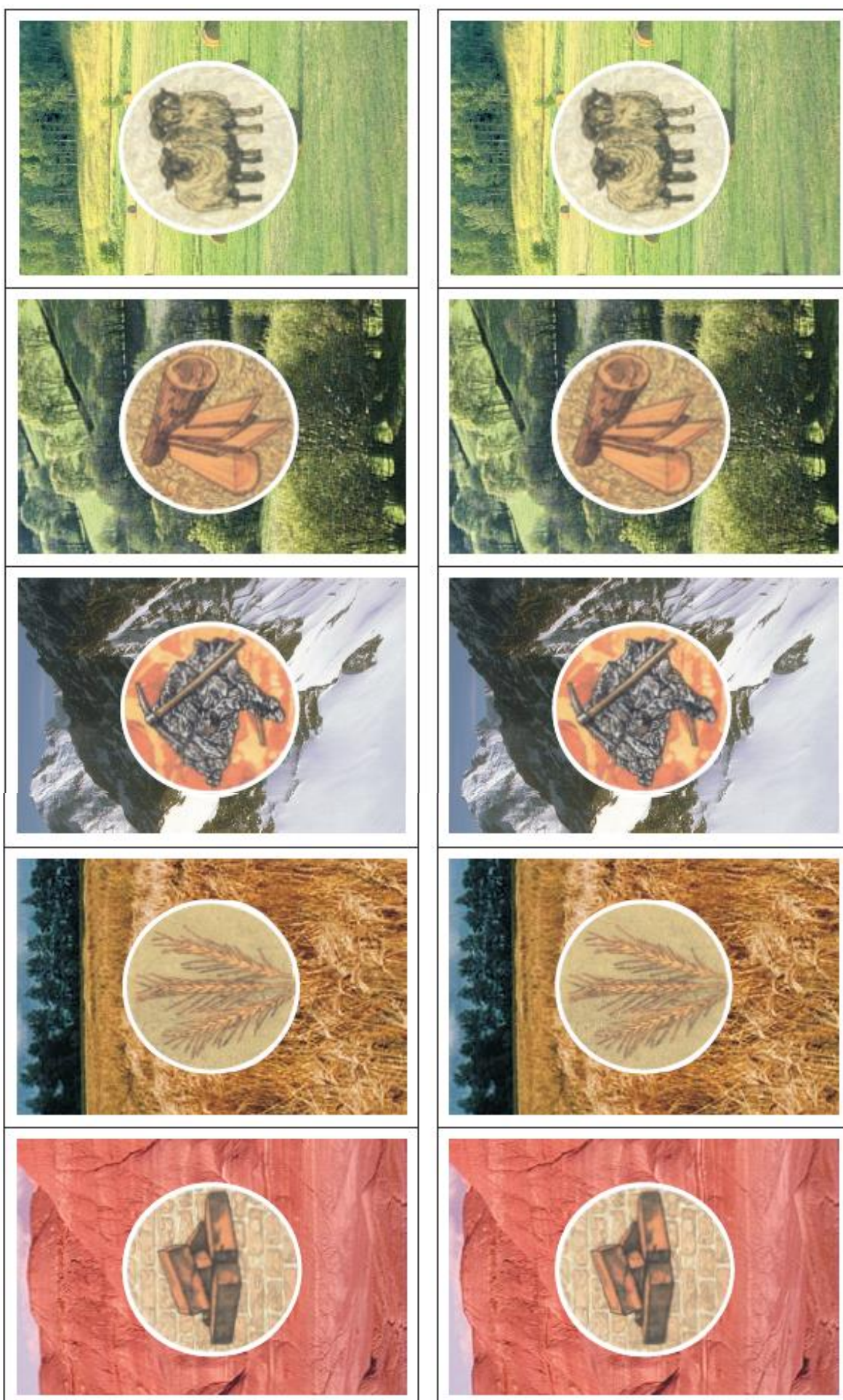
## Overview

<b>School &amp; Name</b>	Kashihara High School, Megan Johnston
<b>Lesson Focus</b>	<b>To have students speak more English in class</b>
<b>Lesson Topic</b>	<b>Negotiation, team work, and strategy planning in English</b>
<b>Target Grade</b>	Senior High School 1 <sup>st</sup> or 2 <sup>nd</sup> year
<b>Preparation &amp; Required Materials (If any, please attach.)</b>	<ul style="list-style-type: none"> <li>● Resource Cards</li> <li>● Point Cards</li> <li>● Demonstration Script</li> <li>● Building Cost List</li> </ul>

## Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	HRT will...	Students will...
10 min	Greeting and Activity Set Up <ul style="list-style-type: none"> <li>- Move students into 8 groups</li> <li>- Distribute printed materials: 1 Script per person, 1 building cost list per group, and at least 10 random resource cards per group.</li> </ul>	Distribute papers	Group students and distribute papers	Move into groups and gather materials
15 min	Activity Preparation <ul style="list-style-type: none"> <li>- Each group declares a name for their new "country".</li> <li>- Explain rules, consequences, and how to win.</li> <li>- The goal is to build the biggest country by building villages, cities, and castles with resources.</li> <li>- You can get the necessary resources by trading in English.</li> <li>- You must build a village first. Turn in the necessary resources to the King and Queen (JTE or</li> </ul>	Explain the rules of the game, (draw pictures on the board if needed) then demonstrate with the JTE.  Write country names on the scoreboard.	Check for understanding, then demonstrate with the ALT.	Choose a name for their team, listen to instructions and watch the demonstration carefully.

	<p>ALT) to receive a village card.</p> <p>Next, you can build a city. A city card replaces a village card. Turn in the necessary resources and your old village card to receive a city card.</p> <p>From there, you can build a castle. A castle replaces a city card. You are finished! Please keep the castle card, and build a new village to start again and gain more points.</p> <ul style="list-style-type: none"> <li>- If you use English, the ALT or JTE may gift you a resource card. If you use Japanese or try to cheat, the ALT or JTE may take some resource cards away.</li> </ul>			
25 min	<p>Play the game</p> <ul style="list-style-type: none"> <li>- You are a settler in a new land- try to role play for a chance to win bonus resource cards from the JTE and ALT!</li> <li>- Remember, you can make an alliance with only one country to combine your resources and points. Choose carefully!</li> </ul>	<p>Walk amongst students and check for English ability. Gift or take away cards as necessary. Distribute point cards. Help students in trouble.</p>	<p>Walk amongst students and check for English ability. Gift or take away cards as necessary. Distribute point cards. Help students in trouble.</p>	<p>Choose a group leader (diplomat) as needed. Trade with other countries, plan with your group mates, and gain points.</p>
10 min	<p>Finish and determine the winner</p> <p>-Clean up classroom/return resource and point cards to the front of the class.</p>	<p>Write points under each country name. Ask about alliances and add up the points.</p>	<p>Ask each group how many points they got and if they had an alliance with another country.</p>	<p>Celebrate their victory, or congratulate the winners with a round of applause.</p>





**Village**

*(1 point)*



**City**

*(2 points)*



**Castle**

*(3 points)*



**Village**

*(1 point)*



**City**

*(2 points)*



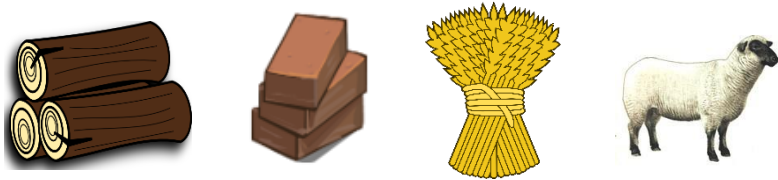
**Castle**

*(3 points)*

## Building Costs

### Village

*1 point*



### City

*2 points*



### Castle

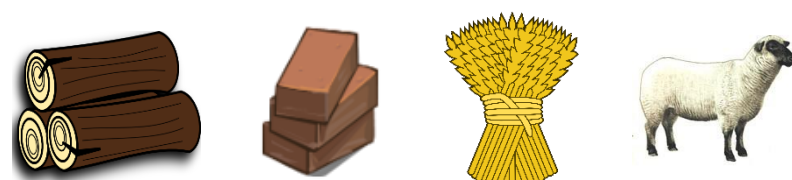
*3 points*



## Building Costs

### Village

*1 point*



### City

*2 points*



### Castle

*3 points*



# Cultural Diplomacy



Wood/Lumber



Bricks



Wheat/Grain



Sheep/Wool



Ore/Rock/Stone

Hello, my name is \_\_\_\_\_. I'm a diplomat from \_\_\_\_\_.

Our country would like to trade with you.

Welcome to our country. What would you like to trade?

We need \_\_\_\_\_. We can give \_\_\_\_\_ and/or \_\_\_\_\_. What do you think?

☺ It's a deal. Let's trade.

☹ That's not a fair trade. Please give me # \_\_\_\_\_ for # \_\_\_\_\_.

☹ I'm not trading with you, period.

---

Let's build a village with these materials. / We can build a village with this.

Let's build a city now. / Let's make this village into a city.

We should build a castle here. / Building a castle will give us more points.

---

Let's work together. / Let's make an alliance.

We aren't trading with \_\_\_\_\_ (that country).

That country has # points. We've gotta work harder.

We have # points now. We're winning!

---

**RULES:** The Queen or King (JTE and ALT) will take your resources if you break the rules.

Trading without speaking is illegal. You must use English only.

You can only make one alliance.

You must build a village first. You cannot build a castle without a city.

You can trade with the Queen or King for a high price.

# Student Self-introduction

## Overview

<b>School &amp; Name</b>	Soekami SHS、Tayler Skultety
<b>Lesson Focus</b>	<b>To have students speak more English in class</b>
<b>Lesson Topic</b>	Student Self-Introduction
<b>Target Grade</b>	Elementary ( ), JH ( ), <b>SH (1<sup>st</sup> or 2<sup>nd</sup> year)</b> , Any grades This can be done with 1 <sup>st</sup> years after an ALT focused introduction class, as the first class of the year, or with 2 <sup>nd</sup> years at the beginning of the year.
<b>Preparation &amp; Required Materials (If any, please attach.)</b>	<ul style="list-style-type: none"> <li>● Music player</li> <li>● Worksheet</li> <li>● stuffed toy</li> </ul>

## Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	HRT will...	Students will...
10 min	<p><b>Warm up: hot potato</b></p> <p>-Music player -Stuffed toy</p> <p>I explain to the students that I have done my self-intro and now I want to hear theirs. I then write a script for them on the board</p> <p>“ Hello, my name is _____ I _____ belong to the _____club *I don't belong to any club* I like _____ ” (an interest or hobby they have )</p> <p>I usually follow this with asking what English music they like.</p>	<p>Greet students. Briefly introduce topic and explain the game. Set up music player. Hand off toy to students and operate music player.</p>	<p>Help students with comprehension of short self-introduction script. Clarify instruction in Japanese.</p>	<p>Listen to music and pass stuffed toy. You can have them pass along their rows or have them throw it to whoever they want. When music stops, student holding the toy will stand up and read the short introduction script, filling in the blanks with information pertaining to themselves.</p>

20 min	<b>Interviewing a classmate</b> -worksheet  Students will receive worksheet and be given time to fill in part 1 with information about themselves. When students have finished they will move on to part 2. In their rows, students will make pairs and ask each other questions 1-5. After they have finished they will complete the short paragraph in part 3.	Hand out worksheet and provide instruction. ALT and JTE can demonstrate part 2.  If class is an odd number, complete worksheet with student who does not have a partner.  Circulate and help students with questions.	Clarify instruction for students. Demonstrate asking questions with ALT.  Circulate and help students with questions.	Listen to instruction and fill in worksheet with appropriate information. Work with a partner.
20 min	<b>Presentation</b> -worksheet  After students have completed the worksheet they can volunteer to introduce their partner in front of the class. I have a stamp sheet system which helps with volunteers. If no one wants to go first, I usually end up going first with a student I have paired with to start the momentum.	Rewrite script on board to reflect part 3 of worksheet to help students.  Listen to presentations and give feedback.	Listen to presentations and help coax any students along who are shy or struggling, give feedback.	Take turns introducing partner at front of the class.

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. Circle She/He.

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. \_\_\_\_\_.

# Present Continuous Tense

## Overview

<b>School &amp; Name</b>	Tomigaoka High School, Christopher Hill
<b>Lesson Focus</b>	1. Vocabulary and Pronunciation 2. Speaking and Listening 3. Present continuous tense using contractions 4. Short form answers ('do' and 'does') and time expressions 5. Writing (using present continuous tense)
<b>Lesson Topic</b>	Present Continuous Tense
<b>Target Grade</b>	Elementary (     ), JH (     ), <b>SH ( 1<sup>st</sup> or 2<sup>nd</sup> )</b> , Any grades
<b>Preparation &amp; Required Materials (If any, please attach.)</b>	<ul style="list-style-type: none"> <li>● "They're Busy!" handout</li> <li>● "What are they doing?" handout</li> <li>● "Create a Dialogue" handout</li> </ul>

## Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	HRT will...	Students will...
5 Mins	<b>Warm-up Activity:</b> <b>Vocabulary/Pronunciation -</b> To begin the lesson students will practice pronunciation of the lesson's vocabulary. They will repeat each word after it is read aloud. Each word will be read twice. (approx. 20 words.)	-read words aloud to the class -provide help where needed	-repeat words with class -provide help where needed	-repeat words after ALT -focus on pronunciation
15 Mins	<b>Activity 1: "They're Busy!" (Present Continuous Tense) -</b> The handout has seven questions and answers. Using the basic form for the present continuous tense: <i>Subject + Is/Are/Am + Verb (continuous/'ing' form)</i> students must answer the questions. They can refer to the chart at the bottom of the handout for help making contractions for subjects. After 10 mins students will be selected to read their answers to the class.	-review and assist students with their answers	-review and assist students with their answers	-complete the handout -read their answers to the class

20 Mins	<b>Activity 2: Conversation “What are they doing?”</b> <b>(Short form answers/time expressions) -</b> Students will complete the handout in pairs using the present continuous tense/short form answers for 'do' and 'does'/time expressions. The handout has three conversations. Each conversation has missing parts. Using the provided charts as well as the previous handout students should complete each of the conversations by writing in the answers that make the most sense. After 12 mins students will be selected to read a conversation to the class.	-review and assist students with their answers -select pairs of students to read to the class	-review and assist students with their answers -assist with selecting pairs of students to read to the class	-work in pairs to complete the handout -Selected students will read one of the conversations to the class
10 Mins	<b>Activity 3: Create a Dialogue -</b> Students should read the story on the handout and imagine they are talking with the person who is telling the story. After they have read the story they should use the example dialogue model to create their own dialogue in the space provided. Students will complete the handout for homework.	-review and assist students with their answers	-review and assist students with their answers	-work to complete the handout -finish the handout for homework

# They're Busy!

Complete the answers below using present continuous tense.  
[basic form: Subject + Is/Are/Am + Verb (continuous/'ing' form)]

## Example

A: Is Alan busy?

B: Yes he is. He's baking cookies. (bake cookies)

1. A: Is Doris busy?

B: Yes she is. \_\_\_\_\_ (read the newspaper)

2. A: Are your parents busy?

B: Yes they are. \_\_\_\_\_ (paint the kitchen)

3. A: Are you busy?

B: Yes I am. \_\_\_\_\_ (write a letter)

4. A: Are you and Tom busy?

B: Yes we are. \_\_\_\_\_ (cook dinner)

5. A: Is your sister busy?

B: Yes she is. \_\_\_\_\_ (play the violin)

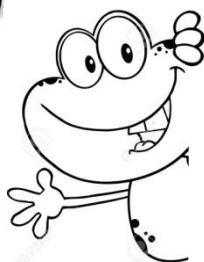
6. A: Is your brother busy?

B: Yes he is. \_\_\_\_\_ (study)

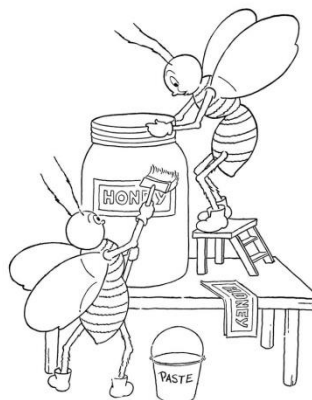
7. A: Are Mr. and Mrs. Garcia busy?

B: Yes they are. \_\_\_\_\_ (clean their garage)

These are  
contractions!

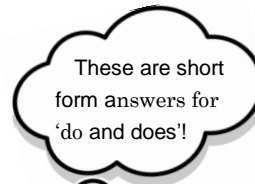


(I am)	I'm
(He is)	He's
(She is)	She's
(We are)	We're
(They are)	They're



# WHAT ARE THEY DOING?

Complete the conversations below using present continuous tense with short form answers (Yes I do/No I don't) and time expressions.



Yes,	I we you they	do.
	he she it	does.
No,	I we you they	don't.
	he she it	doesn't.

1. A: What are you doing?

B: \_\_\_\_\_. (go to USJ)

A: Do you go to USJ often?

B: Yes, I do. I go every weekend.

A: Do you like going to USJ?

B: \_\_\_\_\_. I like riding the roller coasters.

2. A: What are you and your friend doing later?

B: \_\_\_\_\_. (exercise)

A: Do you exercise often?

B: \_\_\_\_\_. I only go \_\_\_\_\_. (time expression)

A: Do you like to exercise?

B: \_\_\_\_\_. I only do it to stay healthy.

3. A: What's Carol doing?

B: \_\_\_\_\_. (cook dinner)

A: Does she cook dinner often?

B: \_\_\_\_\_. She cooks dinner \_\_\_\_\_. (time expression)

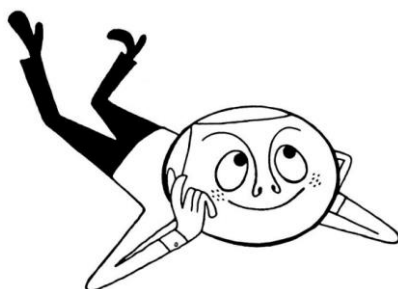
A: Does she like to cook dinner?

B: \_\_\_\_\_. Her kids say she is the best cook in the world.

## Time Expressions

every day/week/weekend/month/year  
every morning/afternoon/evening/night  
every Sunday/Monday/Tuesday/...  
every Sunday morning/afternoon/night/...  
every January/February/March/...

once a  
twice a  
three times a } day/week/month/year  
all the time



# CREATE A DIALOGUE

You're talking with the person who told the story below.  
Use the example dialogue as a model to create your own dialogue based on this story.

## Example Dialogue:

A. What is your sister Anita doing?

B. She's practicing tennis.

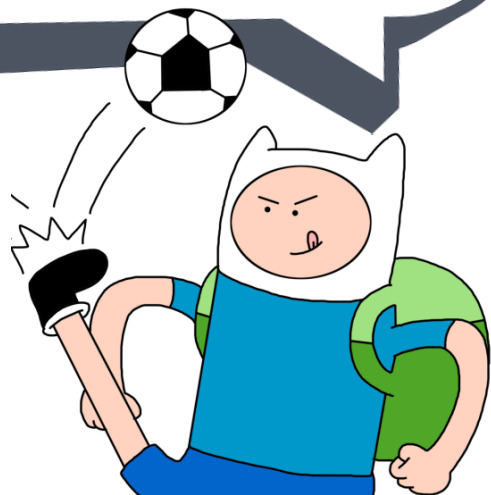
A. Does she practice very often?

B. Yes, she does. She practices every day after school.

A. Is she a good tennis player?

B. Yes she is. Her tennis instructor says she's excellent, and her friends tell her that she plays tennis better than anyone else in the school.

I'm practicing soccer. I practice soccer every day after school. My soccer coach tells me I'm an excellent soccer player, and my friends tell me that I play soccer better than anyone else in the school. I want to be a professional soccer player when I grow up. That's why I practice every day.



## Your Dialogue:

A. \_\_\_\_\_

B. \_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

\_\_\_\_\_

## First Meeting Conversation

### Overview

<b>School &amp; Name</b>	Yamato Chuo High School , Sakurako Fujimoto
<b>Lesson Focus</b>	<b>To have students speak more English in class</b>
<b>Lesson Topic</b>	Practicing self-introduction Practicing conversation in English.
<b>Target Grade</b>	<b>SH( 2~)</b>
<b>Preparation &amp; Required Materials (If any, please attach.)</b>	<ul style="list-style-type: none"> <li>Handout <ul style="list-style-type: none"> <li>➤ 1 Memo space for ALT's self-introduction</li> <li>➤ 2 Memo space for student's self-introduction</li> </ul> </li> <li>Conversation topic cards ( small slit of paper )</li> </ul>

### Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
3mins	Greeting	Greet students	Greet students "Hello!" "Today is [date]" "How are you today?"	Greet ALT and JTE.
12mins	Introduction: 1. ALT's self-Introduction	Introduce himself.	1. distribute the handout.  2. Write the meanings of words which ALT used but students may not understand.	Listen to the demonstration and take notes on the handout.
20mins	Students' self-introduction	Ask a question to the students after they introduced themselves.	Help the students consider what to say to introduce themselves.	1.Prepare self-introduction using the handout. 2. Introduce themselves.

5mins	Speaking practice	Ask some questions to the students after they finished talking about the topic they chose.	Circulate and help students.	<ol style="list-style-type: none"> <li>1. Draw a topic card from the box.</li> <li>2. Speak about the topic and answer ALT's question.</li> </ol>
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## English Expression II

Class( )Name( )

### ☆About Chris



### ☆Introduce Yourself

Hello. My name is ( )  
I'm from ( ).

Nice to meet you!

- My favorite season
- My favorite place in Japan / Canada
- What I did on the weekend
- A Japanese/Canadian food I recommend
- My favorite kind of music
- What I want the most
- My favorite color
- the person I respect

# Ordering Food in English

## Overview

<b>School &amp; Name</b>	Kashihara High School   Mukai Hiroshi
<b>Lesson Focus</b>	<b>To have students speak more English in class</b>
<b>Lesson Topic</b>	Ordering food in English, learning about popular Taiwanese foods
<b>Target Grade</b>	<b>Senior High School 2<sup>nd</sup> year</b>
<b>Preparation &amp; Required Materials (If any, please attach.)</b>	<ul style="list-style-type: none"> <li>● Paper plates and cups, restaurant music (optional)</li> <li>● Food menu</li> <li>● Dialogue listening sheet</li> <li>● Conversation sheet</li> <li>● Food cards, role assignment, cards (attached)</li> </ul>

## Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
10	<b>Warm Up- Minute Marathon</b> “What are your favorite foods and why?” - Students will try the Minute Marathon challenge. Person 1 will speak first for one whole minute, while person 2 listens. Then, person 2 will speak while person 1 listens. - If students cannot speak for a whole minute in English, the whole class must start again. Any English is OK.	Set timer. Monitor students' English.	Monitor students' English.	Speak in English for 1 minute. After the warm up, students should form 8 groups.
5	<b>Describing Food</b> - The ALT will introduce foods from Taiwan and will briefly discuss how to describe pictures of food in English. - What do you think about Aiyu Jelly? - I haven't tried it before, but it looks delicious/sweet/spicy/gross/amazing. - How about you? - I've tried it before. It's really sweet! Students practice discussing the food.	Introduce foods on slideshow, explain how to talk about food, allow students to discuss food amongst themselves	Distribute menu sheets to each group. Check for understanding and discuss the food with students.	Listen to the ALT and JTE and then discuss food from Taiwan with their group.

10	<b>Listening example:</b> <b>Going to a restaurant</b> <ul style="list-style-type: none"> <li>- Students will take a look at the target dialogue phrases (ordering at a restaurant in English) and repeat after the ALT.</li> <li>- The ALT will play a dialogue sample of a group of friends going out to eat at a restaurant. Students will listen once without a script, then again while reading along.</li> </ul>	Read conversation sheet aloud.  Play dialogue samples.	Distribute conversation sheet.  Have students repeat after ALT.  Distribute dialogue script.	Students repeat after ALT.  Students listen to audio.  Students listen to audio while reading along.
20	<b>Restaurant Role Play</b> <ul style="list-style-type: none"> <li>- (Students make 8 groups with their desks. 1 group is the "Chef Table" Students take slips of paper to choose their role- waiter, chef, and customer)</li> <li>- The timer is set for 3 minutes.</li> <li>- Students will practice ordering at a restaurant in English with their peers. Each customer at a table should try to order something different.</li> <li>- Waiters and waitresses take the order of the customers. The chefs "prepare" the food by placing the food or drink cards on plates or in cups. The waiters and waitresses then serve the plated food to the customers.</li> <li>- The goal is to serve customers successfully within 3 minutes.</li> <li>- After the time is up, students choose a new slip of paper (new role) and try again.</li> </ul>	The ALT is the manager of the restaurant. The ALT will welcome all customers to the café and then gather the staff to begin their shift (3 minute timer start). The ALT will help the staff with any problems they may have.	The JTE is the boss of the restaurant. The JTE will walk amongst the customers and ask them about the food. If the orders are incorrect, the boss will alert the staff to correct the problem.	Students will play their role according to the slip of paper they draw, and follow instructions by the ALT and JTE.

## ***Ordering at a Restaurant***

Welcome to Taiwanese Cuisine. My name is \_\_\_\_\_ and I'll be your server today. What would you like to drink?

- Papaya Milk, please.

Okay.

- I'll have tea, please.

Would you like the boba milk tea or oolong tea?

- Oolong, please.

- Could I have a cup of coffee, please?

Would you like that hot or iced?

- Hot, please.

Cream and sugar?

➤ Yes please.

Sure thing. I have a papaya milk, oolong tea, and coffee with cream and sugar. I'll be right back with those drinks!

(Later)

Okay, are you ready to order?

- We'd like the lunch special, please.

Sounds good. What would you like?

- Could I get the Beef Noodles, please?

Sure. What would you like for your side?

- I'll have an iron egg, please.

Okay. What about dessert?

- I'd like peanut mochi.

Great choice. And what about for you, ma'am?

- I'd like the Oyster Omelet with a spring roll on the side.

Of course. And for dessert?

- Could I have the Aiyu Jelly please?

Sure. That's my favorite.

What would you like, sir?

- Let's see...I'd like Braised Pork Rice, a pan-fried bun, and a pineapple cake for dessert, please.

Alright. I have a (repeats order). Will that be all for you?

- Yes, thank you.

Wonderful. I'll be right back with your order. Once again my name is \_\_\_\_\_. Please let me know if you need anything!

(Later)

- Excuse me, \_\_\_\_\_?

Is everything ok?

- Sorry. I ordered the Braised Pork Rice, but I got an Oyster Omelet by mistake.

Oh no! I'm sorry. I'll get that changed right away for you.

- Thank you!

(Later)

Are you ready for the check?

- Yes, please.

Thank you for dining with us!

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

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

## Ordering Food at a Restaurant in English

### Listen for:

Welcome! My name is \_\_\_\_\_. I'll be your server today.

What (would you like) / (can I get you) to drink?

Are you ready to order? / What would you like?

I recommend the (chicken). / That dish is my favorite.

What would you like for your side order?

I'm sorry, we're out of \_\_\_\_\_.

Is there something else you would like?

### Important Phrases to Use:

Yes, please / No, thank you.

What do you recommend?

Could I get \_\_\_\_\_, please?

I'd like \_\_\_\_\_, please.

I'll have \_\_\_\_\_ and \_\_\_\_\_, please.

I'm allergic to (peanuts). / Does this have (peanuts) in it?

Is this (vegetarian) / (dairy-free)?

Excuse me, waitress?

I got the wrong order. / There's been a mistake.

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

## ***Taiwanese Cuisine***

Lunch Special: Choose a side, dessert, and drink along with any entrée for only NT.600!

Please enjoy the authentic tastes of Taiwan!

### **Main Entrées:**

Chicken Coffin Bread



Braised Pork Rice



Beef Noodles



\*Sweet  
Porridge



Oyster Omelet



### **Sides:**

Steamed Spring Roll



\*Iron Egg



Fish Ball Soup



Meat Dumpling



Pan-fried Bun



### **Dessert:**

Aiyu Jelly



Pineapple Cake



Sun Cake



Peanut Mochi



Mango Shaved Ice



### **Drinks:**

Boba Milk Tea



Fresh Soy Milk



Fresh Papaya Milk



Oolong Tea



Coffee



\*Vegetarian

Chicken Coffin Bread	Steamed Spring Roll	Aiyu Jelly	Boba Milk Tea
			
Braised Pork Rice	*Iron Egg	Pineapple Cake	Fresh Soy Milk
			
Beef Noodles	Fish Ball Soup	Sun Cake	Fresh Papaya Milk
			
*Sweet Potato Porridge	Meat Dumpling	Peanut Mochi	Oolong Tea
			
Oyster Omelet	Pan-fried Bun	Mango Shaved Ice	Coffee
			

Customer 1	Customer 1	Customer 1
Server 1	Server 1	Customer 2
Customer 2	Customer 2	Server 2
Server 2	Customer 3	Customer 3
Customer 3	Server 3	Server 3
Customer 4	Customer 4	Customer 4
Server 4	Server 4	Customer 5
Customer 5	Customer 5	Server 5
Server 4	Customer 6	Customer 6
Customer 6	Server 6	Server 6
Customer 7	Customer 7	Customer 7
Chef	Chef	Chef
Chef	Chef	Chef
Customer 1	Customer 2	Customer 3

# Hello Social Media

## Overview:

<b>School &amp; Name</b>	Takatori Kokusai, Evashree Pillay
<b>Lesson Focus</b>	<b>SM- Identification and safety</b>
<b>Lesson Topic</b>	Social Media- Identifying and safety on Social media
<b>Target Grade</b>	Elementary ( ), JH ( ), <b>SH ( 2<sup>nd</sup> )</b> , Any grades
<b>Preparation &amp; Required Materials (If any, please attach.)</b>	<ul style="list-style-type: none"> <li>● Icon Worksheet( Warm up)</li> <li>● Participation stickers( dependent on school)</li> <li>● Social media "Bee" safe worksheet</li> <li>● Be Safe Quiz- Do's and Don'ts</li> </ul>

## Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	HRT will...	Students will...
3 min	<b>Welcome and introduction to topic.</b> What is Social media?	Greet class and Introduce today's topic	Greet the class.	Greet JTE and ALT, answer the ALT.
5 min	<b>Warm up:</b> Get into groups of 4, discuss and write down as many types of <b>Social Media (SM)</b> as you can in 1 minute. (teacher times the game) Teacher asks how many students have 6, 7, 8 types etc. Group with the most types stands up and reads their list. Teacher can also state a few SM facts at the end of the game.	Explains game and moves Ss into groups. State a few SM fact at the end of the game.	Translates if needed and helps to move Ss	Listens and participates. 1 student stands up from the winning group to present the list
10 min	<b>Social media-</b> What is social media? Teacher further explains. What types of things can you do on social media? What can you share on SM? What forms (video, photo, words,	Explains and prompts discussion	Translates if needed and Prompts discussion	Adds ideas, adds to discussion in class about SM.

	<p>and music) are there?</p> <p>Why do we use social media?</p> <p>How does it help us in daily life?</p> <p>What's your favourite type of SM, why?</p> <p>Teachers can relate if they use SM, which ones or if they don't.</p>			
10 min	<p><b>Game-</b></p> <p>Identify these social media names by icons on <b>worksheet (WS)</b>.</p> <p>Teacher can state facts about the Social media as they guess the icon and their names respectively (eg. number of Facebook users to date).Teacher lets students guess countries the facts are about ( eg <i>America</i> uses their cellphones the most)</p> <p><b>(Worksheet)</b></p>	<p>Explains and hands out WS.</p> <p>Goes through answers whilst reading out a fact on a few of the SM.</p>	<p>Also goes through answers (alternating with ALT) and prompts students for answers.</p>	<p>Raise hands and gets stickers for participation</p>
7 min	<p><b>Safety online-</b></p> <p>Protecting yourself, being aware online.</p> <p>Do's and don'ts on SM.</p> <p>(hand out Bee worksheet- How to stay safe on SM). Reading out and giving examples of Do's and don'ts. Checks that students understand why it's a bad idea to do something, or why it's good to keep certain information private.</p> <p>Explains <b>Online Safety (OS)</b> and what a good vs bad idea is.</p> <p>Students can write on the Bee WS in Japanese to better understand new words.</p>	<p>Explains the terms and clarifies what safe and unsafe behavior is.</p> <p>Checks to see students understand WHY it's good or bad to do those things.</p>	<p>Translates and checks for understanding of the explanations in English and Japanese.</p>	<p>Answers, confirms understanding of Dos and don'ts</p>

7 min	<p><b>Testing Online safety</b> knowledge with WS (Good idea vs Bad idea).</p> <p>Students fill in WS. Class will go through questions and answers of the WS.</p> <p>Students raise their hands to read the question and say the answer, Teachers ask WHY questions.</p> <p>Why should you do that, why do you think it's safer to...</p> <p>Why is that unsafe?</p>	<p>Explains WS instructions and times students.</p> <p>Hands out WS</p> <p>Discusses answers after</p>	<p>Hands out WS.</p> <p>Translates if needed.</p> <p>Checks for understanding of OS.</p>	<p>Fills out WS, answers questions in class.</p>
2 min	Closing Ideas	Wrap up comments	Final comments	

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

Class: - \_\_\_\_\_

No.: \_\_\_\_\_

## Can you guess the Icons?

Use the numbers below each Icon.



Icon 1.		Icon 4.	
Icon2.		Icon5.	
Icon 3.		Icon 6.	
Icon7.		Icon 8.	
Icon9		Icon 10.	
Icon11.		Icon 12.	



### **How to stay safe on the internet...**

- Do not give out personal information online. This can be your name, where you live or your telephone number.
- Remember that the rules for online safety are the same for texting on your phone.
- Never to agree to meet someone you do not know in 'real life'.
- Talk to your parents first about pictures you want to post online, whether they are of yourself or your friends and family members.
- Do not respond to messages that are mean or speaking meanly about others. Tell your parents about these messages.
- Do not give out any of your passwords to friends or anyone you meet online.
- Check with your parents first before downloading or installing any software on your computer.
- Ensure privacy settings – make sure you know who can see your posts.
- Always be kind to others online. Do not do anything that may hurt others including talking about other people's problems.



## Good idea vs Bad idea

Quiz- Is this *good* or *bad* Internet behavior?

	Good	Bad
1. Accepting friend invitations from strangers.		
2. Checking your privacy settings on your social media.		
3. Giving out your cellphone number or home address to strangers on Facebook.		
4. Not posting personal feelings on social media, but instead talking to an adult.		
5. Bullying other users on your posts.		
6. Sharing your password with others.		
7. Turning your location off.		
8. Telling an adult when you are being bullied on line.		
9. Telling an adult if you are uncomfortable speaking to someone on line.		



## Telling the way

### Overview

<b>School &amp; Name</b>	Nikaido Senior High School / Masaru Miyake
<b>Lesson Focus</b>	<b>To have students speak more English in class</b>
<b>Lesson Topic</b>	(ex; Learning words and the phrases of railway, practicing in pairs etc.)
<b>Target Grade</b>	Elementary( ), JH( ), <b>SH ( 2<sup>nd</sup> grade )</b> , Any grades
<b>Preparation &amp; Required Materials (If any, please attach.)</b>	<ul style="list-style-type: none"> <li>• Railway map</li> <li>• dialogue sheets</li> </ul>

### Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
10 min	Greeting	Greet students		Greet ALT & JTE.
	<p>"Rows and columns game"</p> <p>ALT points one student and ask a student a simple question. If the answer is correct, student can choose row or column.</p> <p>Then the chosen line students can sit down.</p>	Point one student and ask a student one simple question. Keep doing until all students sit down.		Stand up. Answer the question in English. If the answer is correct, students can sit down.
10 Min	Introduction of railway map and dialogue sheet. (use a rail way map of Nara prefecture)	<p>Explain about the worksheet.</p> <p>Say new phrases on this topic and explain meanings.</p>	Repeat the new words and phrases.	Repeat the new words and phrases.
10 min	Fill in the blanks on the dialogue with pairs.	Tell students to fill in the blanks.	Support students.	Do the work sheet with pairs.
10 min	Students practice the dialogue in pairs.	Support students with pronunciation.	Support students & ALT.	Practice the dialogue.
10 min	Give a presentation in front of the class.	Watch the presentation and give them comments.		Give presentation in front of the class.

## Lesson 6 Ogasawara-A Laboratory of Evolution

### Overview

<b>School &amp; Name</b>	Nishinokyo high school / You Kondou
<b>Lesson Focus</b>	<b>To have students speak more English in class</b>
<b>Lesson Topic</b>	Having an organized discussion
<b>Target Grade</b>	Elementary(                    ), JH(                    ), <b>SH( second grade )</b> , Any grades
<b>Preparation &amp; Required Materials (If any, please attach.)</b>	<ul style="list-style-type: none"> <li>● Textbook, Power On I</li> <li>● Some worksheets</li> </ul>

### Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
1 min	Greeting	Greet students.	Greet students.	Greet the ALT and the JTE
4 min	Speaking Marathon Students can speak anything. Rule: Only English and don't stop talking.	Observe/assist	Observe/assist	Speaking, listening
5 min	Mini-discussion "What can we do to make the school festival better next year?"	Observe/assist	Observe/assist	Speaking, listening
15 min	Explain discussion project and discussion roles	Explain	Ensure student understanding	Listen
25 min	Assign roles and start discussion preparation Role: Leader, Connector, Passage Person, Summarizer, Word Master ( Next class, we will have discussion )	Explain, assist students	Ensure student understanding, assist students	Discuss, write

# Sleeping and Dreaming

## Overview

<b>School &amp; Name</b>	Sakurai H.S. / Kanako Nishijima
<b>Lesson Focus</b>	<b>To have students speak more English in class</b>
<b>Lesson Topic</b>	listening and communicating in English, learning how to give a presentation
<b>Target Grade</b>	Elementary(                    ), JH(                    ), <b>SH( 2<sup>nd</sup> grade )</b> , Any grades
<b>Preparation &amp; Required Materials (If any, please attach.)</b>	<ul style="list-style-type: none"> <li>● cards for <i>karuta</i> game,</li> <li>● memo paper</li> </ul>

## Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
2min	Greeting	Greet students		Greet ALT and JTE.
3min	Small Talk (in pairs) about "sleep"	<ul style="list-style-type: none"> <li>• Tell Ss the story about the topic</li> <li>• Give an example</li> </ul>	<ul style="list-style-type: none"> <li>• Translate the story if needed</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to ALT and try to understand what ALT says</li> <li>• talk about topic in pairs</li> </ul>
10min	Words <i>karuta</i> (in groups) (Words of Lesson 7)	<ul style="list-style-type: none"> <li>• Give Ss the instruction of the activity</li> <li>• explain a word and have Ss guess what the word is</li> </ul>	<ul style="list-style-type: none"> <li>• extra explanation in Japanese or paraphrase for ALT</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to ALT carefully and try to understand what ALT says</li> <li>• Guess what words ALT explains and get the cards.</li> </ul>
20min	Produce a TV CM (in groups) "for comfortable sleep"	<ul style="list-style-type: none"> <li>• Have Ss make TVCM in groups.</li> <li>• Tell Ss the important points of presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Give Ss some tips for making CM.</li> </ul>	<ul style="list-style-type: none"> <li>• choose the products they produce</li> <li>• exchange ideas in groups and make the stories of the CM</li> </ul>
10min	Presentation of the CM (feedback)	<ul style="list-style-type: none"> <li>• Have Ss give a presentation on TVCM to the class</li> <li>• Give Ss feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Give Ss feedback</li> </ul>	<ul style="list-style-type: none"> <li>• present the CM for 30 seconds per group.</li> </ul>

## Who Am I? (Learning how to describe people)

### Overview

<b>School &amp; Name</b>	Shinsei Shoyo High school, Courtney Harewood
<b>Lesson Focus</b>	<b>To have students speak more English in class</b>
<b>Lesson Topic</b>	Describing people
<b>Target Grade</b>	Elementary ( ), JH ( ), <b>SH (2<sup>nd</sup>- 3<sup>rd</sup> )</b> , Any grades
<b>Preparation &amp; Required Materials (If any, please attach.)</b>	<ul style="list-style-type: none"> <li>● Blackboard and chalk</li> <li>● Worksheet 1 – Describing People</li> <li>● Worksheet 2 – Appearance</li> <li>● Celebrity Game questions and short description of each person</li> </ul>

### Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
5 mins	Greeting and small talk	Greet the students in English and strike up a conversation if one is available	Greet the students in English and strike up a conversation if ALT does not	Greet both teachers in English
10 mins	<p>Warm up: Shiritori/Category game</p> <p>If using Shiritori, decide how many letters words must be, 2+ letters to make it easy; 3,4,5+ letters to make it harder.</p> <p>If using the category game, decide on a shape, in team, students must come up with as many words that are the same shape. For examples, Round: lens, clock, magnet, etc.</p> <p>Check for correct spelling.</p>	<p>Separate the board into the equal teams to track points.</p> <p>Explain and facilitate the activity.</p>	Explain the rules or any differences in Japanese if needed.	Try to enjoy and have fun with the warm up activity.

10 mins	Pre-teaching	<ul style="list-style-type: none"> <li>- Go over previous lesson which was the worksheet showing description of people: hair, eye color, hair color, body build, etc.</li> <li>- Hand out celebrity slips for students to research for mini project.</li> </ul>	Explain the previous worksheet in Japanese and English with the ALT	Listen attentively and ask questions.
10 mins	Practice with worksheets 1 and 2	<ul style="list-style-type: none"> <li>-Give out 1<sup>st</sup> worksheet. Have the students describe their imaginary boyfriend/girlfriend to their classmates using description worksheet. Demonstrate dialogue with JTE.</li> <li>-Hand out 2<sup>nd</sup> worksheet with questions for the guess-who game. Then demonstrate one celebrity guess-who match with JTE.</li> </ul>	Explain the worksheets and lesson in Japanese. Engage with ALT in the demonstrations .	Complete worksheet 1, present imaginary boyfriend/girlfriend. Listen to dialogue. Review appearance description words.
10 mins	Application	<p><b>Guess who celebrity style:</b></p> <ul style="list-style-type: none"> <li>-Explain the rules to the students: students will ask</li> </ul>	Explain the rules in Japanese and help students out with hints.	Ask questions about appearance to find out who the other

		<p>"does your person have (color) hair/eyes"/ "Is your person an athlete/singer/actor" etc.</p> <p>- Students will get into groups 2-3 and each group will take turns asking questions. The first team to guess the correct celebrity wins the round.</p> <p>-Help students with hints about other team's celebrities.</p>		team's celebrity is!
Remaining time	Wrap-up	Praise the students on a job well done for their participation bid them a good day	Praise the students on a job well done for their participation bid them a good day	Bid the teachers a good day.

**Note:** If conducted properly, this lesson should help students with asking details with the "Who, what, when, where, how" questions. This lesson will hopefully help students gain confidence with speaking and listening skills. Simplify the English or give details of the celebrity (or who/whatever you wish) to the students without them doing the work to make the lesson easier. Guide the students through each question to make the lesson easier.

## Describing People

### Sample Description:

Sawa-sensei: Good morning, Courtney.

Courtney: Good morning sensei.

Sawa: Courtney, you have a husband, right?

Courtney: Yes, that is correct.

Sawa: Can you describe him for me?

Courtney: He is medium height and thin.

Sawa: Really? What about his hair?

Courtney: He has short, brown, curly hair.

Sawa: Does he have blue eyes?

Courtney: No, he has brown eyes.

### Words to describe people:

<u>Eyes</u>	<u>Hair</u>	<u>Height</u>	<u>Build</u>
<ul style="list-style-type: none"> <li>• Hazel</li> <li>• Green</li> <li>• Blue</li> <li>• Brown</li> <li>• Big</li> <li>• Small</li> </ul>	<ul style="list-style-type: none"> <li>• Long</li> <li>• Short</li> <li>• Shoulder-length</li> <li>• Straight</li> <li>• Wavy</li> <li>• Curly</li> <li>• Bald</li> </ul>	<ul style="list-style-type: none"> <li>• Tall</li> <li>• Medium</li> <li>• Short</li> </ul>	<ul style="list-style-type: none"> <li>• Well-built (strong)</li> <li>• Slim/thin</li> <li>• Plump/Chubby</li> <li>• Fat</li> </ul>
	<u>Hair Color</u> <ul style="list-style-type: none"> <li>• Red</li> <li>• Brown</li> <li>• Black</li> <li>• Blonde</li> </ul>		

Class ( ) No. ( ) Name ( )

<u>Name</u>	<u>Hair</u>	<u>Hair color</u>	<u>Height</u>	<u>Eye</u>

1) What is your boyfriend/girlfriend's name? \_\_\_\_\_

2) How tall is he/she? \_\_\_\_\_

3) What is their eye color? \_\_\_\_\_

4) What is your boyfriend/girlfriend's hair color? \_\_\_\_\_

5) What kind of hair do they have? \_\_\_\_\_

**Bonus question:** What is their build? \_\_\_\_\_

<u>Name</u>	<u>Hair</u>	<u>Hair color</u>	<u>Height</u>	<u>Eye</u>

1) What is your boyfriend/girlfriend's name? \_\_\_\_\_

2) How tall is he/she? \_\_\_\_\_

3) What is their eye color? \_\_\_\_\_

4) What is your boyfriend/girlfriend's hair color? \_\_\_\_\_

5) What kind of hair do they have? \_\_\_\_\_




**Bonus question:** What is their build? \_\_\_\_\_

# APPEARANCE

## AGE

						
BABY	TODDLER	CHILD	TEENAGER	YOUNG	MIDDLE-AGED	ELDERLY/OLD

## HEIGHT

		
TALL	MEDIUM-HEIGHT	SHORT




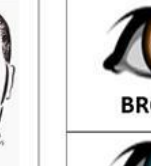




## BUILD

			
WELL-BUILT	SLIM/THIN	PLUMP	FAT







## HAIR

					
LONG	SHORT	SHOULDER-LENGTH	STRAIGHT	WAVY	CURLY
					
DARK/BLACK	FAIR	BROWN	BLONDE	RED	BALD

## FACE

			
ROUND	OVAL	TRIANGULAR	SQUARE
			
LONG	MOUSTACHE	BEARD	FRECKLES

## EYES

		
BROWN	GREEN	BIG
		
BLUE	HAZEL	SMALL

## LOOKS

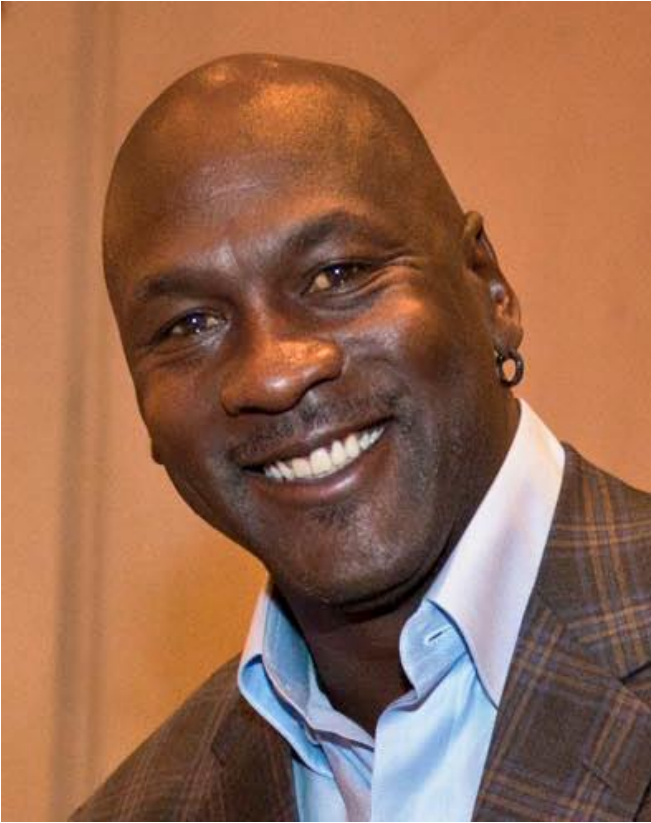
			
BEAUTIFUL PRETTY	HANDSOME ATTRACTIVE	GORGEOUS	UGLY



Name: Serena Williams  
Gender: Woman  
Height: Tall  
Job Description: Athlete  
Hair Color: Brown  
Hair: Long  
Eye Color: Brown  
Build: Well-Built



Name: Miura Haruma  
Gender: Man  
Height: Tall  
Job: Actor and Singer  
Hair color: Brown  
Eye Color: Brown  
Build: Skinny/thin  
Hair type: Short



Name: Michael Jordan  
Gender: Man  
Height: Tall  
Build: Well Built  
Hair: None / Bald  
Job: Athlete  
Eye Color: Brown



Name: Anne Hathaway  
Gender: Woman  
Height: Medium  
Job: Actress and Singer  
Build: Slim  
Eye Color: Brown  
Hair: Straight  
Hair Color: Brown



Name: Ed Sheeran  
Gender: Man  
Height: Medium  
Build: Thin  
Job: Singer  
Hair style: Short  
Hair Color: Red  
Eye Color: Blue



Name: Beyonce Knowles  
Job: Singer  
Gender: Female  
Hair: Long  
Hair Color: Blonde/Light- Brown  
Eye Color: Brown  
Height: Tall  
Build: Well Built

### Questions for Celebrity Game

- 1) Is your person tall?
  - a. Is your person short?
  - b. Is your person medium height?
- 2) Is your person a man?
  - a. Is your person a woman?
- 3) Is your person an athlete?
  - a. Is your person an actor/actress?
  - b. Is your person a singer?
- 4) Does your person have blonde hair / bald?
  - a. Black hair?
  - b. Red Hair?
  - c. Brown Hair?
  - d. Gray hair?
- 5) Does your person have brown eyes?
  - a. Blue eyes?
  - b. Black eyes?
  - c. Gray eyes?
- 6) Is your person skinny?
  - a. Fat?
  - b. Well built?
- 7) Is your person Ed Sheeran?
  - a. Beyonce
  - b. Michael Jordan
  - c. Miura Haruma



Name: Robert Downey Jr.

Height: Medium (174cm)

Age: 52

Nationality: American (Born in NYC, NY)

Hair: Brown and short

Eyes: Brown

Build: Well-built

Job Description: Actor (Iron Man and Sherlock Holmes)

Children: 3

My celebrity's name is Robert Downey Jr. He is an actor and he is medium height. He is 52 years old and has 3 children. He was born in Manhattan New York. He has short brown hair, brown eyes, and is well-built. Robert Downey Jr. is well known for his acting in the movies *Iron Man*, *The Avengers*, and *Sherlock Holmes*.

## Asking Questions - Murder Mystery Game

### Overview

<b>School &amp; Name</b>	Totsukawa High School – Sara Sengpanya & Shogo Nishikawa
<b>Lesson Focus</b>	<b>To have students speak more English in class</b>
<b>Lesson Topic</b>	English friendly CLUEDO – creating and asking questions to solve the mystery of a mansion murder
<b>Target Grade</b>	<b>SH ( 2<sup>nd</sup> - 3<sup>rd</sup> )</b>
<b>Preparation &amp; Required Materials (If any, please attach.)</b>	<ul style="list-style-type: none"> <li>• Set of Cluedo Cards; I used the following for a total of 29 cards (you can add more or take out cards to your liking)               <ul style="list-style-type: none"> <li>◦ 10 characters</li> <li>◦ 9 rooms</li> <li>◦ 10 weapons</li> </ul> </li> <li>• Clue deduction worksheet (attachment included or you can modify as you need)</li> <li>• A secret envelope</li> </ul>

### Activity (in detail)

<b>Time</b>	<b>Activity (&amp; Materials as needed)</b>	<b>ALT will...</b>	<b>JTE will...</b>	<b>Students will...</b>
2 min	Greeting	Greet the class: "How are you?" "How's the weather?" "What's the date today?" "What day is it today?" "When is Halloween?!" etc.	Greet the class	Greet JTE and ALT; answer ALT's questions

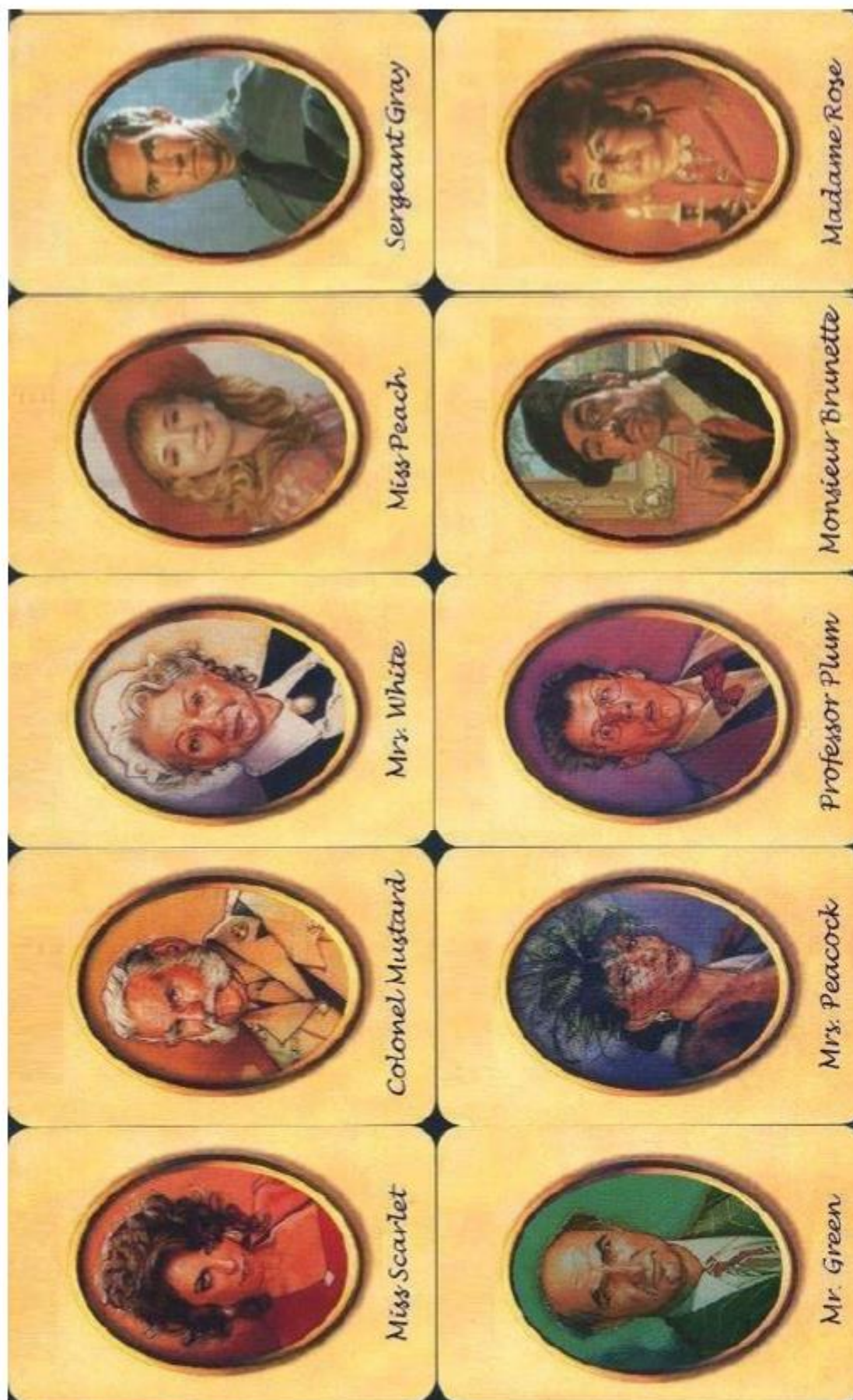
5 min	<p><b>Introduce Murder Mystery game</b></p> <p>Students will learn that their favorite celebrity has been murdered at a big mansion party and they must figure out <b>WHO, WHERE, and WHAT</b> weapon was used to commit the crime.</p> <p>After students listen to the story, they'll create small groups OR pairs (in smaller classroom sizes). Have groups create a team name or assign Team Numbers.</p>	<p>Ask a student who their favorite actor/singer/celebrity is. Tell the students that this celebrity went to a party at a big mansion... and was murdered!! Their body was discovered outside the mansion.</p> <p>The students have to solve the crime in groups (big classes) or pairs (small classes; 10 students)</p>	<p>Help students understand the English being spoken.</p> <p>Create groups or pairs.</p>	<p>Listen to the story and ask any questions for better understanding.</p> <p>Pair off or get into groups. Think of a team name.</p>
5-7 min	<p><b>Look Over the Worksheet Together as a Class</b></p> <p>One Clue Deduction worksheet will be handed to each group.</p> <p>Character names, room locations, and weapon names will be reviewed. Students will also practice pronouncing each word.</p>	<p>As the Clue Deduction worksheet is being handed out, explain that there are 10 suspects (characters), 9 rooms, and 10 weapons.</p> <p>Go over each word and have students repeat after you for pronunciation practice.</p>	<p>Help with any needed vocabulary translation into Japanese.</p>	<p>Repeat after the ALT. Ask any questions.</p>

5 min for rules ; 25 min for game	<p><b>Explain the Game Rules and Play!</b></p> <p>One card from each category will be placed into the secret envelope. Each team's goal is to find out the murderer, the location, and the weapon used. The remaining cards will be shuffled together and separated into the appropriate number of groups. Each group will get one set of cards. Groups will check off the cards that they have in their hand on their worksheet.</p> <p>(After an optional game of janken) One group starts and chooses one team to ask if they have a certain card. You can make this part as simple or difficult as you like. You can have students ask direct questions such as</p> <p><i>"Do you have the rope?"</i></p> <p>or for a challenge, indirect questions such as</p> <p><i>"Does your character work in a hospital?"</i></p> <p>or</p> <p><i>"Can the weapon be used in the kitchen?"</i></p> <p>After the team answers, the next group in queue will choose a group and ask them their question. Groups must answer questions honestly. Other teams</p>	<p>Shuffle each category of cards and tell students one card from each category will be placed into the secret envelope. Have the JTE take one card from each deck and place into envelope. Tell the students their goal is to solve the mystery of their celebrity's murder. Shuffle the remaining cards all together and separate them into the number of groups playing. Hand one set to each group.</p> <p>Explain game rules clearly and simple enough for the students to understand.</p> <p>Optional: Write on the blackboard a set dialogue phrase for what the students should use when they want to</p>	<p>Explain any words or phrases difficult for the students to understand.</p> <p>Take one card from each category and place into the secret envelope.</p> <p>Help and monitor students as needed.</p> <p>*Make sure every student in each group gets a chance to ask other teams a question.</p>	<p>Look at cards and mark off on worksheet as needed.</p> <p>Create and ask questions as needed.</p> <p>Ask other teams questions.</p> <p>Answer questions from other teams honestly.</p> <p>Work together in their groups to solve the murder mystery.</p>
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	<p>are free to listen to questions being asked. Teams will use the Clue Deduction worksheet to solve the murder mystery.</p> <p>Should at any point a team wants to attempt and guess the murder mystery, they will stand up and use (as an example) the following:</p> <p><i>"I think (character) was in the (location) with the (weapon)."</i></p> <p>Teams will only get one chance to guess. The team will check the envelope for themselves; If their guess is correct, the game ends, if not, the game continues and the team must then witness the rest of the game. However, other teams are still free to ask questions to teams that are out of the game.</p> <p><b>[Alternative mode]</b> There is also an option to have each team ask another team questions in private simultaneously for a more active but productive classroom. In this case, just make sure there are an even number of groups or pairs. You can set up a time limit (Ex. 30 sec) or a question limit. (Ex. Only three questions per group, one of which must be an indirect question)</p>	<p>attempt to guess the murder mystery.</p> <p>Check for the students understanding of the game- if everyone is ready, begin the game!</p>		
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5 min	<b>Ending and Wrap Up</b> Ask groups what their guess is. Reveal the murder mystery results.  Thank students for a fun game.	Reveal the character, the location and the murder weapon. Ask if anyone was close.  End class with "Bye bye!"	Call on groups to answer.  Reveal the character, the location and the murder weapon. Ask if anyone was close.  End class with "Bye bye!"	Give their guesses.  Listen to revelation and check to see how close they were.  Say goodbye to teachers.
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Characters	Group Names --->					
Miss Scarlett						
Colonel Mustard						
Mrs. White						
Miss Peach						
Sergeant Gray						
Mr. Green						
Mrs. Peacock						
Professor Plum						
Monsieur Brunette						
Madame Rose						
<b>Locations</b>						
Hall						
Lounge						
Dining Room						
Kitchen						
Ballroom						
Conservatory						
Billiard Room						
Library						
Study						
<b>Weapons</b>						
Knife						
Axe						
Wrench						
Rope						
Bomb						
Poison						
Revolver						
Lead Pipe						
Candlestick						
Syringe						



Sergeant Gray

Madame Rose

Miss Peach

Monieur Brunette

Mrs. White

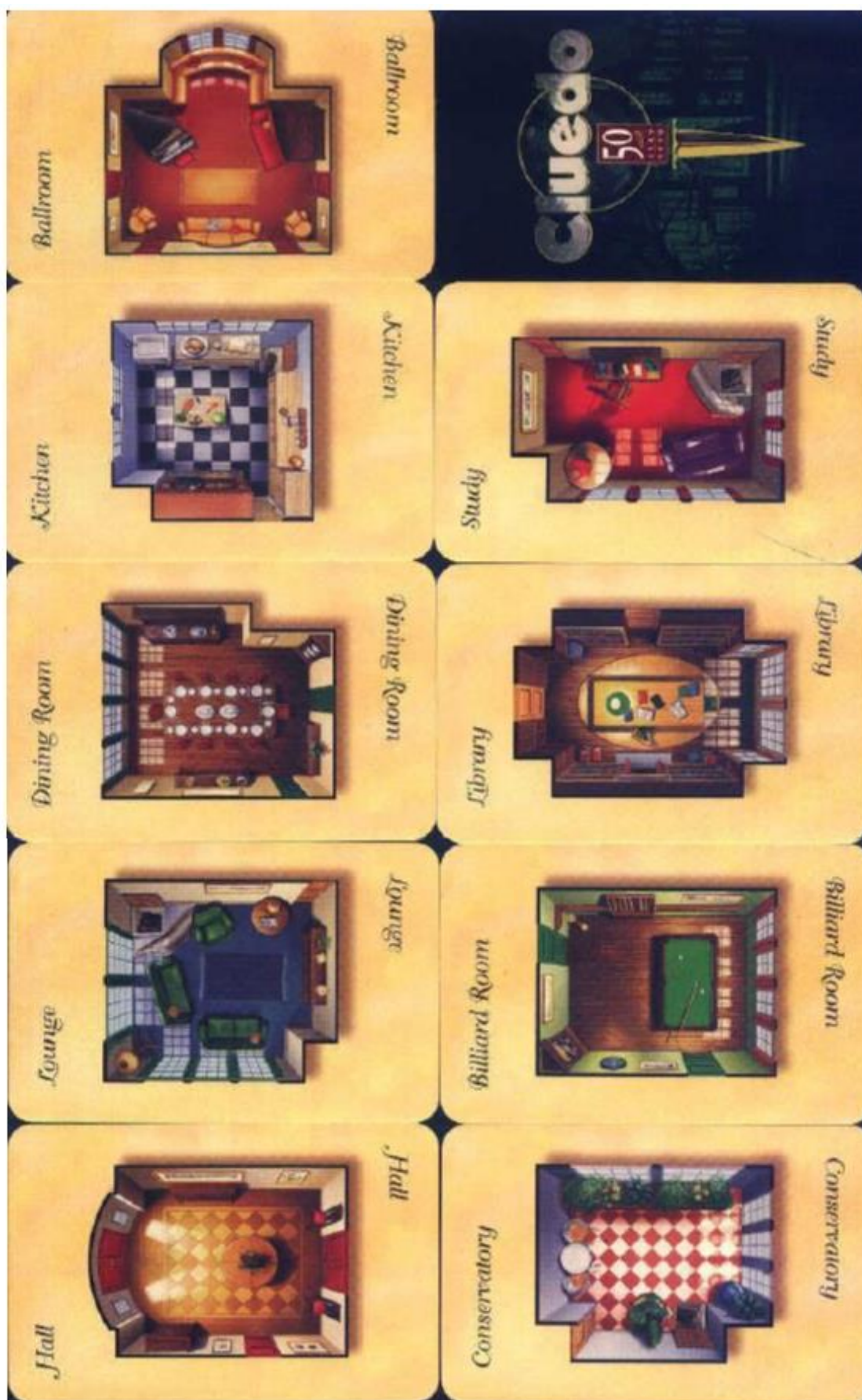
Professor Plum

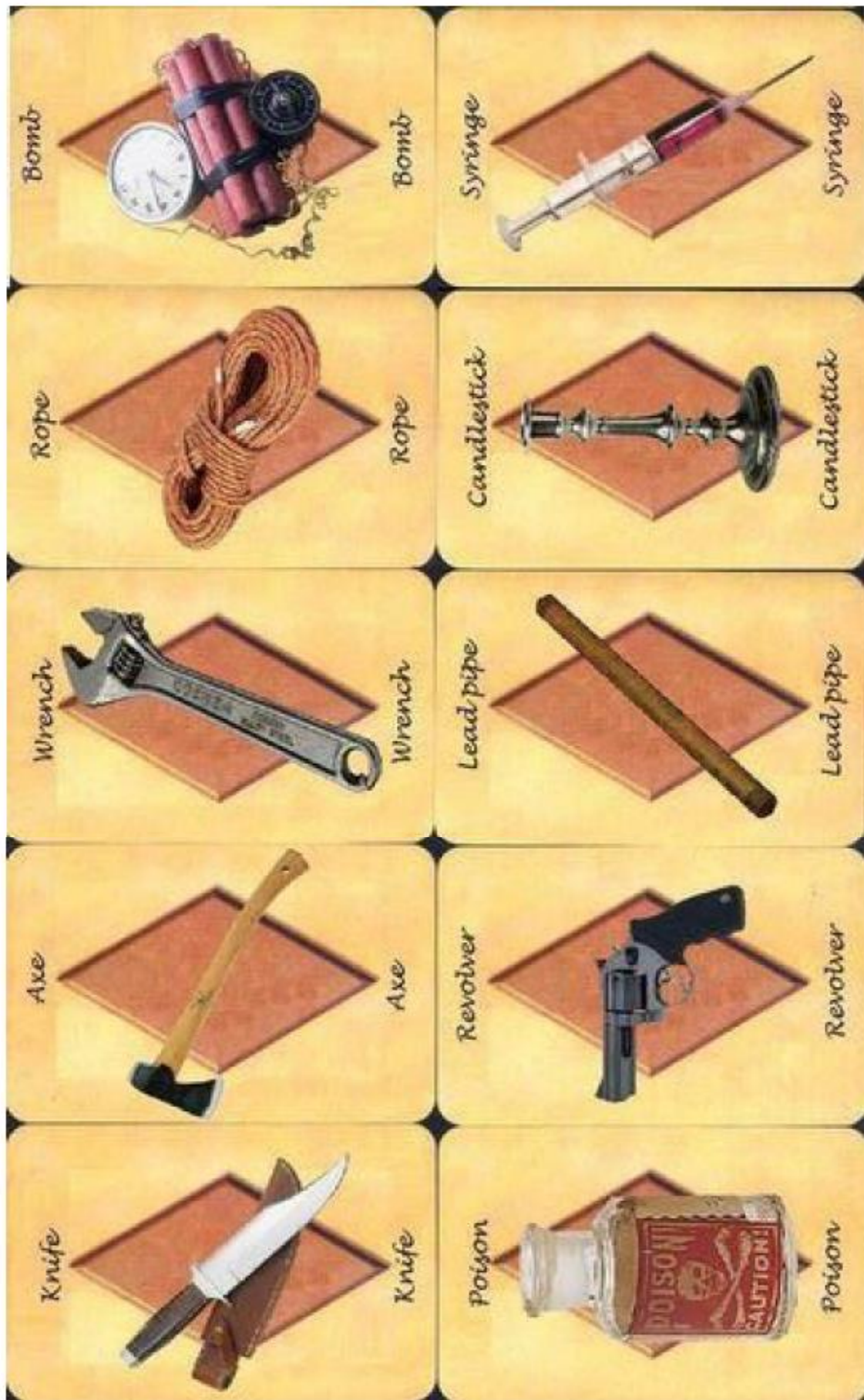
Colonel Mustard

Mrs. Peacock

Miss Scarlet

Mr. Green





## Giving Directions in the Metro

### Overview

<b>Name</b>	Nikaido Senior High School – Tracy Waugh
<b>Lesson Focus</b>	To have students develop their understanding of the meaning of, and practice using the vocabulary in the context of giving directions in the Metro. The students will also practice the sub-skill of listening for specific information.
<b>Target Grade</b>	<b>SHS – Third Grade</b>
<b>Preparation &amp; Required Materials</b>	<ul style="list-style-type: none"> <li>● Worksheets for the students to practice using the target language</li> <li>● Colour-coded metro system maps (for the students to use in pairs to give directions to their partners)</li> </ul>

### Activity (in detail)

Time	Activity/Steps (& Materials as needed)	ALT will...	JTE will...	Students will...
2 mins	Greeting	Greet the students	Greet the students	Greet the JTE and ALT in return
3 mins	Lead-in – Set the context of the lesson by telling the students about an experience using the metro/subway in Osaka, Japan.	<ul style="list-style-type: none"> <li>- Tell students about an experience taking the subway from Namba to the Kayukan Aquarium in Cosmos Square, Osaka.</li> <li>- Introduce the topic</li> </ul>	<ul style="list-style-type: none"> <li>- Translate ALT's account of taking the subway in Japanese.</li> <li>- Explain the topic in Japanese.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen.</li> </ul>
10 mins	Introduce meaning of the useful languages for asking for and giving directions in the metro.	<ul style="list-style-type: none"> <li>- Hand out worksheets</li> <li>- Explain the use of the words Metro vs Subway vs Underground/Tube</li> <li>- Teach the useful language and in the process, solicit the meaning in</li> </ul>	<ul style="list-style-type: none"> <li>- Provide explanations in Japanese where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>- Provide the meaning of the useful language in Japanese.</li> <li>- Write the Japanese meaning for each in the space</li> </ul>

		Japanese from the students.		provided on worksheet.
5 mins	Exercise 1 - Listening for specific information	<ul style="list-style-type: none"> <li>- Hand out worksheets</li> <li>- Provide the instruction and proceed with listening exercise. Read dialogues 1-3.</li> </ul>	<ul style="list-style-type: none"> <li>- Observe if the students understand the instruction and clarify if needs be.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen and complete the exercise.</li> </ul>
2 mins	<b>Open Class Feedback (OCFB)</b> (Check the answers)	<ul style="list-style-type: none"> <li>- Do OCFB via nomination (Check the answers)</li> </ul>		<ul style="list-style-type: none"> <li>- Provide the answers for the listening exercise.</li> </ul>
2 mins	Demonstration - asking for and giving directions in the Metro.	<ul style="list-style-type: none"> <li>- Direct students to look at the Demonstration Dialogue.</li> <li>- Do demo with JTE of asking for and giving directions in the Metro.</li> </ul>	<ul style="list-style-type: none"> <li>- Do demo with ALT of asking for and giving directions in the Metro.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen and follow demo on their handout.</li> </ul>
12 mins	Controlled Practice - Pair work for students to fill in the blank spaces in the dialogues using the colour-coded metro map.	<ul style="list-style-type: none"> <li>- Assign students in pairs</li> <li>- Hand out worksheet with Exercise 2 and provide the instruction.</li> <li>- Allow students time to complete exercise and monitor their progress – provide help where needed.</li> </ul>	<ul style="list-style-type: none"> <li>- Clarify the instructions for Exercise 2 in Japanese</li> <li>- Monitor students' progress – provide help where needed.</li> </ul>	<ul style="list-style-type: none"> <li>- Complete the exercise in pairs.</li> </ul>

2 mins	Open Class Feedback (OCFB) (Check the answers)	- Do OCFB via nomination (Check the answers)	- Observe where students have difficulty with an answer and provide clarification in Japanese.	- Provide answers to Exercise 2
5 mins	Pair work for students to create their own dialogues for asking for and giving directions.	- Direct students to final pair work activity and provide instruction. - Monitor students' progress	- Monitor students' progress	- Complete final pair work activity
6 mins	Freer Practice - Pair work for students to practice asking for and giving directions using the target language.	- Monitor and listen for errors and provide clarification.	- Monitor and listen for errors and provide clarification. -	- Practice asking for and giving directions using the target language.
1 mins	Final remarks before the end of the lesson	- Give her thank-you and goodbye to the class	- Give final remarks	- Give their goodbyes

## Giving Directions in the Metro

In Britain it's called the **underground** or the **tube**. In America it's called the **subway**. **Metro** is a more international word.

### Useful Language

#### Asking for directions

Excuse me, how do I get to ....?

\_\_\_\_\_

Excuse me, can you tell me how to get to ....?

\_\_\_\_\_

Thank you very much.

\_\_\_\_\_

#### Giving directions in the Metro

Get on the .... Line. \_\_\_\_\_

Take the train towards .... \_\_\_\_\_

Go for .... Stop(s). \_\_\_\_\_

Get off at .... Station. \_\_\_\_\_

Take a direct train to .... \_\_\_\_\_

Change trains (at .... station). \_\_\_\_\_

It's the (second, third ....) stop. \_\_\_\_\_

## Demonstration Dialogue

**A:** Excuse me, can you tell me how to get to **Eastern Market** from **Van Dorn Street**?

**B:** Get on the C (blue) line. Take the train towards Largo Town station.

Get off at King Street – Old Town. Change trains to the E (yellow) line.

Take the train towards Greenbelt station. Get off at L'Enfant Plaza.

Change trains to the F (Silver) line. Go for three stops and get off at Eastern Market.

**A:** Thank you very much.

**Exercise 2: Fill in the blanks to complete each dialogue.**

**Dialogue 1: From: Greenbelt To: Gallery Place**

**A:** Excuse me, can you tell me how to get to \_\_\_\_\_ from \_\_\_\_\_?

**B:** Get on the \_\_\_\_\_ line. Take the direct train towards \_\_\_\_\_. Get off at \_\_\_\_\_ Station.

**A:** Thank you very much.

**Dialogue 2: From: Branch Avenue To: Deanwood**

**A:** Excuse me, can you tell me how to get to \_\_\_\_\_ from \_\_\_\_\_?

**B:** Get on the \_\_\_\_\_ line. Take the train towards \_\_\_\_\_. Get off at \_\_\_\_\_.  
Change trains to the \_\_\_\_\_ line. Take the train towards New Carrollton. Go \_\_\_\_\_ stops. Get off at \_\_\_\_\_ Station.

**A:** Thank you very much.

**Dialogue 3: From: Largo Town Center To: Benning Road**

**A:** Excuse me, can you tell me how to get to \_\_\_\_\_ from \_\_\_\_\_?

**B:** Get on the \_\_\_\_\_ line. Take the train towards Franconia-Springfield. Go \_\_\_\_\_ stops. Get off at \_\_\_\_\_ Station.

**A:** Thank you very much.

**Pair Work**

**Practice giving the directions from one location to the other.**

**Fill in the blanks to complete the dialogue.**

**A:** Excuse me, can you tell me how to get to \_\_\_\_\_ from \_\_\_\_\_?

**B:** Get on the \_\_\_\_\_ line. Take the train towards \_\_\_\_\_. Get off at \_\_\_\_\_.

Change trains to the \_\_\_\_\_ line.  
Take the train towards \_\_\_\_\_. Go \_\_\_\_\_ stops. Get off at \_\_\_\_\_.

**A:** Thank you very much.

**Exercise 1: Listen to the dialogues and fill in the blank spaces.**

**(Teachers only)**

**Dialogue 1**

A: Excuse me, how do I get to Tsuruhashi from Yamato Saidaiji?

B: Get on the E (Yellow) line. Take the direct train towards Osaka Namba. Go six stops and get off at Tsuruhashi station.

A: Thank you very much.

**Dialogue 2**

A: Excuse me, can you tell me how to get to Osaka Jo from Kyoto?

B: Get on the A (Red) line. Take the train to Osaka Namba. Change trains to the B (orange) line. Take the train towards Cosmos

Square. Go four stops. Get off at Osaka Jo station.

A: Thank you very much.

**Dialogue 3**

A: Excuse me, can you tell me how to get to Miwa from Yamato Koriyama?

B: Get on the D (green) line. Take the train towards Kashiharajingumae Station. Get off at Hirahata station. Change trains to the C (blue) line. Take the train to Tenri. Get off at Tenri station.

Change trains to the F (Silver) line. Go for four stops and get off at Miwa station.

A: Thank you very much.

**Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_ **No:** \_\_\_\_\_

**Exercise 1: Listen to the dialogues and fill in the blank spaces.**

**Dialogue 1**

Starting Point	Destination	Train (Lines)	Direct (D) / Transfer (T)
_____	_____	_____ _____ _____	_____

**Dialogue 2**

Starting Point	Destination	Train (Lines)	Direct (D) / Transfer (T)
_____	_____	_____ _____ _____	_____

**Dialogue 3**

Starting Point	Destination	Train (Lines)	Direct (D) / Transfer (T)
_____	_____	_____ _____ _____	_____

# M metro System Map

www.metro.com  
Customer Information Service: 202-634-7000  
TTY: Phone: 202-634-0033  
Metro Transit Police: 202-492-0121

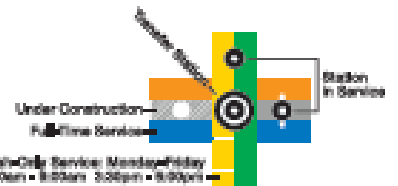
- Legend**
- Red Line** • Glenmont / Shady Grove
  - Orange Line** • New Carrollton / Vienna
  - Blue Line** • Franconia-Springfield / Largo Town Center
  - Green Line** • Branch Ave / Greenbelt
  - Yellow Line** • Huntington / Fort Totten
  - Silver Line** • Westfall-Renton East / Largo Town Center

## Station Features

- Bus to Airport
- Parking
- Hospital
- Airport

## Connecting Rail Systems

- Amtrak
- MDA



**National Operating Times**  
Mon-Thu  
5am-midnight  
Fri  
5am-1am  
Sat  
5am-1am  
Sun  
5am-midnight  
Times are approximate

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# Introduction to Storytelling

## Overview

<b>School &amp; Name</b>	Takatori Kokusai High School – Kiera Woods
<b>Lesson Focus</b>	<b>To have students speak more English in class</b> <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>- identify types of stories and purposes of telling them</li> <li>- identify and use emotions in English speaking/storytelling</li> </ul>
<b>Lesson Topic</b>	Types of Stories and Emotions
<b>Target Grade</b>	SH (3 <sup>rd</sup> grade)
<b>Preparation &amp; Required Materials (If any, please attach.)</b>	<ul style="list-style-type: none"> <li>● Handouts</li> <li>● stickers or stamps,</li> <li>● emotion cards (10x4 sets or 10x2 for 20 Ss)</li> </ul>

## Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
2 min	<b>Welcome to Class</b>	-Greet students	-Greet students	-Greet teachers
8 min	<b>A1- Pair and Share</b> What is a story? When did humans begin to tell stories? Why do people tell stories? What kinds of stories are there? <b>(Materials: handout)</b>	-Have students ask each other each question and think about their answers.	-pass out handout	-make notes of thoughts and share ideas with partner
10 min	<b>A2 – Types of Stories</b> Students will draw lines to match the story type with it's definition. Underneath each story type is this kanji 例 and a line for an example of it, i.e. Urban Legend – “Kuchi-sake Onna/Slit-mouthed Woman <b>(Materials: handout, stickers)</b>	-explain activity simply and try to support and observe Ss -observe discussion and work	-explain activity, support Ss -keep Ss on task -pass out stickers/ stamps to volunteers -help name examples Ss might know if they're struggling	-match types to definitions - stories to types -read out answers, -one S to read out story type/ definition, one read example

5 min	<b>A3 – Emotion Vocabulary</b> Telling stories and having conversations have something in common—emotions and a varied tone of voice. Ss should match the words in the vocab box to the images and make a note of a Japanese translation if needed <b>(Materials: handout, stickers)</b>	-explain the goal of the activity and role of emotion in speaking and oral storytelling	-help Ss match the vocab -suggest types of stories that fit the emotions or elicit the info from Ss	-check dictionaries, match vocab to the correct images -volunteer answers
10 min	<b>A4 – Speaking with Emotion</b> Each student gets an emotion card which they must hide from their partner. They must then read the sentence on the paper using that emotion (they can think how to do it for a moment before speaking). If their partner can guess in 2 tries, mark a star on the paper. The partner does the same. Leave the emotion card face down on the desk when they switch partners <b>(Materials: handout, emotion cards, sticker prize)</b>	- explain rules and Kaiten-zushi style pair work -45 sec for each practice, then switch partners -pass out stickers/stamps to students with all or most stars available (for example, if 8 pair switches, up to 8 stars available)	-help explain rules in Japanese if necessary, join Ss if needed. - Otherwise, keep students on task and give comments -encourage students to be dramatic, it can help them get stars/points by being more obvious	-practice as a class, expressing each emotion -pair up -janken to see who goes first -read printed sentence using emotion from card -guess partner's emotion, mark a point if they can successfully guess yours
5 min	<b>Wrap Up</b>	Final comments/suggestions	Final comments/suggestions	Comments or Questions

## Introduction to Storytelling: Types of Stories

### Activity 1: Think, Pair, and Share

With your partner next to you, talk about each question and make notes of your answers.  
There is no correct or wrong answer.

1. What is a story? When did people begin to tell stories?
2. Why do people tell stories? What types of stories are there?

### Activity 2: Types of Stories

Draw a line to match each type of story to its definition.

<b>1. MYTH, LEGEND</b> 例) _____	<b>a.</b> a fantasy story set in the past featuring imaginary characters and magical events
<b>2. URBAN LEGEND</b> 例) _____	<b>b.</b> a scary story about spirits of the dead
<b>3. GHOST STORY</b> 例) _____	<b>c.</b> a traditional folktale with a clever character who plays tricks on others and sometimes gets into trouble
<b>4. FOLKTALE</b> 例) _____	<b>d.</b> a traditional story involving supernatural people, gods, creatures, or events used to explain things
<b>5. FAIRYTALE</b> 例) _____	<b>e.</b> <small>全般的</small> a universal story <small>経口的に</small> passed down orally from generation to generation.
<b>6. TRICKSTER TALE</b> 例) _____	<b>f.</b> a scary story told as if it is true, about a place <small>漠然と</small> or person the teller or listener vaguely knows.
<b>7. FABLE</b> 例) _____	<b>g.</b> a short story, <small>一般的に</small> typically with animals as characters, conveying a moral.

Kuchi-sake Onna/Slit-mouthed Woman ~ Mimi-nashi-Houichi ~ Anansi the Spider  
 Aesop's The Fox and the Grapes – Amaterasu and the Cave ~ Rapunzel ~ Momotaro

### Activity 3: Emotion Vocabulary

Write each emotion under the picture that it matches.

happy

excited

sad

angry

suspicious

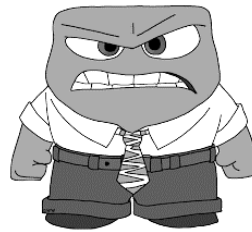
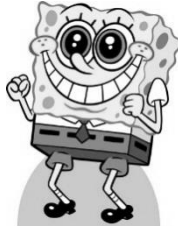
surprised

scared

hopeful

nostalgic

annoyed



### Activity 4: Speaking with Emotion

Practice saying this sentence with the different emotions on your card.

"Hmm, I think I should tell everyone about this. Don't you?"

--	--	--	--	--	--	--	--	--	--

<p><b>Happy</b></p> <p>(嬉しい、喜ぶ)</p>	<p><b>Excited</b></p> <p>(ワクワクする)</p>
<p><b>Angry</b></p> <p>(怒ってる)</p>	<p><b>Sad</b></p> <p>(悲しい)</p>
<p><b>Suspicious</b></p> <p>(怪しい)</p>	<p><b>Scared</b></p> <p>(怖い、怯える)</p>
<p><b>Hopeful</b></p> <p>(希望を持つ)</p>	<p><b>Nostalgic</b></p> <p>(懐かしい)</p>
<p><b>Annoyed</b></p> <p>(イライラする)</p>	<p><b>Surprised</b></p> <p>(びっくり、驚いた)</p>

## Introducing my favorite TV program

### Overview

<b>School &amp; Name</b>	Yoshino senior high school / Masahiro Yamaguchi
<b>Lesson Focus</b>	To have students speak more English in class
<b>Lesson Topic</b>	TV programs
<b>Target Grade</b>	SH 3 <sup>rd</sup>
<b>Preparation &amp; Required Materials</b> (If any, please attach.)	<ul style="list-style-type: none"> <li>● If students want, TV/Movie/Picture etc</li> </ul>

### Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
5m	Show & tell by JTE	Focus-listening	Present my favorite TV	Focus-listening, taking memo
	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	Focus-listening, taking memo
	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

## My favorite comics

### Overview

<b>School &amp; Name</b>	Yamato Koryo Senior High School / Yusuke Mori
<b>Lesson Focus</b>	To have students use more English in class
<b>Target Grade</b>	3 <sup>rd</sup> year students of high school
<b>Preparation &amp; Required Materials (If any, please attach.)</b>	<ul style="list-style-type: none"> <li>My favorite comics (handout)</li> </ul>

### 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	- 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	Make sentences of explaining about their own favorite comics/cartoons	-Circulate and Help students collect their grammar mistakes	- Circulate and Help students collect their grammar mistakes	-Think about 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 students participate the activity	-Circulate and check how much each students participate 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.

**Popular Japanese cartoons in other countries Top20**

1<sup>st</sup>. D.....

2<sup>nd</sup>. N .....

3<sup>rd</sup>. B .....

4<sup>th</sup>. F.....

5<sup>th</sup>. F.....

9<sup>th</sup>. O.....

## 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

## Developing Fluency in Speaking & Writing

### Overview

<b>Name</b>	MAEDA Tadahiko (Horyuji Kokusai High School)
<b>Lesson Focus</b>	Throughout this lesson, students will be able to; 1.demonstrate fluent speaking skills through collaborative learning; 2.interactivity work in groups; 3.demonstrate critical thinking skills of reasoning and negotiation by choosing qualities of friendship; 4.become familiar with each other through the process and content of the activity; 5.increase repertoire of adjectives that describe people; 6.develop productive skills through both speaking and writing tasks; 7.develop confidence & a positive attitude towards speaking in front of others
<b>Target Grade</b>	<b>Third-year high school students</b> (beginning of the semester)
<b>Preparation &amp; Required Materials (If any, please attach.)</b>	Handouts (appendix A and B)

**NOTE:** This lesson includes various communicative activities involving pair work and group work in a friendly, safe, and cooperative classroom environment. This is shown throughout the lesson as students are working together as a pair or a group. In this speaking activity, students first work in pairs to introduce themselves so that they can familiarize with each other. This activity is adapted from the 4/3/2 technique, but since student proficiency level is lower, 4-minute talking may be hard for the students. Therefore, this activity is modified to the 3/2/1. While students are speaking in relaxing atmosphere, the teacher observe the activity and give them advice if necessary Through this activity, students will not only be able to develop fluency as in one of the objectives, the students are encouraged to input and output large amount of language, and have opportunities to talk without control by the teacher.

They are actively engaged in negotiating meaning-in trying to make themselves understood-even when their knowledge of the target language is incomplete. Using group work based on communicative language teaching has advantages such as generating interactive language and promoting learner responsibility and autonomy. As students involve in group discussion, they will be able to interactively work with other fellow students in order to achieve their same goal to decide best three qualities for friendship. In addition, throughout the group discussion and classroom debate (if possible), students will be able to develop critical thinking skills of reasoning and negotiation by choosing qualities of friendship and discuss pervasive reasoning.

### Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
15 mins	Pre- speaking Activity: 3/2/1 technique	1.The teacher gives instruction and demonstration to the students so that they understand how to do the activity.	1. JTE monitor whether students are trying to give as much information as possible.	1. In pairs, students choose speaker or listener by the game of "rock-paper-scissors".  2. Students will introduce themselves non-stop for 3 minutes. 3.Students change partners and will introduce themselves non-stop for two minutes.  3.Students change partners again and students will introduce themselves non-stop for 1 minute.  4. Listeners will now become the speakers / same procedure.
20 mins	While Speaking Activity	1. Walk around the classroom and help student discussion.	1. JTE can especially help students out unfamiliar adjectives to describe the quality of friendship.	1.Students form 4 groups of 5 students (from group A to group D) 2.Students check comprehension of adjectives (discuss as a class about unfamiliar words) for 7 minutes. 3.Students discuss and choose best 3 qualities (2 choice/ 1 created / providing reason) for 15 minutes.
15 mins	Classwork and Homework	1. If possible, ALT can demonstrate his/her own writing to students.	1. JTE will briefly review how to write a paragraph in English.	1. Students will write a one-paragraph summary about their qualities of a good friend  2. Students will finish writing their one-paragraph summary of the theme as their homework.

Class 3- Name: \_\_\_\_\_

### Qualities of Friendship

As a group, discuss and select two qualities from the following list that makes a good friend. Then discuss one additional quality that is not on the list that you feel is also important.

- Loyal
- Friendly
- Honest
- Rich
- Famous
- Funny
- Diligent
- Adventurous
- Intelligent
- Generous
- Sociable
- Mature
- Stubborn
- Courageous
- Confident
- Serious
- Patient
- Caring



Our three choices are....

1. \_\_\_\_\_(From above list)

Reason: \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_(From above list)

Reason: \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_(Not from list)

Reason: \_\_\_\_\_

[illegible]

## That's Fantastic!

### Overview

<b>School &amp; Name</b>	Yamato Koryo, Veronique Hynes
<b>Lesson Focus</b>	<b>To have students speak more English in class</b>
<b>Lesson Topic</b>	Have students practice common responses in conversation (congratulations! I'm sorry, etc.)
<b>Target Grade</b>	Elementary ( ), JH ( ), <b>SH ( 3rd year )</b> , Any grades
<b>Preparation &amp; Required Materials (If any, please attach.)</b>	<ul style="list-style-type: none"> <li>● bonus stamp cards</li> <li>● conversation cards</li> <li>● worksheet</li> </ul>

### Activity (in detail)

<b>Time</b>	<b>Activity (&amp; Materials as needed)</b>	<b>ALT will...</b>	<b>JTE will...</b>	<b>Students will...</b>
5 min	Greeting and attendance	Greet students; Hand out bonus stamp cards	Greet students; take attendance	Greet JTE/ALT
5 min	ALT writes up the responses on the board (can be found in the common responses pdf). Makes sure the students know what they all mean.	Explain the key vocabulary	Help teach vocabulary	Listen; give the Japanese translation

15 min	In groups, students play a game that has them using common responses to statements. Each group is given a handful of cards. One student picks up a card and says the sentence in bold (ex: How are you?). The other students have to guess the response (ex: I'm fine). The student that guesses the most responses correctly gets a bonus stamp.	Explain activity	Explain in Japanese as necessary	Break into groups and do activity
10	Students are given a list of hypothetical situations (my dog ran away, I just won the lottery!). They have to match up the correct responses to the situation (for my "dog ran away" they'd use "I'm sorry").	Explain worksheet; help students complete it	Explain in Japanese as necessary; help students complete worksheet	Complete worksheet
Extra time ?	ALT or JTE write hypothetical situations on the chalkboard. Students raise their hands to offer potential responses. We can also do it the opposite way: ALT writes a response on the board and a student has to offer a situation where that response would be called for. Volunteers get bonus stamps.	Explain activity	Encourage participation	Volunteer and get stamps

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## Common Responses

<p>I'm taking my driving test tomorrow.</p> <p>Good luck!</p>	<p>Have a good weekend!</p> <p>The same to you.</p>
<p>This is Abbey, my new flatmate.</p> <p>Pleased to meet you.</p>	<p>AAAtchooo!</p> <p>Bless you!</p>
<p>I got married last week.</p> <p>Congratulations!</p>	<p>How do you do?</p> <p>How do you do?</p>
<p>Would you like a cup of coffee?</p> <p>Yes, please.</p>	<p>Can I have another slice of cake?</p> <p>Help yourself.</p>
<p>Cheers!</p> <p>Cheers!</p>	<p>That looks heavy. Can I give you a hand?</p> <p>Sure, that would be great.</p>
<p>Are you tied up this week?</p> <p>Yes, I'm really busy.</p>	<p>Do you need any help?</p> <p>No, I'm just looking.</p>
<p>How's it going?</p> <p>Not bad.</p>	<p>Peter can't come this weekend. He has to work.</p> <p>Oh, what a pity.</p>
<p>I've heard a lot about you.</p> <p>Really? All good I hope!</p>	<p>Say hi to Susan for me.</p> <p>Will do!</p>
<p>Thank you.</p> <p>You're welcome!</p>	<p>I didn't get the job.</p> <p>Oh, sorry to hear that.</p>
<p>Is it OK if I open a window?</p> <p>Sure, go ahead.</p>	<p>How would you like to pay?</p> <p>By credit card.</p>

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## Common Responses

Here is an enjoyable card game to help students practice common responses to everyday expressions.

Before class, make one copy of the worksheet for each group of four and cut as indicated.

### Procedure

Divide the class into groups of four.

Tell the class that they are going to play a game where they reply to everyday expressions with common responses. Explain that the correct response may be positive or negative.

Next, give each group a set of shuffled cards. Ask them to place the cards face down in a pile on the desk.

Explain that each card has an expression or sentence and a commonly used response.

Students take it in turns to pick up a card and say the expression in bold to the group.

The first student in the group to respond with the exact words on the card keeps the card.

You may wish to demonstrate the game by taking a card, saying the expression and giving it to the first student who says the correct response.

Highlight that there may be many ways to reply to each expression. However, the game consists of trying to say the exact reply that's on the card.

The student with the most cards at the end of the game is the winner.

Finish the activity by seeing if the whole class can remember the correct response for each card.

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Student Number: \_\_\_\_\_

### That's fantastic! That's terrible!

Choose the most appropriate response from the options below. Note some of the responses will work with more than one.



1. My dog ran away.  
\_\_\_\_\_

5. My father won the lottery.  
\_\_\_\_\_

2. I just bought a plane ticket to Hawaii.  
\_\_\_\_\_

6. I failed all my exams.  
\_\_\_\_\_

3. I have lots of homework to do tonight.  
\_\_\_\_\_

7. I just got accepted into university.  
\_\_\_\_\_

4. My sister beat a world record.  
\_\_\_\_\_

8. My friend got me a birthday cake.  
\_\_\_\_\_

**That's fantastic! I am sorry to hear that. Congratulations! Good for you! Oh no! That's terrible!**  
**Good luck! You can do it! Well done! I feel for you.**

-----

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Student Number: \_\_\_\_\_

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5. My father won the lottery.  
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2. I just bought a plane ticket to Hawaii.  
\_\_\_\_\_

6. I failed all my exams.  
\_\_\_\_\_

3. I have lots of homework to do tonight.  
\_\_\_\_\_

7. I just got accepted into university.  
\_\_\_\_\_

4. My sister beat a world record.  
\_\_\_\_\_

8. My friend got me a birthday cake.  
\_\_\_\_\_

**That's fantastic! I am sorry to hear that. Congratulations! Good for you! Oh no! That's terrible!**  
**Good luck! You can do it! Well done! I feel for you.**

# Shopping Simulation Game

## Overview

<b>School &amp; Name</b>	Horyuji Kokusai High School, Rachel Stuart
<b>Lesson Focus</b>	<b>To have students speak more English in class</b>
<b>Lesson Topic</b>	Shopping
<b>Target Grade</b>	<b>SHS (ANY)</b>
<b>Preparation &amp; Required Materials (If any, please attach.)</b>	<p>Before the class, copy and cut up the cards on worksheets A and B, so that there are an equal number of shoppers (worksheet A) and shop owners (B). Set up your classroom to represent a street, with each table being a shop if possible. <b>There are five shops:</b> a computer shop, a newsagent's, a fruit shop, a small supermarket, a language bookshop</p> <p><u>NOTE:</u> The ideal number is five of each, you can duplicate the cards if your class is larger than 10. If you have less than 10, your learners won't be able to find everything on their lists, so warn them.</p>

## Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	HRT will...	Students will...
2 mins	<b>Greeting</b>	Greet students: Hello, how are you?...date ...weather, etc.	Greet students	Greet teachers
5 mins	<b>Warm up activity</b> Review what has been learned so far about shopping and review useful structures e.g. 'I'm looking for a...', 'I wonder if you can help me, I...', 'How much is that?', etc.	Lead a small discussion/ review to lead into the day's activity	Help with discussion, especially new words	Answer questions/ volunteer ideas
10	<b>Getting started with the simulation game</b>  1. Divide the class in half. One half will be shop keepers, the other half will be customers.	Explain game and rules, run through a sample dialogue (List 1: see	Help with explaining the game and rules, show a sample dialogue with	Listen, ask questions if anything is unclear

	<p>2. Distribute worksheet cards accordingly. A cards go to customers, B cards go to shop keepers. (Make sure there is an equal number of shopping lists and shops)</p> <p><i>NOTE:</i> The cards are structured so that some discussion and negotiation is necessary to find most of the things on the learners' shopping lists. In addition, each list also has a short task typical of normal interaction in the street, for example asking the time or directions to a bank.</p> <p>3. Give Ss time to read their cards and ask you about any problem language. Have them also think about what they are going to say, and what language they will need. You can group the shoppers together and shop owners together to do this.</p> <p>4. Once ready, describe the goal of the game. The shoppers need to find everything on their lists and complete their short task also.</p>	<p>attached) with the JTE</p>	<p>the ALT</p>	
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20-30 mins	<b>Play game</b> Keep the role-play going until enough shoppers have completed their tasks.	Monitor, assist when necessary	Monitor, assist when necessary	Play the game using the scenario card and the reviewed expressions
3 min	<b>Closing</b> Recap. Put the class into groups and ask them to explain how the shopping (and selling) went, and what problems they had.	Provide feedback on any interesting language points you heard	Support with Japanese if necessary	

## A shopping role play

### Worksheet A: Shopping lists

#### List 1

Here are the things you need to buy

- a blank CD to burn some music on your laptop
- a newspaper, preferably 'The Guardian' or 'The Independent'
- Some low-fat milk
- Half a kilo of nectarines
- A monolingual dictionary, English – English, but small enough for your pocket

You also need to change a 10 pound note for 10 one pound coins

#### List 2

Here are the things you need to buy

- An extension lead for your MP3 player
- This week's 'Film Review' magazine
- Some wholemeal bread
- Some bananas, but the ones used for cooking
- A good grammar practice book for your level

You also need to find out what time it is, as you have lost your watch

#### List 3

Here are the things you need to buy

- Some high quality paper for your printer
- Some chewing gum, strawberry flavour
- A couple of packets of instant noodles – you like them spicy
- A kilo of oranges
- A good guide to grammar in English

You also need to know where the nearest bank is

#### List 4

Here are the things you need to buy

- Some headphones for your computer so you can use the internet to make telephone calls
- A book of first class stamps, preferably 10.
- Four mangos, not quite ripe would be best
- Some black pepper corns for your pepper mill
- A bi-lingual dictionary, English – your language

You also want to put a card in the window of a shop saying that you are looking for a private teacher to help with your English

#### List 5

Here are the things you need to buy

- Some unsalted butter
- A black pen that you can use to write on CDs
- a telephone card to make international calls
- half a kilo of apples. You like them red and sweet
- a dictionary of phrasal verbs

You also want to know if there is somewhere to post your letters nearby

## A shopping role play

### Worksheet B: Shopkeepers

#### List 1

You have a **computer shop**. You have the following in stock:

- Blank CDs to burn music – these are on special offer
- You are out of stock of extension leads for MP3 players
- Paper for printers – you have low, medium and high quality, but the high quality is very expensive
- Headphones for computers – you have them with a microphone or without
- Pens that you can use to write on CDs – you have blue and red only

You don't let people put cards in your window and don't know what time it is, or where the nearest bank is. You do know where the nearest post office is, and you have change for 10 pounds.

#### List 2

You have a **newsagent's**. You have the following in stock:

- Newspapers. You only have the 'Independent', the 'Sun' and the 'Mirror'
- 'Film Review' magazine. This week if people pay extra they can get the special guide to summer films also
- Chewing gum. You have peppermint, cherry and banana.
- Stamps. You have first and second class, in books of 10 and 20. Some wholemeal bread
- Telephone cards to make international calls, at different values

You let people put cards in your window but don't know what time it is, or where the nearest bank or post office is. You have no change.

#### List 3

You have a **bookshop** specialising in learning languages. You have the following in stock:

- Bilingual dictionaries for English and Spanish, French, Chinese and Arabic.
- Guides to English grammar for intermediate levels and below
- Vocabulary practice books, but no grammar practice books at the moment
- Special dictionaries for idioms and also for phrasal verbs
- Monolingual dictionaries, English-English, for all levels but only large size editions

You don't let people put cards in your window and don't know what time it is, but you do know where the nearest bank is. You have no change.

#### List 4

You have a **shop selling fruit and vegetables**. You have the following in stock:

- Mangos, ripe and ready to eat today
- Oranges
- Bananas, for both dessert and cooking
- Peaches, which you are trying to get people to buy instead of nectarines
- Apples, green and crispy

You don't let people put cards in your window and don't know where the nearest bank or post office is. You have no change but do know what the time is.

#### List 5

You have a small **supermarket**. You have the following in stock:

- Salted butter
- Instant noodles, in pots and packets, but only spicy ones
- Full-fat and low-fat milk
- Black pepper, in powder and as corns
- White bread

You let people put cards in your window but don't know what time it is, or where the nearest banks or post offices are. You have change for 10 pounds.

## Shopping Simulation Game from the British Council

<https://www.teachingenglish.org.uk/article/a-shopping-role-play>

**The task:** going shopping along a street. Half the class have shopping lists and the other half own a shop.

**There are five shops:** a computer shop, a newsagent's, a fruit shop, a supermarket, a language bookshop.

The cards are structured so that some discussion and negotiation is necessary to find most of the things on the learners' shopping lists. In addition, each list also has a short task typical of normal interaction in the street, for example asking the time or directions to a bank. At higher levels learners can be encouraged to elaborate on the conversations and make them more complex.

### Preparation

Before class, copy and cut up the cards on worksheets A and B, so that there are an equal number of shoppers (worksheet A) and shop owners (B). The ideal number is five of each, you can duplicate the cards if your class is larger than 10. If you have less than 10, warn them they won't be able to find everything on their lists,.

### Procedure

- ①. If you are practicing language, review useful structures with the class first, e.g. *'I'm looking for a...'*, *'I wonder if you can help me, I...'*, *'How much is that?'*, etc.
- ②. Hand out the cards to the students making sure there is an equal number of shopping lists and shops.
- ③. Give the learners time to read their cards and ask you about any problem language. They also need to think about what they are going to say, and what language they will need. You can group the shoppers together and shop owners together to do this.
- ④. Point out to the shop owners that they may need to decide how much their products cost before starting.
- ⑤. Set up your classroom to represent a street, with each table being a shop if possible. Ask the learners who own a shop to prepare a card (folded piece of paper) saying what shop they own.
- ⑥. Start the role-play. The shoppers need to find everything on their lists and complete their short task also.
- ⑦. Monitor the activity for interesting language or for problems, which you can feedback afterwards. Try not to intervene too much at this stage.
- ⑧. Keep the role-play going until enough shoppers have completed their tasks.
- ⑨. In groups and ask them to explain how the shopping (and selling) went, and what problems they had.
- ⑩. Feedback open class on any interesting language points.

**Note:** These cards can be exploited in any way, e.g. as practice after looking at interactional language or common vocabulary, as a spontaneous speaking exercise, or as a diagnostic for you to see what your learners know. You can review the language needed for the task before or after the role-play, depending on your aims.

# Passive Voice Review

## Overview

<b>School &amp; Name</b>	Unebi High School, Ville Vang
<b>Lesson Focus</b>	To review the passive voice
<b>Lesson Topic</b>	Passive Voice Review
<b>Target Grade</b>	<b>Any grades</b>
<b>Preparation &amp; Required Materials (If any, please attach.)</b>	<p>Prep: Search for and print out pictures for Activity 1 and create passive and active sentences for Activity 2.</p> <p>Required Materials: Passive/Active sentences and famous landmarks or culturally iconic pictures.</p>

## Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	HRT will...	Students will...
5 mins	<p>Short Introduction</p> <ul style="list-style-type: none"> <li>Introduce passive voice topic</li> <li>First, briefly review the passive voice. Give examples.</li> </ul> <p>Ask if the students understand the topic and if they have any questions regarding the topic.</p>	<p>-Shortly introduce and review the passive voice.</p> <p>-Ask Ss if they have any questions and answer any questions.</p>	<p>-Provide further explanations if needed.</p> <p>-Ask Ss if they have any questions and answer any questions.</p>	<p>-Listen carefully and ask any questions they have about the passive voice.</p>
15-20 mins	<p>Activity 1: Guessing a word/phrase through explaining in the passive voice</p> <ul style="list-style-type: none"> <li>Students will be paired for this activity. Students will stand up and face each other. Half of the class will face the blackboard, where there will be a picture of a famous cultural landmark or icon (e.g. Statue of Liberty, Todaiji Temple)</li> </ul>	<p>-Explain the procedures.</p> <p>-Walk around and listen to students.</p> <p>-If students need help, provide hints.</p> <p>-Choose some students to share their passive sentences in class.</p>	<p>-Further explain the procedures if necessary.</p> <p>-Walk around and listen to students.</p> <p>-If students need help, provide hints.</p> <p>-Choose some students to share their sentences in class.</p>	<p>-Be paired up.</p> <p>-Try to explain a picture using at least two passive sentences or try to guess what the picture is about.</p> <p>-Share their passive sentences to the whole class.</p>

	<ul style="list-style-type: none"> <li>• Students who are facing the board will have to explain the picture to their partners (whose back are turned against the picture and cannot look at it) without saying the actual name of the landmark or icon.</li> <li>• The first two sentences they use to describe the picture must be in the passive voice. All sentences following can be either passive or active.</li> <li>• Once their partner has guessed the correct word/phrase, then they can sit</li> <li>• Once the majority or all of the students finished explaining and guessing, then choose some students to share the passive sentences they used.</li> <li>• Have students switch positions and place a new picture on the board. In the following turn, students can pair up with a new partner.</li> <li>• Repeat these steps as long as you think necessary.</li> </ul> <p>**Note: Each picture rotation and sharing should take about 3-4 minutes. If students have trouble explaining in the passive voice or students cannot guess the correct word/phrase, give hints)</p>			
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20-25 mins	<p>Activity 2: Typhoon Game</p> <ul style="list-style-type: none"> <li>Split students into teams (groups of 3-5 people)</li> <li>Explain rules of Typhoon Game (see <i>Typhoon Game Procedures</i>)</li> <li>Write down an active or passive voice sentence on the board and have the students change that sentence into the opposite voice by first discussing with their team members.</li> <li>Start with the first group and give them 20 seconds (or however long you deem necessary) to answer. If they cannot answer, then another team gets the chance to steal the answer. Go on to the next group and repeat the same steps.</li> <li>The group with the most points wins.</li> </ul> <p><b>**Note:</b> Provide students with scratch paper to help them write the passive sentences.</p>	<p>-Set up for the Typhoon Game.</p> <p>-Write down sentences for Ss to answer on the board or keep track of scores.</p> <p>-Call on groups to answer.</p>	<p>-Split the class into groups of 3-5 people.</p> <p>-Write down sentences for Ss to answer on the board or keep track of scores.</p> <p>-Call on groups to answer.</p>	<p>-Get into groups.</p> <p>-Play the Typhoon Game and try to get as many points as possible for their group.</p> <p>-Write down the passive sentences on a piece of note paper.</p>
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# Typhoon Game Procedure

## PROCEDURE:

1. Divide the class into teams. Two teams are preferable, but more can be used for larger classes.
2. Draw this grid on the board, but leave the boxes empty. You should have with you a copy of the grid with the T's and numbers filled in to use as a reference during the game (and, as the original author of this game pointed out, having the points written out beforehand prevents accusations of favoritism and cheating).

	1	2	3	4	5
A	T	1	5	T	10
B	6	14	2	6	T
C	4	T	T	12	10
D	9	11	1	7	4
E	T	4	3	T	15

3. Explain to the students how to play the game. (e.g. Students have to change active sentences into passive voice.)
4. To play the game, number the groups. For example, have groups numbered 1-5. Have group 1 and 5 *janken* (rock-paper-scissor) to see which team starts first. If group 5 wins, then group 5 starts with answering the first question. After group 5 answers or give up because they don't know the answer (in this case another group who raises their hands first can steal the chance to answer), then it is group 4's turn to answer the next question. Then group 3, 2, 1 and so on. This way, all the group gets a chance to answer. If a group answers correctly, then the group gets to choose a box from the grid on the board, battleship style (e.g. A-2). If the student chooses a box with a number, their team gets to build that many houses. If the student chooses a box with a T (Typhoon) in it, all of their team's houses (if any) are destroyed (i.e. erased) by a typhoon and the team is back to zero.
5. The team with the most houses at the end of the game is the winner.

# What do you do in your free time?

## Overview

<b>School &amp; Name</b>	Seiwa Seiryuu High School/Oji Technical High School, Victoria Eichbauer
<b>Lesson Focus</b>	<b>To have students speak more English in class</b>
<b>Lesson Topic</b>	Present and Past tense practice
<b>Target Grade</b>	<b>Any</b> grades in middle or high school
<b>Preparation &amp; Required Materials (If any, please attach.)</b>	<ul style="list-style-type: none"> <li>● Paper sentences cut up and put in a container (envelope, cup...)</li> <li>● (after paper is put in) 6-12 envelopes depending on time (the same envelopes may be used for different teams)</li> <li>● Worksheets for students (see below)</li> <li>● (optional) SELECT textbook</li> </ul>

## Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	HRT will...	Students will...
5-10 min (greeting time not included)	Listening Comprehension (pg. 14 in SELECT Textbook OR ALT made worksheet) and pass out worksheets.	Pass out worksheets and play CD or read out-loud a passage/conversation made by the ALT...	Pass out worksheets and play CD or help read conversation if required.	Listen and answer questions related to the listening practice using their worksheet.
25-30 min (to explain and do activity)	Activity: Students will make 4-6 groups and receive an envelope (or any container) with slips of paper inside. The slips are individual words that can make a full sentence when put in order. For this activity, they will be present and past tense oriented. Each group has	Will pass out the envelopes (and continue to pass out different envelopes until the game is won) and listen to the finished sentences.	Will pass out envelopes and listen to the finished sentences.	The students will work in groups to make a sentence from the slips of paper. Once done, one student

	to put the individual words in order and once they are finished must volunteer one person in the group to tell the teacher the sentence. If it is correct they get a point. This goes on until they reach a certain amount of points (for this activity the first group to 3-5 points will suffice).			must come up and say the sentence correctly. The same student cannot come up again. Once one team has the maximum points, the game is over.
5 min	Follow-up questions	Ask questions related to the activity.	Ask questions related to the activity.	The students must answer the questions.

Name\_\_\_\_\_

### What Do You Do In Your Free Time?

#### Listening Practice

1. What does Sally do in her free time? \_\_\_\_\_
2. What did she do last weekend? \_\_\_\_\_
3. On what day did she do this? Saturday or Sunday?
4. What will Sally do this weekend? \_\_\_\_\_
5. On what day will she do this? Saturday or Sunday?
6. What does May do in her free time? \_\_\_\_\_
7. What did she do last weekend? \_\_\_\_\_
8. On what day did she do this? Saturday or Sunday?
9. What will May do this weekend? \_\_\_\_\_
10. On what day will she do this? Saturday or Sunday?
11. What does Tim do in his free time? \_\_\_\_\_
12. What did he do last weekend? \_\_\_\_\_
13. On what day did he do this? Saturday or Sunday?
14. What will Tim do this weekend? \_\_\_\_\_
15. On what day will he do this? Saturday or Sunday?

#### Unscramble Race! Game **(Please write your unscrambled sentences below!)**

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

## Listening Comprehension Script

### Part 1: Sally

Hello! My name is Sally and in my free time I like to watch videos. Last weekend on Saturday, I talked to my friend. This weekend I will visit my grandmother on Saturday.

### Part 2: May

Hello! My name is May and in my free time I like to sing karaoke. Last weekend on Sunday, I did my homework. This weekend I will play tennis on Saturday.

### Part 3: Tim (A little longer/increased difficulty)

Hello everyone! My name is Tim! When I have time for myself I like to read books. Last weekend, I was super busy. I was tired from studying for my exams all weekend! I hope I did well. This weekend I decided to relax on Saturday and sleep all day. I love animals so on Sunday I decided to volunteer at an animal shelter. I will play with many cute cats and dogs. I want to help them find families!

### **Sentences to unscramble (similar sentences may be created/added)**

1. I ate too much food yesterday so today I have a stomachache.
2. I finished my essay just in time for the deadline.
3. I was late for school so I quickly grabbed my jacket and left.
4. Last weekend I watched a movie with my friends.
5. Last weekend I studied for my difficult English exam.
6. Last weekend I visited Kyoto for a school trip.
7. This weekend I will go sing karaoke with my friends.
8. This weekend I will eat pizza at a fancy Italian restaurant.
9. This weekend I will take a break and play video games.
10. I trained for the sports meet and I won a gold medal.
11. At school my pants ripped and I was extremely embarrassed.
12. On the school field trip I tripped in front of all my classmates.

**Follow-up Questions (directed to individual students)**

What do you do in your free time?

What did you do last weekend?

What will you do this weekend?

What will you do on Saturday?

What will you do on Sunday?

Will you go anywhere fun this weekend?

What will you do after school?

(Reinforcing previous lessons) What is your hobby?

# General Introduction Lesson

## Overview

<b>School &amp; Name</b>	Horyuji Kokusai High School Amber Jackson
<b>Lesson Focus</b>	<b>To have students speak more English in class</b>
<b>Lesson Topic</b>	Introduction to English Conversation Class
<b>Target Grade</b>	Elementary ( ), JH ( ), SH ( <b>Grades 1-3</b> ), Any grades
<b>Preparation &amp; Required Materials (If any, please attach.)</b>	<ul style="list-style-type: none"> <li>● Marble candy</li> <li>● Think of discussion questions</li> <li>● Pronunciation Practice Worksheet</li> </ul>

## Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	HRT will...	Students will...
5-10 min	Greeting Marble Game <i>Introduction game where Ss are given candy and must make sentences based on how much they take</i>	Greet Ss Explain activity and pass out candy	Help pass out candy	Take candy and say one sentence for each piece taken
15-25 min	Group Discussion <i>Ss will make groups of 4-5 and discuss planned topics with among one another.</i> <b>Potential Topics:</b> Holiday/ Summer Vacation, Club Activities, Favorite Class, Expectations for English Class...	Explain activity and tell students each topic	Translate topics if necessary, Keep Ss under control and on task	Make groups of 4-5 and discuss planned topics with among one another
15-20 min	Pronunciation Practice <i>Play a game to help Ss practice pronouncing difficult English sounds/ words using worksheet</i> <i>*If remaining time, teach tongue twister using sounds practiced. Ex: "She sells seashells by the seashore"</i>	Explain activity and give demonstration for Ss	Help with demonstration, translate rules if necessary	Practice pronouncing words and judge classmate's pronunciation

## **Discussion Question List**

- ✧ How was your (summer) vacation?
- ✧ What is your favorite school subject?
- ✧ What is your least favorite school subject?
- ✧ What club activity did you/ will you join this school year? / What club are you a member of?
- ✧ What do you like about English/ English class?
- ✧ What do you want to practice/do in English class?
- ✧ What are your expectations in English Conversation class?

## "S" AND "SH"

In Chapter 3 we looked at "s" sounds compared to "th". Here we will focus on the tricky issue of "s" and "sh". When you see a word written with an "s" instead of an "sh", it is always pronounced with only the "s" sound. Many Japanese people find this pattern confusing because the "s" is followed by an "i" or "ee" sound in Japanese, which is pronounced as a "sh" sound.

As mentioned above, the problem with "s" and "sh" is usually not the ability to make the sound, but to choose the right one when speaking. Therefore, we need to pay careful attention to the vowels that follow the sound.

### CHARADES

In this fun activity, Partner A will choose any word from the "sh" column. Partner B will listen and use physical gestures—but NO voice—to "act out" the word. If Partner B answers correctly, both students will switch roles. If Partner B guesses incorrectly, Partner A will choose another word and Partner B will be the "actor" again.

"s" words	"sh" words
sea	she
seal	shell
seat	sheet
single	shingle
sin	shin
sip	ship
seep	sheep
sift	shift
sill	shill
scene	sheen

## Chapter review

### Overview

<b>School &amp; Name</b>	Oyodo Senior High School – Shante Moore
<b>Lesson Focus</b>	<b>To have students speak more English in class</b>
<b>Lesson Topic</b>	Chapter review
<b>Target Grade</b>	<b>Senior High School (All grades)</b>
<b>Preparation &amp; Required Materials (If any, please attach.)</b>	<ul style="list-style-type: none"> <li>● Notes for Black Sheep</li> <li>● Bingo Sheet</li> </ul>

### Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JET will...	Students will...
5 mins	<p><b>Warm up game:</b> “Black Sheep”</p> <p>This is a game that requires listening and process of elimination skills.</p> <p>Object of the game: Each row is a set team. One student from each row will stand up. The ALT will say four words. One word does not belong. Students will have to raise their hand, say the correct answer and say why that they chose their answer.</p> <p>Example: rice, udon, ramen, soba</p> <p>Answer: rice (it is not a noodle)</p>	Be in charge of the game. The ALT will have each row stand up and listen to each words carefully.	Keep watch of each row of students. The JET be in charge of selecting the fastest students and keeping track of scores.	Listen to the ALT and raise their hand when they know the answer. The student must give correct reason for their answer. (This is to encourage students to make educated guesses)

25 mins (15 min prep 10 min present)	<b>Review of textbook material</b> Students will be placed into a team of four/five students. Within each team, the students will be responsible for memorizing two or three lines within the textbook. The JTE will assign students within a group to parts "A, B, C, D (or E)" Students who are responsible for part A must memorize lines 1-3, part B lines 4-6, and so forth. Students are encouraged to practice individually as well as within the group before presentation. For example: Student who has lines 1-3 will recite as others within that group would listen and critique. Same procedure should follow for the next team member responsible for lines 4-6. And so forth. After students have had enough time to practice, each group would come to the front of the classroom and recite their memorized lines. If a student does not remember or gets stuck, the ALT or JTE can give hints to help. The team with the best recitation is the winner. *No rubric to be used. This is more for memorization practice than for a grade*	Monitor teams and make sure that each team members are participating and trying to memorize their lines. During the presentation, the ALT will follow along with the text to make sure each student is reciting their lines correctly.	Divide the students into teams. Then assign each student within that team to parts A to D (or E). Once the teams are practicing, the JTE will monitor teams and make sure team members are participating accordingly. During the presentation, the JTE will follow along with the text to make sure each student is saying their lines correctly.	Be placed into teams and then be given a part to memorize. Students must practice individually as well as within a group. For the presentation, the students will organize themselves from A to D (or E) and recite their lines in order.
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20 mins (5 min prep 15 min activity)	<p><b>Game time: Bingo</b> (with full sentences)</p> <p>In this bingo game, students will listen to full sentences twice and try to pick up one of the words listed on the bingo sheet.</p> <p>*The words on the list on the bingo sheet will be vocabulary words that students should have already studied.</p>	<p>Conduct the game. The ALT will have already written sentences with the words from the word bank. The ALT will say the sentences twice. The second time will be slower than the first.</p>	<p>Monitor the students and make sure that all students participating. The JTE will also help students if they could not catch the word after the second time. The JTE will make sure that the students know the vocabulary word by asking random student to confirm the Japanese meaning.</p>	<p>Fill out the bingo sheet and then play bingo. Students will listen to the ALT and try to catch the words on the bingo sheet.</p>
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# Lesson 1 and 2 Vocabulary Bingo

Name:

		Free Space 😊		

English	日本語	English	日本語
Famous		Environment	
Beautiful		Glisten	
Happening		To turn	
Notice		White	
One day		Under the sea	
Change		Had died	
Dive		Climate change	
Coral reefs		Pollution	
Global warming		Destroy	
Land development		Restore	
Think		Ocean	
Plant		Sea	
Forest			



(Retrieved from COMET English Communication II)

## Lesson 6 Kinjo Koji and the Coral Reef

金城浩二とサンゴ礁

*Used for reference only*

- A**     Okinawa is famous for its beautiful sea.  
However, something is happening under the sea.
- B**     Kinjo Koji noticed a change one day in 1998.  
The sea was glistening white.
- C**     When he dived in the sea, he saw that the coral reefs had died and turned white.  
  
Global warming and land development had killed them.
- D**     Kinjo wanted to see the beautiful reef again.  
He thought, “I’ll plant coral in the sea just like planting trees in the forest.”

## Health and the body

### Overview

<b>School &amp; Name</b>	Soekami Senior High School, Shigefumi Ueda
<b>Lesson Focus</b>	<b>To have students speak more English in class</b>
<b>Lesson Topic</b>	Health and the body
<b>Target Grade</b>	Elementary( ), JH( ), <b>SH</b> ( ○ ), Any grades
<b>Preparation &amp; Required Materials (If any, please attach.)</b>	<ul style="list-style-type: none"> <li>Two handouts: Health &amp; Health Survey</li> </ul>

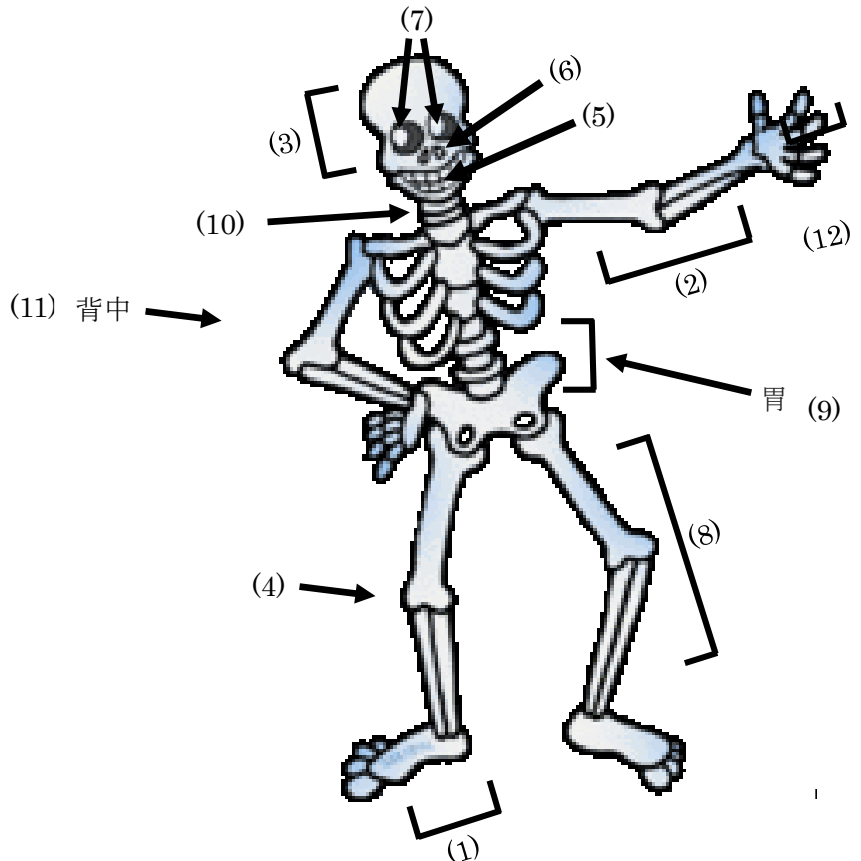
### Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
15	Body Parts Students will match the body part to the picture.	ALT and JTE review answers when most students have completed		
15	Listening dialogue	Alt and JTE will present dialogue to the class.	ALT and JTE will review sentences and meanings.	Students will write what they hear.
10	Health survey			Students will write about a time that they broke a bone by filling in the blanks.
10	Presentation 3 students will volunteer to share what they wrote with the rest of the class.	Afterwards, ALT and JTE will check comprehension.		Students will fill in the what they hear in the chart below.

# Health

head	eye	stomach	nose
tooth (teeth)	arm	leg	back
foot (feet)	knee	neck	hand

Match the body part to the number.
1)
2)
3)
4)
5)
6)
7)
8)
9)
10)
11)
12)



## Dialogue:

Doctor: Hello, what's \_\_\_\_\_?

Patient: My arm \_\_\_\_\_.

Doctor: What were you doing?

Patient: I was \_\_\_\_\_.

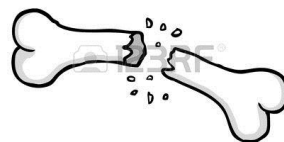
Doctor: It seems to be \_\_\_\_\_.

Patient: How long will it take to \_\_\_\_\_?

Doctor: It should take \_\_\_\_\_. Get some \_\_\_\_\_.

Patient: Okay, thank you.

# Health Survey



Fill in the blanks about a time you were hurt.

I hurt/broke my \_\_\_\_\_ when I was \_\_\_\_\_ years old.  
(body part) (age)

I was \_\_\_\_\_.  
(activity)

It took \_\_\_\_\_ to heal. / It will take \_\_\_\_\_ to heal.

Listen to your classmates and fill in the blanks.

Name	Body Part	Age	Activity	Healing time

## Self-Introduction Lesson

### Overview

<b>School &amp; Name</b>	Heijo Senior High School , Yushi Asai
<b>Lesson Focus</b>	To have students speak more English in class
<b>Lesson Topic</b>	Self-Introduction, Learning about Ireland
<b>Target Grade</b>	Elementary(                    ), JH(                    ), <b>SH</b> (    ○    ), Any grades
<b>Preparation &amp; Required Materials (If any, please attach.)</b>	<ul style="list-style-type: none"> <li>• Prepare worksheets for each activity</li> <li>• Prepare answer sheets with pictures to place around the room for activity three</li> <li>• Bring Irish items for show and tell for activity four</li> <li>• Egg timer</li> <li>• Prizes for winners</li> <li>• Potato</li> <li>• Music player</li> </ul>

### Activity (in detail)

Time	Activity (& Materials as needed)	ALT will...	JTE will...	Students will...
2 minutes	Greeting	Greet students in English	Greet students in English	Return greeting
5 minutes	Activity One – Listening  Self-introduction to class	Give brief self-introduction to class.  Tell the students to listen carefully as there will be a quiz after.	Give ALT brief Japanese introduction.  Tell the students to listen carefully in Japanese.	Listen to short introduction
10 minutes	Activity Two – Speaking and Writing  Materials: worksheet and timer  All students are given a	Explain the worksheet.  Read out each question and the possible answers.  Read out the self-introduction as	Explain the rules of the activity in Japanese if necessary	Listen to the self-introduction very carefully and answer the questions.  Volunteer to

	<p>worksheet with multiple choice questions about ALTs self-introduction. Students must answer the questions individually.</p>	<p>the students answer the questions. Repeat if necessary. Ask for volunteers to give the answers.</p>		<p>answer the questions.</p>
10 minutes	<p>Activity three – Speaking, Reading and Writing</p> <p>Materials: worksheets, timer</p> <p>Students will have a chance to ask their partner some questions about themselves and then to introduce them to the class.</p>	<p>Ask students to make groups of two</p> <p>Explain the activity and go through the worksheet.</p> <p>Give a demonstration to the class with the JTE.</p> <p>Give students five minutes to ask each other the questions on the worksheet and to write down their answers.</p> <p>Ask for volunteers to introduce their partner to the class.</p>	<p>Explain activity in Japanese</p> <p>Assist in the demonstration</p> <p>Provide translations for students who need help</p>	<p>Make groups of two</p> <p>In your pairs, ask each other the questions on the worksheet and record the answers.</p> <p>Practice introducing each other.</p>
15 minutes	<p>Activity Four – Listening, Reading, Speaking and Writing</p> <p>Materials: Worksheet, answer sheets to be placed around the classroom, Irish items to aid answer sheets,</p>	<p>Explain the activity to the students</p> <p>Ask them to make groups of four</p> <p>Go through the worksheet with</p>	<p>Explain the activity in Japanese if necessary</p>	<p>Listen as activity is explained</p> <p>Get into groups of four</p> <p>One by one go around the room and find</p>

	<p>timer</p> <p>Students are instructed to get into groups of four. Each group is given a worksheet. The answers to the fill in the blank questions will be on posters around the room beside a corresponding Irish item (flag, tin whistle, potato etc)</p> <p>In their groups, students must go around the room one by one and find the answers to the questions and fill in the blanks.</p>	<p>them and read out the questions</p> <p>Give them ten minutes to complete the worksheet.</p> <p>Ask for volunteers in the groups to find the answers</p> <p>Give a short show and tell about Irish items.</p>		<p>the answers to each question</p> <p>Fill in the blanks on the worksheet</p> <p>Listen as ALT gives a short show and tell about each question</p>
	<p>Activity five – Speaking</p> <p><b>*If time permits*</b></p> <p>Materials: music player, potato</p> <p>Hot potato – pass around potato while music plays, when music stops the person holding the stuffed animal has to ask ALT a question about themselves</p>	<p>Explain the game</p> <p>Play music and give students the stuffed animal to pass around</p> <p>Stop the music and answer the question asked by the student who is left holding the stuffed animal</p>	<p>Explain the rules of the game in Japanese if needed</p>	<p>Pass around stuffed animal as music plays</p> <p>When music stops and you are holding the stuffed animal, you must ask ALT about themselves</p>



**The colours on the  
Irish flag are green,  
white and orange.**



**Ireland is famous for its  
Irish dancing and music.**