

Lessons:

JUNIOR HIGH SCHOOL

Lesson Plan:

Name: Kenneth Anderson

Class/Grade/Language Level: Junior High, 7-9th grade, beginning-intermediate english

Music Lesson

Preparation:

1. Pick a song with simple lyrics (or match lyric difficulty to ability level). If possible it should contain a grammar point and/or a few vocab words currently being covered in class.
2. Google search the lyrics and pick a few key phrases (something that repeats from the chorus is good) and a few vocab words.
3. Print out the lyrics sheet, numbering each line. Replace the vocab words with blanks and write the key phrases at the bottom.
4. Translate the lyrics into Japanese with the help of your JTE or a kind fellow ALT (or try to do it yourself and have it checked, it's good translation practice and you'll be able to sing a non-rhyming song in Japanese). Make sure to get stand-alone translations of vocab and key phrases.
5. Burn a CD with your song, and potentially others to use in the future that follow this plan.

Lesson:

1. Number students 1-30 (depending on class size), assigning each student to a specific line of lyrics. Briefly explain the lesson. Tell them they will have to memorize the English, learn the Japanese meaning, and learn to sing it. (If lines are left over everyone learns and sings the lines together.)
2. Play song. Students try to fill in the vocab blanks, while listening carefully to their own line.
3. Play song again. Pause after blanks and ask what the word is. Write it on the board and have everyone fill it in. Ask the class for definitions of Key Phrases and fill them in.
4. Read through the completed lyrics together as a class ("Repeat after me" style).
5. Go line by line, student by student and ask what the meaning in Japanese is. Ask what certain words mean. Tell them the meaning, and have everyone write it down. In repetitive songs higher numbers should be able to copy repeating lines, and the process should speed up as you go along.
6. Play song again and sing together as a class in English.
7. (Optional) Play song softly and have them read the Japanese translation for their line in tempo.
8. Play song softly and have each person sing along loudly with their line in English, line by line. Award a prize for best singing voice, best pronunciation, and loudest singer. The cooler the prize, the louder the voices.

JTE role: depending on your JTE's usual role during the class, you could do this alone or with their help reading all of the Japanese translations. They might even have a favorite English song you could use.

We call him Jim

Teachers: Rebecca Carrington Takahama 先生 Rikigo JHS

Class/Grade/Level: Designed for 3rd grade JHS

Textbook: Sunshine Program 5-2

Goal: to practice the grammar point and dazzle your students with knowledge of non-American English

Preparation Time: 20 minutes to make sheet and copy

Class Time: Anywhere from 20 – 50 minutes

Sometime the grammar points the students have to learn are so vague and coming up with a fun ideas can be a challenge. I made this sheet when my 3rd grade students were studying program 5-2 from the sunshine book and it worked really well.

Although many JTE's and students are aware of non-British English, they probably haven't heard much of it. This is a great way to practice the grammar point while teaching them about cultural differences of non-speaking countries.

Of course you can do this activity even if you are from America but if your students are especially inquisitive they may ask WHY the words are different so do your homework. I have included the worksheet I used but obviously the idea will work no matter what words you choose.

All we did was hand out the worksheet and get the students to match the Japanese to the American word and then the American word to the British one.

To get them up and active, I also copied the sheet onto the board and when we were checking the answers, encouraged the students to come up and match the words on the board.

To make the class last longer you can challenge them to find other words that are different in their dictionaries or get them to ask you questions.

What do you call _____ in England?

We call it _____.

Japan

America

England

休み

fries

a cinema

ズボン

an elevator

trousers

アパート

soccer

chips

クッキー

a period

a loo

お手洗

a sweater

football

エレベータ

a movie theatre

a lift

ポテトフライ

pants

a flat

ガソリン

a vacation

petrol

映画館

an apartment

a jumper

ピリオド

a cookie

a full stop

サッカー

a bathroom

a holiday

セーター

gas

a biscuit

Jonathan Ealey
Yatsushiro-shi
Junior High and Elementary School ALT

Lesson Plan submission:

Junior High School activity

Title:
Comic Book search

Goal:
Phonics, listening, and scanning practice

Relation to studied material:
None, but fun and challenging

Activity:
Copy a few pages from an English language comic. The more text heavy it is the more challenging it is. For my classes I've used an English copy of the Death Note manga. Blow up the copies to a large size such as 11 x 17 inches (I'm American) so several students can view at once.

Form teams and give all the teams identical papers. Keep score on the board. Give points to the first team, or first 3 teams to find the word you will announce. Announce one or two words that appear in the text and the team that first raises its hands to show you the word is given points. After several rounds, you can introduce a new page from the same comic or give them a new comic to read.

I've found the students are fascinated by English versions of comics they know or English comics with unique art styles. Later you can work with the students to translate the pages if the grammar is simple enough. Newspaper comics tend to be simple in grammar but nuanced in meaning.

Roles:
You and the JTE walk around and identify the teams who first found the words and in what order they raised their hands.

Name: Alex Enoki

Name of teacher: Junko Sakai

Class: 1st year **Grade:** Junior High School **Language Level :** Easy

Textbook and specific lesson: New Horizon Unit 5-2 Grammar point: How many~?

Goal: Reviewing vocabulary words and counting numbers.

Preparation: Real objects, printed pictures, worksheet (use example given below as a sample)

Class time: 10-15 minutes

This was an activity I came up with when we covered the grammar point, “How many~?” Using the grammar point “How many~?”, make a short skit with the JTE. One will ask, “how many _____ do you see?” and the other replies, “I see _____, _____.” Use hand gestures when you say the word, *see* if the students haven’t learned it yet. When making the worksheet, replace the subject of the sentence with whatever you prefer. It would be best to use vocabulary words that have already been covered.

Example

How many <u>shirts</u> do you see?	Answer: <u>I see three shirts.</u>
How many <u>boy(s)</u> do you see?	Answer: _____
How many <u>animals</u> do you see?	Answer: _____
How many <u>pink balloons</u> do you see?	Answer: _____
How many <u>white stars</u> do you see?	Answer: _____

Now for the fun part, bring any object (your own creations) and decorate it with what you want the students to find. I had a mug cup that had animals, clouds, balloons, and people on it. It worked well and saved time! For a fun challenge, I printed out some 3d magic eye pop-up photos, and had them guess how many animals were on there! Optical illusions are also good. You can set up different booths using the student’s desks and put an object or some picture in each booth.

They may not be able to spell out numbers, so you can just have them fill it out numerically, but have the students write out the full sentence, e.g. *I see 3 shirts*. After the students have finished rotating around each booth, ask the students how many they saw of each object. Since they haven’t learned using past tense, you can just hold the object or picture and ask a student, “How many _____ do you see?”. The student can look at his/her answer sheet and answer, “I see _____, _____.”

Enjoy!

For the LESSON PLAN BOOK:

Name(s) of Teacher(s) Jonathan Hake and his JTEs
Class/Grade/Language Level JHS 1st Grade/Elementary 6th Grade, Beginner
Textbook and specific lesson New Horizon 1, Unit 1, Part 3 (Pg. 13)
Goal: Practice and become familiar with the phrase "Are you from.....?"
Preparation: Worksheet, country flags and small cut-out version of country flags.
Class time: Entire class

***All times for this lesson plan are very flexible depending on the class, this is just an example of how it could fit together.

- 1) Greetings (normal class greetings are fine) (3-5 minutes)
- 2) Introduce country names (6-10, but only 6 will be used for the activity) (15 minutes)
 1. Use whatever way you'd like to get the students to remember the country names. For example...
 1. Say and repeat 2 times (2 minutes)
 2. Chants (5 minutes)
 3. Keyword game (8 minutes)
- 3) Introduce the question "Are you from....?" and the answer "Yes, I am/No, I'm not." (10 minutes)
 1. Practice this a few times (with rhythm if you'd like) (5 minutes)
 2. Have the kids form pairs and practice the new phrase together. (maybe 5 times) (5 minutes)
- 4) Game-time (remaining time – 5 minutes)
 1. Each student gets a class name list, with student names on the vertical axis and country names/flags on the horizontal axis (6 countries should be sufficient for this game)
 2. Give each student a small flag (this will determine what country they are from)
*** Tell them to not show anybody what flag they have.
 3. How to play...
 1. Two students face-off...they play a little "Paper, Rock, Scissors" (PRS)
***Please have them do this in English...it is English class after all
 2. The winner of PRS gets to ask the other student 2 times, "Are you from....?"
 1. If yes, the student that lost PRS responds..."Yes, I am. I'm from....." and the student that asked the question can check off the proper box.
 2. If no the first time, the student that lost PRS responds...."No, I'm not." The student that asked the question then gets to ask one more time.
 3. If no a second time, the student still responds the same, however, the student who answered the question now gets one chance to ask the question.
 4. If neither figures it out, that's ok. They just move onto the next student.
 4. How the game ends (various ways to be chosen by the teacher)
 1. Set a given amount of time for the game, when it's up, the game is over.
 2. Have the students try to figure out a given number of other students' nationalities.
 3. Make every student figure out where every other student is from (this is ok for small classes)
 4. Or, however else you can think for this game to end.
- 5) Review (remaining 5 minutes)
 1. Country names
 2. Ask "Are you from....?" to a few random students in the room.

(別紙様式3)

For the LESSON PLAN BOOK:

Name(s) of Teacher(s) Kristen Howell

Class/Grade/Language Level Middle School, Elective English

Textbook and specific lesson Full review of text

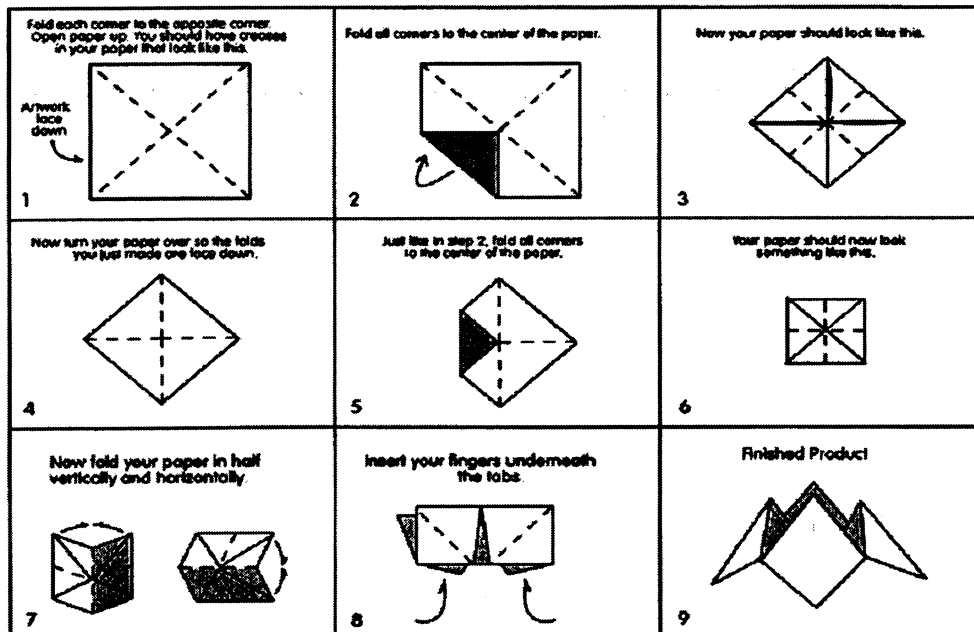
Goal: End of the semester/ End of the year test preparation

Preparation: 1 hour

Class time: Full class period

Do you remember fortune tellers from grade school? They can make great ESL teaching tools. Number the four outer boxes, color the inner folds. Under each color write something to indicate a difficulty level (for example 1~8). Write down all the key question sentences from the text on scratch paper, adapt as needed, and assign a difficulty level. Level 1 is something like, "Is this a pen?" And Level 8 is something like, "How do you use a Japanese toilet?" I know this question is not from the text, but it's fun to reward the ambitious students with interesting questions. When you run out of questions for a certain level (usually the lower levels) they have to choose more difficult questions. The preparation can take a while, but the game can be used again, so for me it was worth it.

1. Explain the rules in English.
2. Separate into two teams (boys vs. girls is always fun).
3. Use a trial run question and show them the fortune teller.
4. Play "rock paper scissors" to see who starts.
5. Play and tally points- remind students they can help each other.



(別紙様式3)

For the LESSON PLAN BOOK:

Name(s) of Teacher(s) Edwin Huits

Class/Grade/Language Level Middle school (grade 2/3) 中学校の2 / 3年生

Textbook and specific lesson Past forms

Goal: Communicating with past forms

Preparation: Depending on your own creativity/imagination, anywhere between 0 and 60 seconds, I suppose (the only preparation needed is that you come up with a (fictional) crime).

Class time: 50 minutes

1. Begin with the usual warming-up (greetings, questions and review of the previous lesson);
2. Review (or explain) the specific past form you would like your students to use in this lesson (e.g. simple past tense). If you like you can go over all the past forms here and explain the differences in use, but do not bother the students with this much information at once! I would only do this if you have already explained this grammar in previous lessons (i.e. as a review);
3. Start by describing a crime which happened last night. (Each student pair will be interrogated by the rest of the class and will create alibis to prove they are innocent);
4. Have the students get into pairs;
5. Have the students develop their alibis for where they were and what they did when the crime was committed. Encourage them to go into as much detail as possible;
6. Go around the classroom getting an alibi statement from each group (e.g. "We were away for a weekend trip to Kumamoto castle");
7. Write the individual alibis on the board;
8. Once each group has developed their alibis, ask them to write 3 questions about the other alibis on the board;
9. To begin the game, ask one student from the beginning pair to leave the room. The other students ask the first student the questions;
10. As the other student to return to the classroom and have the students ask the same questions. Take note of how many differences there were in the students' responses;
11. Repeat the same with each student pair;
12. The "guilty" pair is the pair with the most discrepancies in their story;
13. Close off by summarizing the rule(s)/usage of the used past forms and/or have the students summarize what they learned;
14. Greeting;
15. Done! お疲れ様! Have some coffee and relax☺

Directions and Places Lesson:

Preparation:

You will need to use the school gym for this lesson, as you need to maximize the use of space. You will also need a blackboard; many schools will have one on wheels within the gym. On the blackboard put up the direction flashcards in the order below. Also write down on the left hand-side of the blackboard a brief plan of your lesson (so the kids can see that they will need to pay attention in learning the directions and places' names, to use in the games later on). Get students to sit in front of the blackboard in the same positions they would sit in if they were in the classroom. They do not need to bring their chairs with them, only a pen to write on their worksheets with.

Materials:

*** Direction Flashcards (For example):**

- Go Straight
- Turn Left
- Turn Right
- Stop
- You're there

***Places/Landmarks Flashcards (For example):**

- Restaurant
- Café
- Airport
- Post Office
- School
- Train Station
- Police Station
- Fire Station
- Bank
- Supermarket

*10 cones (You are bound to find some in the gym storeroom, usually amongst the basketballs and other sports-related paraphernalia)

*'Direction Game Worksheets' for the class (one between two). These are really easy to

make, they should be on A5-sized paper. Write/type up the worksheet making sure you include the following, and then photocopy how ever many you need:

- The title of the worksheet
- A Space for the names of 2 students
- The name list of the ten places that are on the flashcards. Draw a small box next to each place that the students can fill in once they have visited it. Also draw a small picture next to each box (preferably modeled on those shown on the relevant flashcards). This is to enforce the association of word in English with it's appropriate picture, without the need for Japanese.
- A score box at the bottom i.e. blank/10

*Stopwatch (To time the games)

*Stickers or similar small prizes (To give to the winners of the final games)

*A Blindfold (For the final game).

Lesson Plan:

Step 1, Greetings: The usual "Good morning/afternoon" and "how are you" etc... (1 minute).

Step 2, Teach them the direction flashcards that are on the board. Go over these for about 4/5 minutes.

Step 3, Use an army-style kind of drilling game, to enforce the meaning of each direction. You shout commands and students follow them. When telling students to "Go Straight" in the game, make sure you put emphasis on army style marching. Otherwise you will get a few crazy little boys running as fast as they can, mucking around and not listening to the next command. It's good to get the other teacher/teachers involved in this too. After about 4/5 minutes or so of this game, let them repeat the directions on the board by themselves to ensure they have learnt each one properly.

Step 4, Bring out the places flashcards, and focus on the pronunciation. Getting them to remember each one after the other until they can say the names of all ten flash cards by

themselves. This shouldn't take more than 5 minutes.

Step 5, Teach the grammar point for today: "Where is the..." Go over the flashcards again with students saying "where is the..." before each place's name. (2 minutes).

Step 6, Bring the other teacher over and go through a basic role-play skit (It would be ideal to go over this with them a few minutes before the class, so they understand exactly what they have to say). First teach the students that to get someone's attention in English we say "Excuse me!"

Example of role-play is as follows (roles can be reversed):

You: Excuse me

Teacher: Yes

You: Where is the bank?

Teacher: Go straight, turn left, turn right...you're there!

You: Thank you

Do it maybe 2 or 3 times so students can fully understand the meaning of the grammar being used in this context. (5/6 minutes).

Step 7, Practice this grammar with the students. Afterwards get a few eager students to act out examples of the same role-play in front of the class. (2/3 minutes).

Step 8, When you are sure that they have learnt the grammar, do a quick review of the direction and place's flashcards. Then tell the students to make pairs and give out the worksheets one between two, getting them to write their names at the top. Whilst explaining the worksheet activity, get your teacher/ teachers to lay out the ten cones all around the hall, making sure they leave one of the 'place flashcards' at each cone. (5 minutes).

Step 9, Give students 5 minutes (timed on the stopwatch) to go around the hall (following the lines on the gym floor) and visit as many places as they can, switching roles each time. Practice the grammar once more with the teacher before letting them start the exercise for real. Make sure you and the other teacher/ teachers go around the gym ensuring that they carry out the exercise properly, helping them when you can. (5 minutes).

Step 10, After the 5 minutes is over, call the students back to their original positions in front of the blackboard. Ask for a show of hands to see how many people visited how many places. Give a big hand to those who managed to visit all ten places within the 5 minutes. (2/3 minutes).



Step 11, Last is the head to head game. Divide the class into two teams and write 'Team A' and 'Team B' side by side on the board. Ask for a volunteer from 'Team A' to come to the front and be blindfolded. Once blindfolded you tell the team that this person wants to go to (place name) and that the team has to direct them there. You start the stopwatch, and the team guides the blindfolded person along the right path by their directions. They are allowed to walk beside them to the place, but they mustn't physically guide them there by touch. Once they reach the place, you get the team to run back to their original positions. After writing their time on the board, get 'Team B' to carry out the same instructions, waiting till everyone is sitting down and tense before writing the final time on the board and finally announcing the winners. (You can give stickers to the winners at the end of the lesson). (5/6 minutes).

Step 12, Quickly review the direction and place's flashcards, along with today's grammar point. Then finish the lesson saying your goodbyes. (2 minutes).

This lesson is a real fast-paced and fun-packed lesson for the fourth years. Keep an eye on your timing, and try to keep things running along smoothly. The kids always enjoy this lesson, and seem to remember the majority of the lesson content.

(別紙様式3)

For the LESSON PLAN BOOK:

Cultural Lesson: Seattle			
Name(s) of Teacher(s): Evan Leonard			
Class/Grade/Language Level: 中学校 一年生			
Textbook and specific lesson : Sunshine: Lesson 6-1 – 6-3: シアトルでの 1 日 (A day in Seattle)			
Goal: Oral Communication, Confidence through Pair Work, Cultural background about Seattle, WA.			
Preparation: about 2 hours			
Class time: about 30 minutes			
Theme	Activity	Who	Time
Greetings	Make sure ALL STUDENTS greet you. Ask how they are doing.	JTE/ALT	1 分
Singing:	<ul style="list-style-type: none"> Intro. or continue a song by Beatles, Carpenters, Queen etc 	JTE/ALT	4 分
Passport Time:	<ul style="list-style-type: none"> ALT asks students various easy questions for stamps in their passport. JTE stamps the passports <p><u>Ex.</u> How old are you? What's the weather like today? How did you come to school? Do you have any pets?</p>	JTE/ALT	2 分
Reading Practice:	<ul style="list-style-type: none"> ALT reads, students repeat, Students read, ALT repeats ALT reads, students "shadow" ALT (only 2or3 beats behind) 	ALT	3 分
New Words:	<ul style="list-style-type: none"> ALT reads flashcards, students repeat Students read flashcards, ALT repeats <p>Column Game. Students raise hands, answer question, next person in column stands up. First column to finish wins stickers.</p>	ALT	5 分
Grammar Point: Talking about Seattle at a café  	<p style="text-align: center;">Seattle Themes:</p> <p>Grammar Point: What music do you like? What sports do you like? Do you like _____? I love _____. I like _____. Yes, I like _____. No, I don't like _____.</p> <p>MUSIC: Play popular Seattle bands in the background such as: Nirvana, Pearl Jam, Soundgarden, Death Cab, Elliot Smith, etc. COFFEE: Make Starbucks coffee for class (buy it in the city). SPORTS: Talk about the Seattle Mariners and Ichiro. Print Pictures! JTE/ALT Roleplay: Meeting a friend @ Starbucks! Discussion: MUSIC, COFFEE, SPORTS Teacher/Student Roleplay: Meet a friend (or the ALT) @ a Starbucks café, in front of the class. Volunteers get to drink coffee! Student/Student Roleplay: In pairs, students talk about music and sports with a friend at a café.</p> <p>Extra Vocabulary: Seattle Mariners, Nirvana, Starbucks,</p>	ALT/JTE	30 分
Goodbyes	Make sure ALL students say goodbye	ALT/JTE	

Name of Teacher: _____ Timothy Maxwell
Class/Grade/Language Level: _____ Elective Class/3年生 JHS/Intermediate Level
Textbook and specific lesson: _____ Sunshine Program 3-1 & 3-2
Goal: ___ To practice the use of past participle (過去分詞) and passive voice (受身形)
Preparation: _____ Find music + make CD or Cassette tape + prepare WS = 70 minutes
Class Time: _____ Word search + song (play x 2/3) + practice grammar = 45 minutes

Although this style of lesson plan can be applied to practice any grammar point I have already used the following lesson plan in the elective classes. The song is a little old but the lyrics are spoken *slowly* and the words are *simple* which should be the criteria in choosing a song to represent a grammar point.

Preparation

Step one:

Identify the target grammar. In the case for chapter 3-1 & 2 the target is to use past participle verbs to create a sentence with passive voice.

Step two:

Find a song with the target grammar. **Finding a song with the exact grammar structure with that of the book may be difficult.* But passive voice can be used by means of a variety of different structures so the Kiss song "I Was Made for Loving You" seemed to be the closest substitute. However you may want to explain that in chapter 3-2 "by" means "～によって" while "for" means "～のために" (either way you are still teaching passive voice)

Step three

- Make a worksheet. Copy the lyrics, take out the words and replace them with a _____ to make a gap fill exercise for the song.
- Make a word search exercise by the use of the following website:

<http://www.toolsforeducators.com/>

(There are a variety of tools on this site but the "word search" is the easiest to adapt)
On the website enter several past participle words into the word search. You can find a list of these words on page 114 & 115 in the textbook.

- Make a section of the worksheet for them to write their own sentences. Start by writing an example sentence and write a translation below it.

Ex: This cake was made for my mother.

このケーキはお母さんのために作られました。

Then as the "let's try" section of the book, supply the basis of an object and a person for the student to write their own sentences.

Ex: song / Mr. Suzuki

card / Judy

house / John

(Make sure that the verbs that can be used in these sentences are contained in the word search)

If you have extra time, create a dialog that the students can use to verbally practice the target grammar in pairs.

Class Time

- Greeting	Usual class greetings	1 minute
- Song	Pass out the worksheets and explain the gap fill exercise and play song 2~3 times	15 minutes
- Word search	Have students complete word search and explain grammar after	15 minutes
- Grammar Practice	Have students practice writing sentences	15 minutes

2009/2010 Lesson Plan Book

Name of Teacher: Reed Nakamura

Class/Grade/Language Level: Nursery/Elementary + Junior High/English Conversation

Goal: (Depending on the level) numbers, phone etiquette, integration of sentence patterns from textbook

Preparation: Printing enough cell phones for each student, reworking cell phone “screen” to include desired lesson.

Class time: Roughly 20 or 30 minutes

Lesson plan/description:

I first created the “Docobo” cell phone to teach my elementary school students numbers and simple phrases, but realized it could be altered to fit almost any grade level. I excluded high school because the majority of students already have a cell phone and might not find the fake ones interesting, cute or funny, which is what they are intended to be.

The pronunciation of numbers 0 through 9 should first be introduced to the lower levels or reviewed for the higher ones. After the students have correct pronunciation down, give them their “cell phones” and review by calling out numbers and having them point at the correct button. When they get the hang of single numbers, give them combinations until you get to a full phone number. Japanese phone numbers can be a bit long, so why not teach them how many numbers are used in a phone number from your home country?

After the students get the hang of that, you can teach them the desired phrases or vocabulary that should be written in the screen portion of the cell phone. For the younger levels, “Hello! This is...” or “... please!” should be okay. For the older groups you can try questions such as, “What is your phone number?” and responses like “My phone number is...” To introduce the phrases, you can try to act out a telephone conversation with your JTE. If possible, try it in Japanese first and then English. This is a good chance to show your students the differences in phone etiquette!

For the older students, a phone number scavenger hunt is a good way to review the lesson. It goes without saying, but for privacy’s sake remind the students to make up their own numbers and not to use their own. Include space on the cell phone screen to write both their name and number and their classmate’s names and numbers. Have them stand up and give them

about 5 or 10 minutes to get everyone's phone number! When they are finished, ask for student volunteers to act in a similar skit as you did with your JTE.

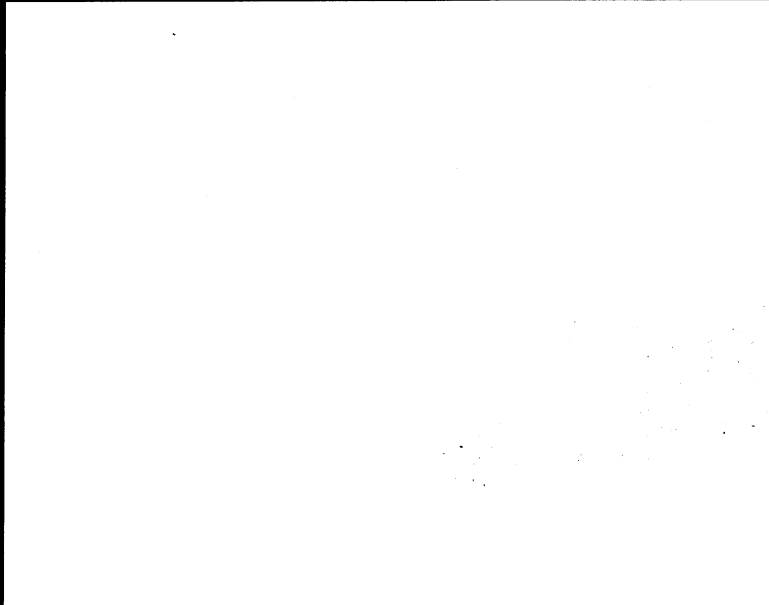
For Junior High School, you may not have time to create an entire lesson around it, but I have included the sections in the *New Horizon* textbook where it could be used in class as a prop or part of a lesson plan.

New Horizon 1 (pg. 23, 59, 80)

New Horizon 2 (pg. 48-49)

New Horizon 3 (pg. 50-54, 66-67)

The cell phone really is useful if time is a factor and everyone enjoys them, even the adults. If you are using the phone for adult conversation class, try to simulate real situations where they might have to have a phone conversation in English. I'm sure you've all wanted to teach your students some phrases to make phone conversations smoother! As the main three cell phone companies in Japan are Docomo, Au and Softbank think of an even better parody to get those students laughing and in a better mood to learn some English! Pu? Banksoft? This is your chance to be creative!



1	2	3
4	5	6
7	8	9
*	0	#

DoCoBo

(別紙様式3)

For the LESSON PLAN BOOK:

Name(s) of Teacher(s) Jason Penner, Nakamura Saori sensei

Class/Grade/Language Level 2nd grade junior high

Textbook and specific lesson New Horizon p.42-43

Goal: must/must not

Preparation: worksheet, picture cards

Class time: 1 class

This lesson was done for as a demonstration class when the board of education came to critique our school (学校訪問). It is a standard information gap activity but it worked well in my class so here it is:

Warm-up: 10 min.

Our class begins with a warm-up of singing an English song, then we practicing verb cards. This usually takes about ten minutes.

Lead-in: 5 min

After the warm-up the ALT can start by quizzing the students asking if they remember where the ALT is from. Ask the students what they know about this country.

Then using the large picture cards you have prepared, teach the students two things you must do and two you must not do in your home country. Try to find things that may be shocking and quite different from Japan. You can always look online and search "strange laws" and you should get a long list of pages with odd laws from different countries. They don't have to be law can be cultural differences.

After you have gone through your must/must not sentences about your country, have the JTE help coax the students for the meaning of each card. It is also helpful to have the sentence on the back of the card so that they have a picture and a sentence to help them understand.

Pattern Practice: 10 min

This is the part where the JTE does the grammar explanation in Japanese, and then the ALT should have the students practice using must and must not with various flashcards (ex. Show a picture of swimming and coax the students to come up with the sentence **you must not swim here**).

Activity: 20 min

Split the class into two. Half the class will be with the ALT and the other half with the JTE. The ALT teaches half the class about the laws (using must and must not) of a foreign country, and the JTE does the same about a different foreign country. The students write the sentences down on the worksheet (see attached worksheet and use different colours for each country) and practice them with the ALT (JTE). After they understand the sentences, have written them down and can say them, both groups stand up and ask members of the other group (different coloured worksheet) "Could you tell me about...(country name)?" The students use must/must not to teach the other person about that country and vice versa. The students then write the sentences down on their worksheet. The JTE and ALT can also have information about another country so the students have to ask the ALT or JTE once as well.

After about 5-10 minutes, have the students form groups. For the last 5-10 minutes of the class the students can make sentences about Japan. Try to encourage them to think of sentences other than those written in their textbook or ones you used in class. Allow them to use dictionaries if you have access to them.

The worksheets can be collected and checked/corrected, or you can go over the sentences at the beginning of the next class.

These are the countries we used in our class and the sentences we chose to use (easy to make picture cards for and not hard for students to understand).

England: You must stand in line (make queue)

You must not ask a woman her age

Singapore: You must not chew gum

You must drive on the left

South Korea: You must eat with chopsticks

You must not wear your shoes in the house.



You must.../ You must not...

Part 1

Listen to the teacher and make two sentences(文) about that country.
Please make one sentence with **must** and one sentence with **must not**.

1. You must eat with chopsticks.
2. You must not wear your shoes in the house.

Part 2

Ask people in the class about other countries. Make sentences about these countries.
Use **must** and **must not**.

Please ask other students 'could you tell me about ~(country name)?'

England

1. _____
2. _____

Singapore

1. _____
2. _____

Part 3

In groups, make sentences(文) about Japan. Use **must** and **must not**.

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

(別紙様式3)

For the LESSON PLAN BOOK:

Name(s) of Teacher(s) Peter Roux
Class/Grade/Language Level JHS 3rd year
Textbook and specific lesson — N/A
Goal: Review; Phonology; Listening
Preparation: 30 min
Class time: 30 ~ 50 min

Listening Pyramids

This is an easy and effective way to assess your students' listening ability, as well as doing reviews of the textbook. It can be adapted for all classes, but obviously works better at higher levels, as the activity is based on vocabulary knowledge and phonological similarity. An example of a worksheet is attached.

Method and rationale:

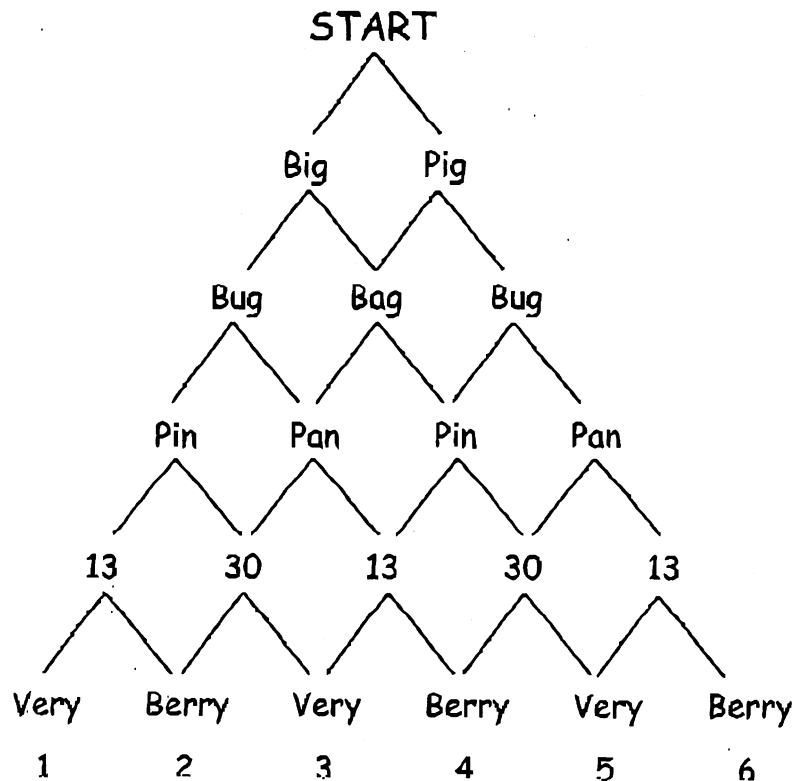
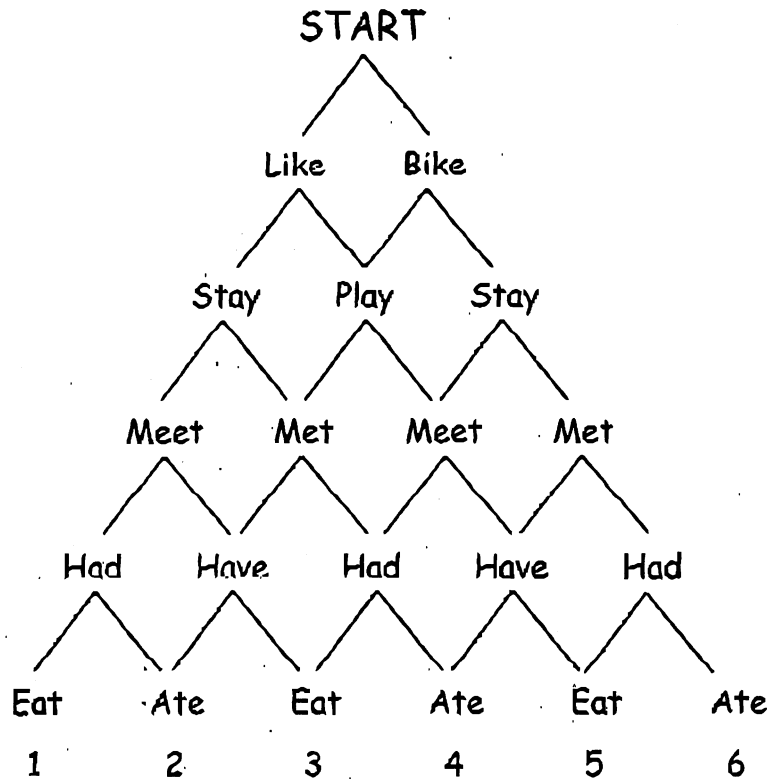
1. The worksheet list words with similar sounding phonemes or syllables, which are displayed like a pyramid. Give the worksheets with the word pyramid to the students.
2. Read words from the top of the pyramid and work your way down. Students listen carefully to hear the pronunciation of the word (for example 'rice' or 'lice') and select the word they hear to follow the branches to the bottom of the pyramid. As the teacher and student work their way down the pyramid, the students circle the word on their worksheet until they reach the last line.
3. Finally, check to make sure that everyone has reached and circled the correct number at the bottom of the pyramid.

* Note: See *Minimal Pair Word-Trees* (Rediff, C., 2006) for a word tree for every lesson in the *New Crown*, *New Horizon*, *One World*, and *Sunshine* junior high school textbooks.

(Please use as many pages as you like)

Listening Pyramid

Teacher Directions: "Listening Pyramid" is a great way to test your students' ability to distinguish between closely related English words and sounds, such as "like" and "bike." Give the handout to the students and have them read along as you pronounce each word. Then ask the students which number corresponds to the last word you said.



Student Name (名前)

Class (クラス)

Number (出席番号)

Acrostic Poem Lesson

Name of Teacher: Diana Sakata and JTE: Yuko Hamachi

Class/Grade/Language Level: Elective class (選択クラス)/3rd year JHS/Language level: ALL types

Goal: Students will be introduced to Acrostic Poetry and create their own Acrostic poems using English words and sentences.

Preparation: 10-20 minutes. Creating 2 quality posters of examples of Acrostic poems. (more explanation below.

Materials: Japanese-English Dictionaries, markers, sheets of paper, At least 1 sheet of paper for their rough drafts, and at least 2 for each student for their final drafts. Bring extra though because some early finishers will make more than two poems.

Start the class off with writing the word “poem” on the board. Ask the students if they know what that means. Discuss the meaning of the word, and the plural form of the word, “poetry”. Tell them we are going to learn about a certain type of poetry, acrostic poetry.

Show them example. Write a word that is short and that they are all familiar with on the board. I used the word, “UEKI” the name of our town. Write the word in all caps vertically on the board. Have the students think of words that correlate with the letters. Write the words on the board and ask them how to spell it as you write it on the board. I was worried that my students wouldn’t think of any words, so have a few words thought up. I made a poster before hand written in markers with pictures and a design as an example. Put it on the board. Explain that is what they will do, create a rough draft (chalk board version) and then a final copy (poster version) where they will decorate it accordingly.

Show them a second example, this time with sentences. I used the same word. This time it was harder for the students to come up with sentences. Support them along the way. I also had a pre made example. It differed a little from what we created together as a class, but that is ok. You want to communicate to the students that they need to create something beautiful in the end.

Pass out paper for their rough drafts. Pass out dictionaries as well. I prepared another type of poetry because I thought there would be more time, but it seriously took the rest of the class time for the students to create their rough drafts of just the acrostic poems. Early finishers can make another poem, and try to have them choose a long word if they really get the hang of it. Slower students can have the option of just choosing doing a word instead of a sentence version. If the students are having trouble, you can have them work together in partners.

It’s important for you and your JTE to circulate around the room because the students will need help. Encourage the use of the dictionary. They will also learn more vocabulary this way. If they are stuck, suggest they use some grammar patterns from the textbook. If they don’t finish, it is homework for the next class.

In the end, you have something beautiful the students created with English—perfect for the bulletin board!

The students really enjoyed this lesson. Even some students that are low level, hate English or are usually sleeping got into this project!

The History Lesson

This is a class I did to review and consolidate the passive form with my 3rd grade students. The passive can be quite hard for students to master yet the textbooks spends very little time on it. Turning my English lesson into a history lesson proved to be a nice change of pace and allowed me to review the passive form with my students while teaching them about important historical events.

Goal: Passive sentences (“Kumamoto Castle was built by Kato Kiyomasa in 1608.” “The Great Wall was built in China about 2000 years ago.”)

Preparation: I made a powerpoint presentation with pictures of all the historical events I was teaching. I asked the shakai teacher for Japanese history events he felt 3rd graders should know, and filled the rest with well-known Western historical events I felt they should know. Large pictures should work fine too if you don't have a projector. You will also need a worksheet with the historical events you are teaching and the new words.

Class Time: 50 minutes

Class flow:

1- Start the class by telling the students that today, you are going to teach English class, but history. If they have today's schedule on the board, just erase English and write 社会 (shakai, social studies) over it. They'll understand.

2- Review the basic pattern for the passive form. You can ask the JTE to go over the grammar quickly.

3- Give students one or two examples, preferably ones that they already know from the textbook.

“Kumamoto Castle was built by Kato Kiyomasa in 1608.”

Explain that all the sentences used in class today will use the same pattern, that this is grammar they have studied already and that they know, and that complaints of “eigo wakaran” will not be tolerated.

4- Before you start the lesson proper, tell the students that there will be a test/quiz after the class, and encourage them to take notes (in English, Japanese, it doesn't matter, all you want is keep their attention).

5- Start teaching about your historical events. No need to do anything fancy, just show your pictures, repeat the English a few times, add a witty comment in Japanese if you like, and move on. Actually, if you can spare the time, you or your JTE can give more detailed explanations about events that you feel are more important (either in English or Japanese in this case). Go slowly enough so the students can follow your speech, but not too slow that they can write down everything you say. You have to keep some challenge after all.

6- Pass around the quiz/test worksheets. Of course there will be quite a few new words that you used in your presentation. You can teach those directly if you feel you are short on time, but if you did your presentation correctly the students should be able to guess most of them. It's also a good time to let your students do a little dictionary research if you have enough time. Some students are good at history but bad at English and vice-versa, so it might be a good idea to make them work in groups.

7- Give the answers to the quiz. Make sure you point out the more blatant anachronisms your students come up with. It's good for a laugh, and it makes them remember it.