

**Lessons:**

**SENIOR HIGH SCHOOL**

## Lesson Plan: At A Restaurant

If you need a quick, easy and enjoyable lesson - try this one! I have used it at many of my schools and the students and teachers enjoy it. I often decorate the black board with the restaurant name and a restaurant window to create atmosphere. Making the restaurant table also helps add some reality for the students and teachers.

1. Aim: To teach the students how to order food in English at a restaurant.
2. Concept:
  - 2.1 Shiritori. Explain the game - play for three minutes and check the answers.  
Advanced students can make food or restaurant words. Other classes can make any words for Shiritori. **5 minutes.**
  - 2.2 Section 1) Restaurant sentences. Students complete restaurant sentences with full sentences. For bonus points teachers will ask for volunteers to say the three answers. My favorite restaurant is Joyful etc...**8 minutes**
  - 2.3 Teachers ask the students to make an original name for the restaurant on the work sheet. This gets some funny creative ideas. Then the menu will be explained to the students. **5 minutes**
  - 2.4 Section 2) The teachers ask the students what they do when they go to a restaurant. First question: How do you ask for food in a restaurant? (You make an order / you order your food) etc. Next question: after you have eaten your food how do you pay for it? (You ask for the bill) etc. **7 minutes**
  - 2.5 Section 3) Restaurant conversation demonstration / listening test. The teachers set up a desk with the plate, knife, fork and flowers. The waiter wears the apron. The teachers demonstrate the two restaurant dialogues and the students fill in the blanks on the work sheet. Then check the answers and explain the dialogue if that is needed. **10 minutes.**
  - 2.5 Restaurant conversation practice – pair work. Students practice the dialogues “ordering food” and “paying for your meal”. One student is the waiter and one student is the customer. After one try, students change roles. **10 minutes**
  - 2.5 Volunteers can come up and demonstrate ordering at a restaurant in pairs for bonus points. **5 minutes**
- Total time: **50 minutes**
3. Equipment: Handouts for the students. Props for restaurant table such as plates, forks, apron and flowers – be creative.

Class \_\_\_\_\_ Number \_\_\_\_\_ Name \_\_\_\_\_.

## Eating at a Restaurant!

(1) Write full sentences to answer these questions

A) What is your favorite restaurant?

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B) What is your favorite restaurant meal?

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C) Who do you go with to your favorite restaurant?

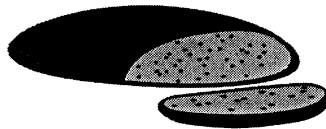
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### Restaurant Menu

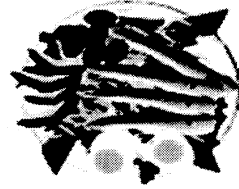
Starter: \$7.00  
Vegetable soup



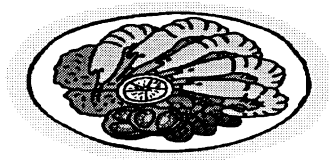
Garlic Bread



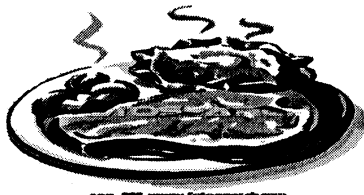
Salad



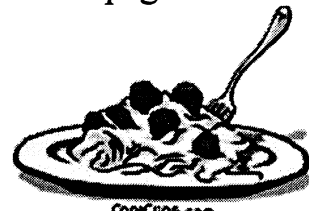
Main course: \$12.00  
Shrimps and salad



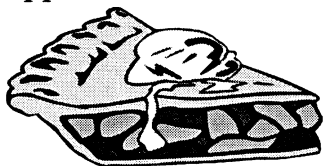
Steak with potatoes



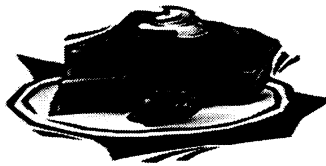
Spaghetti



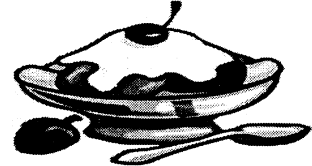
Desert: \$8.00  
Apple Pie



Chocolate Cake



Ice Cream



## Restaurant talk!



2) A) How do you ask for food in a restaurant?

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B) After you have eaten, how do you pay for your meal?

---

3) Listen to the dialogue and write the missing words.

### Ordering food

Waiter: \_\_\_\_\_ I take your \_\_\_\_\_?

Customer: I will have the \_\_\_\_\_ for my main course please.

Waiter: Would you like a \_\_\_\_\_ first?

Customer: No thank you / Yes I will have the \_\_\_\_\_.

Waiter: Would you like \_\_\_\_\_ after your main course?

Customer: No thank you / Yes I will have the \_\_\_\_\_.

Waiter: Would you like \_\_\_\_\_ orange juice / tea / or coffee.

Customer: I will have \_\_\_\_\_ thanks.

Waiter: Thank you for your order

Customer: You are \_\_\_\_\_.

### Paying for your meal

Customer: That was a nice \_\_\_\_\_.

Waiter: \_\_\_\_\_!

Customer: May I have the \_\_\_\_\_ please?

Waiter: Yes \_\_\_\_\_.

Waiter: The \_\_\_\_\_ comes to \_\_\_\_\_. (Add up money here)

Customer: Thank you very much.





## Teachers copy: Restaurant talk!

### Ordering food



Waiter: Good evening

Customer: Good evening

Waiter: **May** I take your **order**?

Customer: I will have the choose from menu for my main course please.

Waiter: Would you like a **starter** first?

Customer: No thank you/ Yes I will have the choose from menu.

Waiter: Would you like **desert** after your main course?

Customer: No thank you / Yes I will have the choose from menu.

Waiter: Would you like **complimentary** orange juice / tea / or coffee.

Customer: I will have choose from above thanks.

Waiter: Thank you for your order.

Customer: You are **welcome**

### Paying for your meal



Customer: That was a nice **meal**.

Waiter: **Thank you!**

Customer: May I have the **bill** please?

Waiter: Yes **of course**.

Waiter: The **bill** comes to \_\_\_\_\_. (Add up the **bill** here)

Customer: Thank you very much.

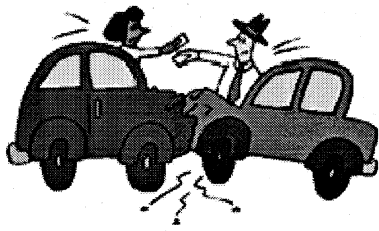
**Teachers instructions to students: In pairs, practice “ordering food” and “paying for your meal”. You can also use your own food choices. Then swap turns.**

OC Lesson 12 (11/16/2009)

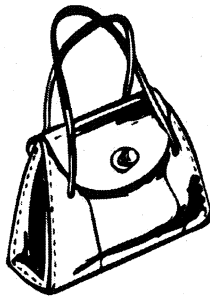
TEACHERS	TIME	STUDENTS
<p>Warm-up game</p> <p>Use the number cards in a hat to choose students. Students choose the numbers without looking at the hat. The number is the next volunteer.</p> <p>ALT has one phone (one that rings) and says a telephone phrase.</p> <p>The student must respond correctly.</p> <p>Prop: toy phones</p>	<p>10</p>	<p>Students must respond correctly to the cues. For example:</p> <p>ALT: May I speak to Junko? Student: Sorry, Junko is out at the moment.</p> <p>ALT: Who's calling, please? Student: This is Akiko.</p> <p>ALT: May I speak to ____ (in the room)/(absent) Student: Sure. Hold on, please. (Passes phone to said student)/ I'm sorry. He's out at the moment. May I take a message?</p>
<p>Emergency words in a hat</p> <p>Select students at random</p> <p>Use a list of emergency themed words on pieces of paper (written in Japanese and English)</p> <p>The JTE will write the student's English "hints" on the board for the other students' reference, then write</p>	<p>15</p>	<p>They receive (by whisper or show the word on paper) an emergency word and they must explain it in simple English.</p> <p>If their classmates understand and can guess their word, they can sit down.</p> <p>Handout: Memo space for the students to write their classmate's description and guess the word in Japanese.</p>
<p>Whisper game</p> <p>Whisper a message to the last student in the row (or of a team) and last person to get the message writes it on the board.</p> <p>ALT corrects them after they finish.</p>	<p>5</p>	<p>Any key phrases from the previous lesson</p>

- |                       |           |
|-----------------------|-----------|
| 1) give birth         | 子供が生まれる   |
| 2) hit by a car       | 車にはねられる   |
| 3) fire disaster      | 大火事       |
| 4) flood              | 洪水        |
| 5) escaped criminal   | 逃走犯       |
| 6) murder             | 殺人        |
| 7) fight              | けんか       |
| 8) sexual harrassment | セクハラ      |
| 9) earthquake         | 地震        |
| 10) hijacked plane    | 飛行機ハイジャック |
| 11) food poisoning    | 食中毒       |
| 12) choking           | 窒息        |
| 13) allergic reaction | アレルギー反応   |
| 14) itching hives     | じんましん     |
| 15) sprained ankle    | 足首をねんざ    |
| 16) swelling          | 腫れ        |
| 17) vomit             | おう吐       |
| 18) stab              | 刺し傷       |

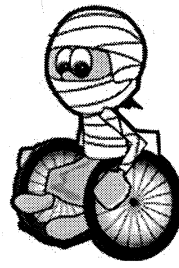




car accident  
交通事故



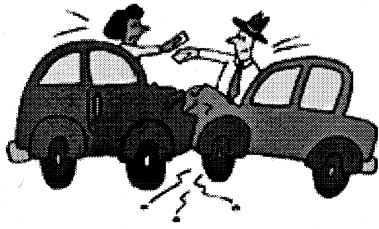
stolen purse/wallet  
盗まれた財布



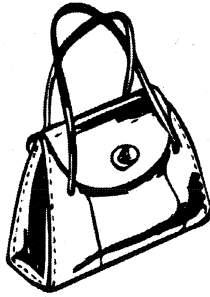
injured/injury  
怪我



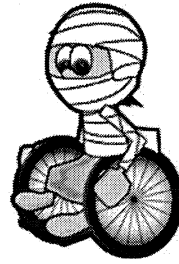
lost child  
迷子



car accident  
交通事故



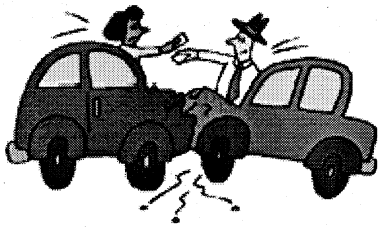
stolen purse/wallet  
盗まれた財布



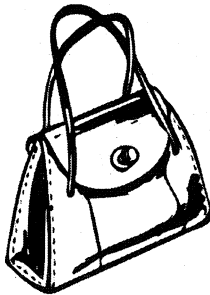
injured/injury  
怪我



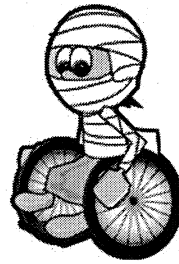
lost child  
迷子



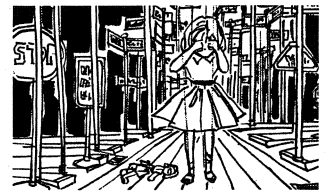
car accident  
交通事故



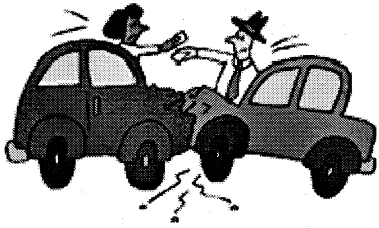
stolen purse/wallet  
盗まれた財布



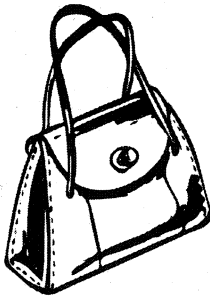
injured/injury  
怪我



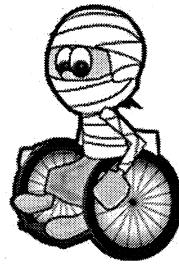
lost child  
迷子



car accident  
交通事故



stolen purse/wallet  
盗まれた財布



injured/injury  
怪我



lost child  
迷子

(別紙様式 3)

## For the LESSON PLAN BOOK:

**Name(s) of Teacher(s)** Andy DeMato and the all powerful Uto SHS English Teacher

**Class/Grade/Language Level** High School, 1 年

**Textbook and specific lesson** *Sailing* Lesson 7, Describing People

**Goal:** Students will practice describing peoples physical appearance

**Preparation:** face card coloring, the rest is done for you like one of those 5 minute cake mix boxes just hit print in place of adding 2 cups of water

**Class time:** 50 minutes

- See the lesson on the following pages.
  - This lesson is based off of the game "Guess Who." The fun times we all had at age five asking our younger brother "is your person wearing glasses?" can easily adapted to appease class of 15 and 16 year old adolescence.
  - JTEs for the most part are unfamiliar with this game so take the time to explain it to them before class,. We did a few practice games so I knew that they knew that we knew what we were doing.
  - We took the attachment with all the faces and cut them into little cards, then blew each card up to B5 size, which is visible from the back of a classroom.
  - Be sure to clearly explain mustache, beard, and facial hair. I drew some quick sketches on the board.
  - We just kept a tally for each team when they won a round
  - I used 2 popular Japanese comedians for the writing worksheet, you may want to update this.
  - One beautiful thing about this lesson is the students need to stay quiet so that they can hear what questions other groups are asking, if they do they have a better chance of winning, so really classroom management is minimal for this lesson.
  - The coloring sequence is the most important so that each face is completely unique. Here goes:
    1. Nick: black hair, blue eyes/Laura: blonde hair, brown eyes/Greg: grey hair, brown eyes/Hannah: red hair, brown eyes  
Doug: red hair, brown eyes/Patrick: brown hair, brown eyes/Eliot: grey hair, brown eyes/Addy: brown hair, brown eyes  
Phillip: black hair, brown eyes/Rosy: grey hair, blue eyes/Paul: red hair, brown eyes/Dan: grey hair, blue eyes  
Robert: red hair, blue eyes/William: blonde hair, brown eyes/Steve: brown hair, blue eyes/Jack: black hair, brown eyes\*  
Jane: black hair, brown eyes/David: blonde hair, brown eyes/Tyrone: brown hair, brown eyes/Rick: grey hair, brown eyes  
Adam: red hair, brown eyes/Jim: blonde hair, brown eyes/Luke: black hair, brown eyes\*/Tyler: blonde hair, brown eyes
- \*Jack and Luke are almost the same. This makes the students think outside the box and use their own creativity (I got things like big nose, or handsome)
- We found it best to not remove the cards from the board ever, so that the students would have to take notes from what was said, instead of just seeing the elimination of faces.

Any questions feel free to email me: [andydemato@yahoo.com](mailto:andydemato@yahoo.com)

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Indie Lesson 4

## "Guess Who?"

### Goals:

- Students will practice Oral comprehension.
- Students will use English for communication.
- Students will comprehend English for meaning.

### Objectives:

1. Students will review compliments and praise by writing about a famous person.
2. Students will understand English to guess mystery person.
3. Students will employ describing vocab to determine characters.

### Materials:

1. Writing Worksheet (W/S)
2. Handout (H/O)
3. "Guess Who" faces (24)
4. magnets (24)
5. prizes (5)

### Rationale:

This lesson will be used to review Lesson 7 from OC 1 book. It is important to review previous lessons so we do not forget what we have learned. It is also good to practice things we have studied in the past. This lesson will build on last week's lesson on body parts.

### Content:

- Listening: Instructions, Target Vocab, S writing, group work, Guess Who game
- Speaking: Target Vocab, group work, Guess Who game
- Writing: W/S
- Reading: Instructions

### Procedures:

#### Set

JTE and ALT will greet class and pass out H/O. Class will repeat vocab list, and give Japanese translation. Explain beard, mustache and "red" or "grey" hair. Drawings should be made next to these written words on the board.

#### 10 min

#### Body

JTE and ALT will explain "Guess Who" game.

*On the board are 24 people. JTE and ALT are thinking about one of these people. Each group will ask a question trying to decide which person the JTE and ALT are thinking about. "Does the person have a beard?" (yes/no questions). All groups should listen and take notes about what other groups have asked. We will go in order of groups around the room. If your group thinks they know who the person is you can raise your hand and ask "Is it (name)?" If you are correct your group wins the round, if you are not correct then your group will lose their next turn. The group that wins the most rounds by the end will*

*win the prize (candy).*

Then JTE and ALT will model how to play the game.

**5 min**

Divide class into 10 groups of 4 and allow some minutes for S to discuss what questions they will ask, how they will ask them, etc.

**5 min**

Play "Guess Who?"

**15 min**

**Close**

S will complete W/S

**15 min**

*Assignment:*

Please write as many words as you can (at least 4 sentences). Please describe one of the people on your writing worksheet. Try to focus on physical descriptions. (What is the person wearing? What color is their hair? Etc.)

*Example:*

*Evaluation:*

Students will be evaluated on writing assignment, graded on a scale from 1 to 5. Points will be given for completion of work, spelling, and grammar.





Hey Andy! It's me \_\_\_\_\_  
(name)

I'm in Class: \_\_\_\_\_ and I'm Number \_\_\_\_\_

Please write as many words as you can (at least 4 sentences). Please describe and compliment one of the people on your writing worksheet. Try to focus on physical descriptions. (What is the person wearing? What color is their hair? Etc.)



*Example: This man's name is Nabeatsu. He is a very famous and funny person in Japan. Like most Japanese people, he has straight black hair. Nabeatsu also has a mustache. I think he has brown eyes, but doesn't wear glasses.*

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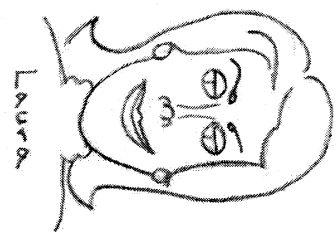
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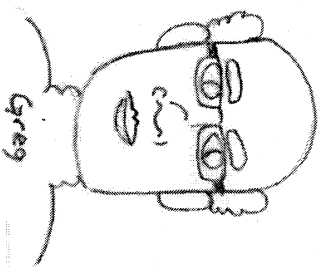
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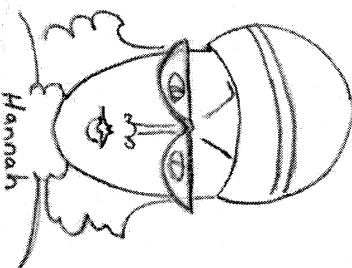
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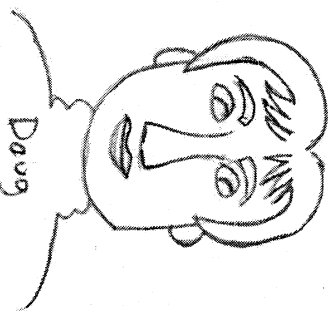
Laura



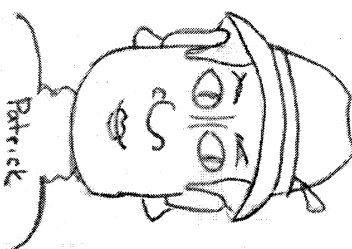
Greg



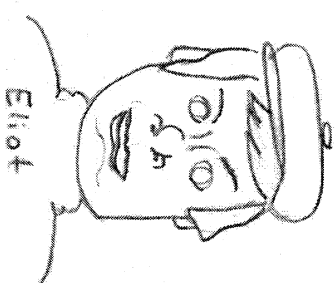
Hannah



Doug



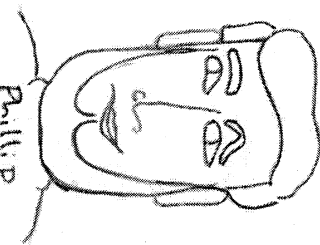
Patrick



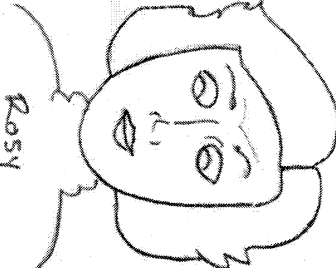
Elliot



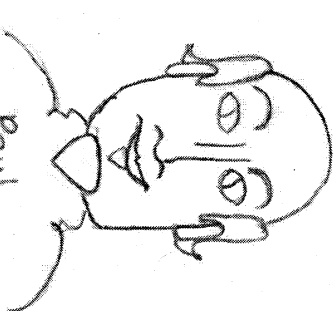
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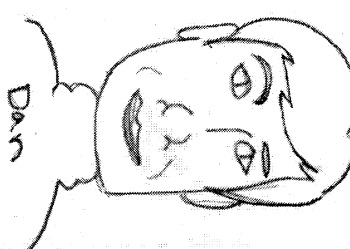
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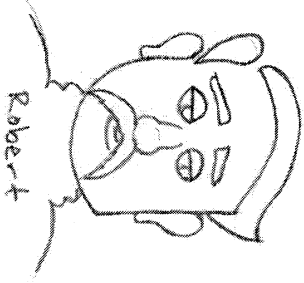
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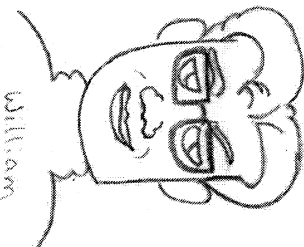
Paul



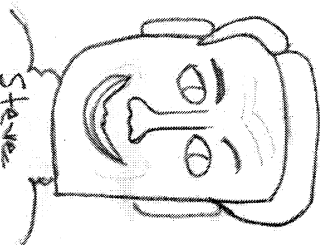
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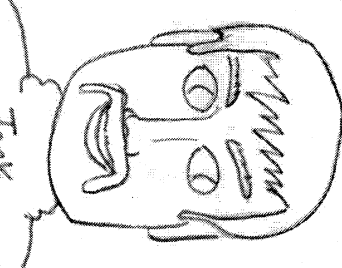
Robert



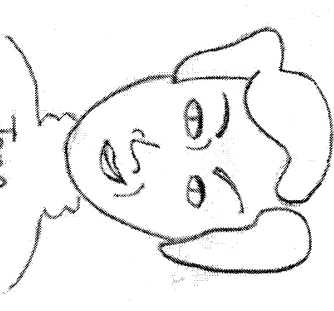
William



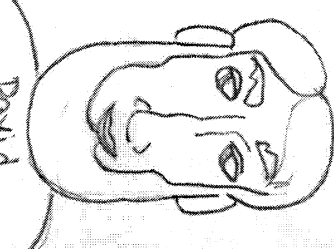
Steve



Jack



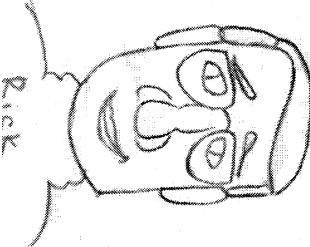
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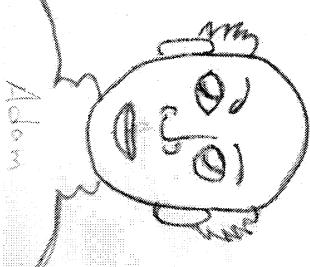
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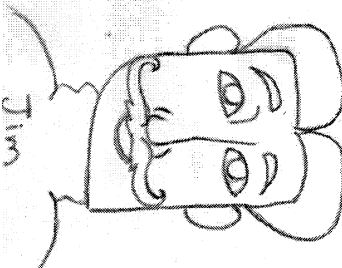
Tyrone



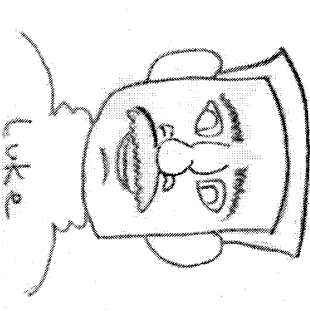
Rick



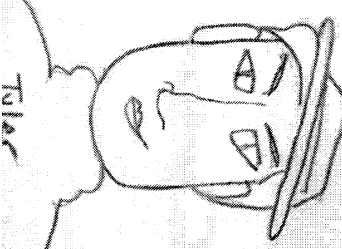
Adam



Tim



Luke



Talar

(別紙様式 3)

## For the LESSON PLAN BOOK:

**Name(s) of Teacher(s)** Andy DeMato and the undercover JTEs

**Class/Grade/Language Level** 1 年生

**Textbook and specific lesson** Just a random fun lesson for the end of the school year

**Goal:** oral communication and writing

**Preparation:** lots of running around talking with other 1 年生 teachers, and some serious paper cutting

**Class time:** 50 min

- This is a murder mystery lesson I adapted from some other source. The best part about the lesson and why I think the students enjoyed it so much was because it was all about our school, and them getting to imagine me the ALT murdered by the hand of one of their teachers.
- It is best to ask all the teachers who you want to use as suspects permission beforehand, especially the one who is the true murderer.
- I made sure not to use any JTEs since I would be TT this class and we didn't want the kids getting ideas that their JTE and ALT were on bad terms.
- It took a lot of discussion beforehand with the JTEs (all of them) to get this lesson worked out. Although it was time consuming, it worked out really well in the end.
- I would emphasize to the students that the talking part of the lesson is group work and the writing part is individual (you may change that at your school)
- The case was pretty easy to crack, which I thought was boring but the JTEs liked because the students were more confident in their writing. Use good judgment.
- Last I would try to help the students structure their writing more, and maybe do a quick review of verb tense and verb conjugation.

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Indie Lesson 6

## **“The Day the ALT Died”**

**\*\*\*final draft\*\*\***

### *Goals:*

- Students will practice Oral communication.
- Students will use English during activities.
- Students will comprehend English for meaning.

### *Objectives:*

1. Students will read, listen to and understand text.
2. Students will use English during activity.
3. Students will process information from conversation activity to come to a conclusion...

### *Materials:*

1. reading text handout (text)
2. suspect slips (41)
3. investigation handout (h/o)
4. writing worksheet (w/s)
5. answer key

### *Rationale:*

This lesson will be used to use English in a certain theme. We will practice speaking English in order to find out information. Once we have gathered information we will write critically about the information we have found.

### *Content:*

- Listening: Instructions, Reading aloud, S questioning/answering S
- Speaking: S questioning/answering S (suspect slips and h/o)
- Writing: h/o, w/s
- Reading: text, slips, h/o, instructions

### *Procedures:*

#### **Set**

Teacher (T) and ALT will greet the class (S) and explain today's lesson. *Today we will solve a murder mystery, in English.* ALT will pass out text while JTE writes difficult vocab from text on board, with translation. ALT will read text aloud; stopping at new vocab for a repeat and Japanese meaning (these words will already be on the board)

#### Difficult Vocab:

- Murder
- Bruise/Bruised
- Spike shoe footprints
- Break up
- Case
- Length
- Picking up

➤ Suspect

10 min

**Body**

JTE will pass out h/o to S, and ALT and JTE will explain the activity.

1. *Now everybody will be a policeman who talked with one teacher suspect. We will all get a slip telling us, who we know about in this situation. The slip will tell you a teacher's name, what club he's in, and the length of his hair. It will also tell you where he was at 7:00 PM and at 8:00 PM. This is what you will tell other people when they ask you for information. You in turn will ask other people about the information on their slips. Do not show your slips to your group because they will be asking you these questions.*
2. *You will be in groups of 4. Ask each other about the information on each others slips. You will put the answers on your h/o*
3. *You will review the answers from the other characters in your group and write a summary of who you think killed Andy, and how.*

JTE will make groups; JTE and ALT will pass out the slips (one per student). S will read their own slips, and ALT and JTE will make sure everything is clear.

10 min

S will work in groups asking target questions on h/o to each other and writing information gathered on h/o

15 min

**Close**

S will do w/s (explaining who they think the murder was) until the end of class.

15 min

*Assignment:*

Please write as many words as you can (at least 4 sentences) about who you think killed Andy. Use the information from your handout to answer this question. Tell me who did it. When and how did they do it? If you can tell me why you think they killed Andy in the first place.

*Evaluation:*

Students will be evaluated on writing assignment, graded on a scale from 1 to 5. Points will be given for completion of work, spelling, and grammar.

## **Answer Key**

So who murdered Andy? Was it Matsushima sensei, who had been fighting with Andy all week? Was it Yokote sensei who was tired of the fighting? Maybe it was Uemura sensei because he says he “can’t remember” what happened. Or was it Mizumaki sensei who was the last person to leave school, and no one would see him do it?

The truth is that Yokote sensei killed Andy last night. He was so angry about Andy and Matsushima sensei fighting; he wanted to end it once and for all. Since Yokote sensei and Matsushima sensei are good friends it was easier to get rid of Andy than to murder Matsushima sensei. Yokote sensei waited until most students had left school. He then went to the kendo dojo with a baseball bat, and hit Uemura sensei first so he wouldn’t see the murder. This is why Uemura sensei doesn’t remember what happened. When no one was watching, Yokote sensei murdered Andy and then he left school in a hurry. In his rush he forgot to change out of his baseball spike shoes and left key evidence. His hair is 3 cm long, and the bruises could only have been made by a baseball bat. The police also know that Higo Bank is closed at 8:00 PM, so he could not have been there.

## Murder at Uto High School

Last night there was a murder at Uto SHS. This morning Andy was found dead, outside the Kendo Dojo. His body was badly bruised and there were spike shoe footprints on him and around him.

We know the school was busy at 7:00 PM when many students were leaving from club activities.

Andy and Uemura sensei were staying late to clean the dojo. Uemura sensei told the police this morning that he has a large bruise on the back of his head. He said he remembers hearing someone come into the kendo dojo and then he woke up with a bad headache.

Mizumaki sensei was the last person to leave the school at 8:00 PM and says he didn't notice dead Andy.

We also know this week Andy and Matsushima sensei had been fighting everyday. Yokote sensei, who is good friends with Matsushima sensei, was tired of always breaking up the fights.

So Andy was murdered sometime between 7:00 PM (most people had left school) and 8:00 PM when Mizumaki sensei went home. Who did the murder?

You are a policeman and have interviewed one teacher suspect. Now get other police's answers from the teacher they interviewed.

### **The police have this evidence:**

- ✓ Spike shoe footprints
- ✓ Some hair about 3 cm long was found at the scene of the crime
- ✓ We know Andy was hit with something hard.

### **Ask each other these questions to solve the case:**

1. Who did you interview?
2. Does he have spike shoes?
3. How long is his hair?
4. What club is he in? (hint for what Andy was hit with)
5. Where was he at 7:00 PM?
6. Where was he at 8:00 PM?





<b>Who did you interview?</b>	<b>Does he have spike shoes?</b>	<b>How long is his hair?</b>	<b>What club is he in?</b>	<b>Where was he at 7:00 PM</b>	<b>Where was he at 8:00 PM</b>
Matsushima sensei	Yes/No	cm			
Yokote sensei	Yes/No	cm			
Uemura sensei	Yes/No	cm			
Mizumaki sensei	Yes/No	cm			

<b>Who you interviewed</b>	<b>Spike Shoes</b>	<b>Hair Length</b>	<b>Club</b>	<b>7:00 PM</b>	<b>8:00 PM</b>
Matsushima sensei	YES	3 to 6 cm	Soccer Club	Working in the office	Eating Dinner
<b>Name</b>	<b>Spike Shoes</b>	<b>Hair Length</b>	<b>Club</b>	<b>7:00 PM</b>	<b>8:00 PM</b>
Yokote sensei	YES	3 cm	Baseball Club	Picking up baseball bats	At Higo Bank
<b>Name</b>	<b>Spike Shoes</b>	<b>Hair Length</b>	<b>Club</b>	<b>7:00 PM</b>	<b>8:00 PM</b>
Uemura sensei	NO	1 cm	Kendo Club	Cleaning the dojo	Can't remember
<b>Name</b>	<b>Spike Shoes</b>	<b>Hair Length</b>	<b>Club</b>	<b>7:00 PM</b>	<b>8:00 PM</b>
Mizumaki sensei	NO	3 cm	Boxing Club	Talking to Boxing Club students	Leaving school

Hey Andy! It's me \_\_\_\_\_  
(name)

I'm in Class: \_\_\_ and I'm Number \_\_\_

Please write as many words as you can (at least 4 sentences) about who you think killed Andy. Use the information from your handout to answer this question. Tell me who did it. When and how did they do it? If you can tell me why you think they killed Andy.

I think ( \_\_\_\_\_ ) sensei murdered Andy.



Score: \_\_\_\_\_

(別紙様式 3)

## For the LESSON PLAN BOOK:

**Name(s) of Teacher(s)** \_\_ Greg Evans (ALT) and Mrs. Fukushima (JTE) \_\_\_\_\_

**Class/Grade/Language Level** \_\_ First Grade - Technical / Low Ability English \_\_\_\_\_

**Textbook and specific lesson** \_\_ True Colors, "What's your Favorite?" (pp. 26 – 33) \_\_\_\_\_

**Goal:** \_\_ Students complete a worksheet and practice oral communication using the lesson's grammar point \_\_\_\_\_

**Preparation:** \_\_ Make a worksheet and meet with First Grade teachers to discuss the lesson plan \_\_\_\_\_

**Class time:** \_\_ One 50-minute lesson \_\_\_\_\_

### Student motivation:

The First Graders at Kumamoto Kogyo High School (Kumako) are motivated to participate actively in class. There is a strong school spirit which all students share. Most classes are predominantly male. The few classes which have a larger proportion of female students tend to be less active in class activities. A reward system utilizing stamp cards is also in place which rewards those students who volunteer for class activities.

### Lesson Schedule:

5 min – Word Test

10 min – Introduction and chorus reading of key expressions

ALT and JTE demonstrate how to ask and answer questions related to "What's your favourite ~?"

Today's grammar points include positive (what ~ do you like?), negative (what ~ don't you like?) and comparative (Do you prefer A to B?) Q & A dialogues.

10 min – ALT / JTE ask several students to answer questions using the categories on the worksheet.

Sample sentences are written up on the board and the blanks are filled in by the student.

For example, "What's your favourite TV Show?"

"My favourite (TV show) is (Red Carpet)."

"What kind of food do you hate?"

"I hate (green peas)."

"Do you prefer cake or ice-cream better?"

"I prefer (cake) to (ice-cream)."

10 min – Students form pairs and practice the dialogues they learnt in the previous activity.

Each student writes down his or her own answer for each category and afterwards they take turns interviewing each other. ALT / JTE circulate and assist as necessary.

15 min – Students complete the dialogue activity on the worksheet in pairs. Afterwards, several groups are asked to present a skit using the dialogue they have practiced.

# What's your favourite?

## **Key Expressions**

Positive:

What's your favourite ~?

Who's your favourite ~?

What kind of ~ do you like / love?

What ~ are you crazy about?

What ~ are you interested in?

What ~ are you into?

I like ~ very much.

My favourite ~ is ~.

I love ~.

I'm crazy about ~.

I'm interested in ~.

I'm really into ~.

Negative:

What ~ do you dislike / hate?

What ~ can't you stand?

I dislike / hate ~.

I can't stand ~.

Preference or comparison:

What [kind of] ~ do you prefer?

Which ~ do you like better / best?

I prefer ~ to ~.

I like ~ better than ~.

I like ~ best.

### 1. I LIKE BETTER THAN

#### I LOVE

#### I HATE

#### 2. I PREFER

#### TO

TV Show				
Food				
Sport				
Singer or Band				
Movie				
Manga Character				
Animal				

Write down what you love and hate for each topic. Afterwards, make A-B pairs and practice asking about what they love, hate and prefer.

**1. A New Game**

A: Hey, (1. \_\_\_\_\_). What's up?

B: Hi, (2. \_\_\_\_\_). Nothing much. I'm playing (3. \_\_\_\_\_).  
It's my favourite (4. \_\_\_\_\_). Do you want to play, too?

A: Yeah, it looks so (5. \_\_\_\_\_). A: Um, nah. It looks really (6. \_\_\_\_\_).

B: Okay, let's play! B: Wow, really? So what do you like to do?

A: Whoah, this is (7. \_\_\_\_\_)! A: Well, my favourite (8. \_\_\_\_\_) is  
(9. \_\_\_\_\_). I play it (10. \_\_\_\_\_).

B: I love it, too! B: That sounds (11. \_\_\_\_\_).

**Toolbox 1:**

1. Your friend's name (B).	7. Awesome / fun / great / radical.
2. Your friend's name (A).	8. Sport / hobby / game.
3. Name of the activity.	9. Name of the activity.
4. Sport / hobby / game.	10. ( ) times a ( day / week / month).
5. Cool / interesting / amazing / fun / exciting.	11. Boring / interesting.
6. Boring / strange / stupid.	

(別紙様式3)

For the LESSON PLAN BOOK:

**Name(s) of Teacher(s):** Kathleen Homan & various JTE's  
**Class/Grade/Language Level:** Mostly first year academic students but also works for other levels  
**Textbook and specific lesson:** "High School Days" (Used after students learned about high school in other countries and I tied it into my own high school experiences after a self-introduction lesson.)  
**Goal:** Internationalization and group activity  
**Preparation:** Writing school summaries (30 mins), Print country flags (15 mins), Making prints (15 mins), Cutting B4 story (15 mins). About two hours.  
**Class time:** 50 mins

Plan	Students
<p><b>"High school days"</b> print. Students have an opportunity to learn about a foreign country's high school life. (15 minutes). I wrote a very short summary of a few of my experiences in high school and used it as a print in class.</p> <p>1. Ask the students what they know about school life in your home country. How is it different from Japan? (Common answers are: no uniforms, cafeterias, hairstyles and makeup are allowed, class times are different, subjects, social events etc)</p> <p>2. Using example pictures that match or are related to pictures on the "My High School Days" print, ask if they know what the pictures are (my examples are: cheerleading, driving lessons, prom, and senior pictures). I used example pictures which varied slightly from the pictures on the print. Then, pass pictures around the room. With the print, match the pictures to their key words.</p> <p>3. Read the print together and fill in the blanks with the key words. Check for comprehension.</p> <p>Comments: I used actual pictures from my high school experiences and they thought it was great.</p>	<p>Gather interest</p> <p>Match pictures</p> <p>Read</p> <p>Fill in the Blanks</p>
<p><b>"High School in what country?"</b> group activity and print (15-20 minutes). I started this section by soliciting students interested in various countries. I quizzed their knowledge by printing B4 size country flags and asking them if they could recognize the countries. The countries I used for the quiz also matched the possible answers for the group activity.</p> <p>1. In groups of 3 or 4, the students receive the countries worksheet with missing words. The worksheet has two stories from two high school students from two different countries (Country A &amp; Country B). The teachers have the completed stories broken down sentence by sentence on strips of paper ("clue sentences). Those stories are printed really big on pieces of B4 paper and then sentence by sentence get taped around the room.</p> <p>2. The students get one worksheet per team and they must find the sentences taped around the room. They must find the missing words and remember them and return to their team and write the word on their worksheet. The students are not allowed to shout the answers across the room. They can't use notes to help them remember spelling either.</p> <p>3. Only two students at a time, from each team, are allowed to be searching for the sentences. The remaining student(s) should act as secretaries to help their team</p>	<p>Searching for missing words.</p> <p>Remembering words for fill in the blanks.</p> <p>Spelling accuracy and comprehension.</p> <p>Teamwork</p>

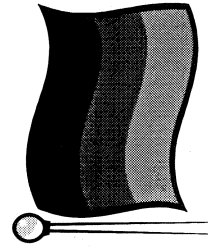
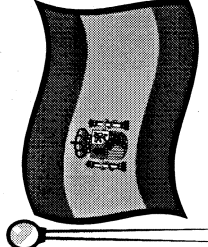
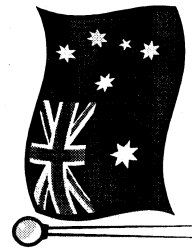
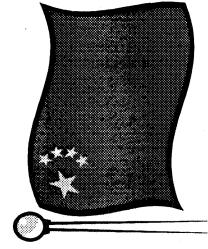
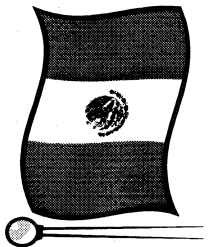
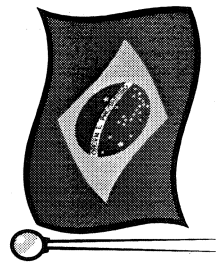
<p>by writing down the words or by helping to understand the story. Encourage the students to take turns finding the sentences and acting as secretary.</p> <p>Comments: It is helpful for the students to make groups first then, explain the activity. Lower level classes can also benefit from this activity but it will take them a longer time. I allowed the students to use dictionaries and their textbooks to help them understand the stories. Also, we put the sentences ALL over the classroom including sideways and upside down on windows and in the back of the room. I also taped the sentences on the back of my JTE and I so the class had to stop us and interact with us in English. It was a great idea for a shy teacher and a shy class!!</p>	
<p>Guessing (5-10mins):</p> <ol style="list-style-type: none"> <li>1. After the teams complete the fill in the blanks, they guess the countries. The two countries that are the answers are part of the countries introduced at the beginning of the class and on the bottom of the worksheet.</li> <li>2. Each team writes their guesses on the board. If many teams are wrong, we can give them hints/clues and they can try again. Then we ask "Final Answer". I give stickers or candy to teams that get both countries correct.</li> <li>3. If time permits, ask the students what the "keywords" were for each story. OR, run through the stories and check for comprehension.</li> </ol> <p>Comments: Guessing usually can take around 5 minutes but leaves no time for comprehension checking.</p>	<p>Writing their guesses on the board.</p>

Overall comments: The students really like this lesson because it was active and fun. The lesson itself went really well except encouraging the students to switch turns with the "secretaries" so those students don't just sit at the tables and make their partners do all the work. Lower level students might need more encouragement to finish timely; otherwise time-limits might be helpful. It would have been useful for the students to spend at least 5 minutes at the end of the class reviewing the stories. This lesson can be a little time consuming to put together but I used it at every school regardless of level. I also glued the "clue" sentences to stiffer paper so I could reuse them.



# High school in what country??

Country A	Country B
<p>Hi! My name is Christina! In my ( ) , many schools have all the ( ), junior high school and high schools at one school. We don't have entrance ( ) but we have a "big exam" in 12<sup>th</sup> year for ( ). Each class is about ( ) ( ) and in the morning, after three classes we have a 20 minute tea break. We have two more ( ) and then lunch. After lunch we finish our classes and have clubs. For sports, the students have a ( ) sport and a winter sport or sometimes we have one sport all year. Some of our sports are ( ), water polo, and netball.</p> <p>Guess: _____</p>	<p>Hi! My name is Carmen! In my country, school ( ) at 9:00 a.m. and ends at 12:30 p.m. After lunch, the students take a rest or sometimes sleep for a short time. This is called a "( )". Then from 3:30 p.m. to 5:00 p.m., some students take afternoon classes. Everyday we have religion class and sometimes we go to ( ). Student must go to school until they are ( ) ( ) old. After 16, we can go to work or we can ( ) school. In high school, we can choose between three courses: Arts, Science or ( ) ( ). Some students can even take classes on the ( ) ( ) or at night!</p> <p>Guess: _____</p>



Hi! My name is Christina! In my country, many schools have all the classes, junior high school and high schools at one school.

We don't have entrance exams but we have a "big exam" in 12th year for university.

Each class is about 50 minutes and in the morning, after three classes we have a 20 minute tea break.

We have two more classes and then lunch. After lunch we finish our classes and have clubs.

For sports, the students have a summer sport and a winter sport or sometimes we have one sport all year.

Some of our sports are rugby, water polo, and netball.

Hi! My name is Carmen! In my country, school starts at 9:00 a.m. and ends at 12:30 p.m.

After lunch, the students take a rest or sometimes sleep for a short time. This is called a "siesta."

Then from 3:30 p.m. to 5:00 p.m, some students take afternoon classes.

Everyday we have religion class and sometimes we go to Church.

Student must go to school until they are sixteen years old. After 16, we can go to work or we can quit school.

In high school, we can choose between three courses: Arts, Science or Social Studies.

Some students can even take classes on the internet or at night!

(Resize to 36 font then tape around the room)

# My High School Days

In America, the high school year starts in August and ends in May. The months of June, July and August are summer vacation! Some students go to summer camp and some students work. I worked for three summers. When I was in the 10<sup>th</sup> grade, I started \_\_\_\_\_. I had to go to driving school after school and on weekends I practiced driving with a teacher. In 11<sup>th</sup> grade, I became a \_\_\_\_\_. I often cheered for basketball and football games, it was a lot of fun. During my senior year, we had \_\_\_\_\_. It is a big dance where everyone wore formal clothes. Prom is a special event for every boy and girl during high school. We also had \_\_\_\_\_. The senior pictures are important for the school yearbook and to celebrate graduation.

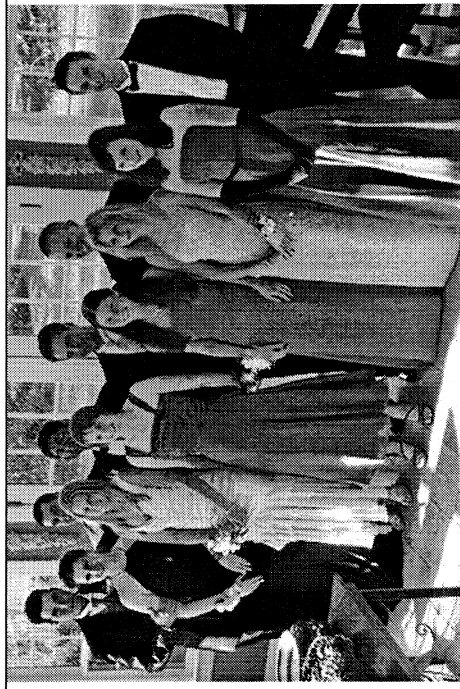
Key Words:

1) *Cheerleader*

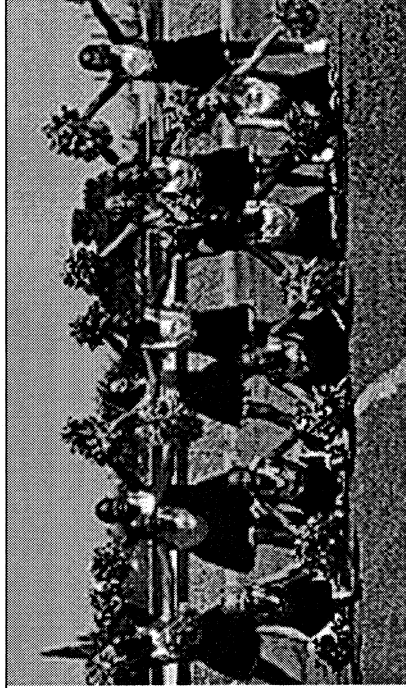
2) *driving lessons*

3) *senior pictures*

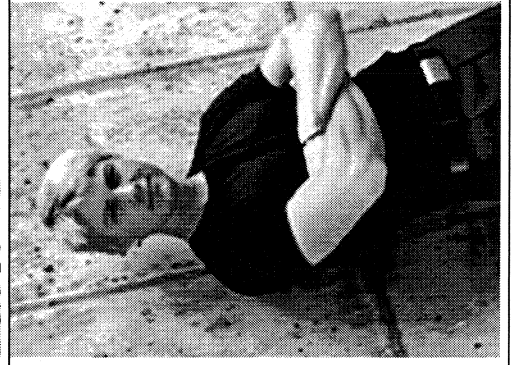
4) *Prom*



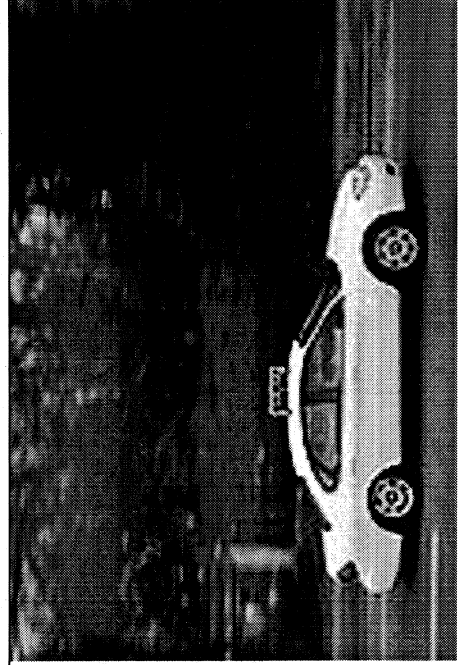
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## GESTURE – COOL ENGLISH – AUSSIE SLANG

### Warm Up Dialogues

**Name(s) of Teacher(s):** Xina Hudson

**Class/Grade/Language Level:** low or high academic level high school, 1年生 through to 3年生

**Textbook and specific lesson:** no textbook/specific lesson topic (except Gestures) – first 10 minute warm up of each class

**Goal:** Teach students a new gesture or English phrase that they can use in daily conversation, one per lesson. Introduce a bit of your home country's culture in the classroom through slang. This warm up ties classes together, establishes a routine that the students are familiar with. Really helps if you have many schools and you don't see the same students every week. Very easy to test in a final listening exam.

**Preparation:** Very little preparation time – semester table worksheet, a couple of picture flash cards, come up with a scenario dialogue, practice with JTE before going to class, use as many props or visual aids as possible to make the dialogues more interesting.

**Class:** First 10-15 minutes of each class

At the start of each class, students get out their table worksheet while ALT draws up the columns on the blackboard (1年生 = Gestures, 2年生 = Cool English, 3年生 = Aussie Slang, but you can adapt any one of these to any year level). Each week (or depending on how often you see your students), a different row of the table will be completed (aim for about 4 or 5 different examples each semester).

#### COLUMN ①: DATE

ALT teacher asks "What is the date today?" "What number will we study?" Students write down the date and number on their worksheet while ALT fills it out on the blackboard.

#### COLUMN ②: GESTURE / COOL ENGLISH / AUSSIE SLANG

Write down the gesture or phrase in English (or you can show a flash card first for the gesture or give a clue for the Cool English/Aussie Slang and see if students can guess what it is). Ask if anyone can pronounce it in English

COLUMN ③ (Cool English/Aussie Slang): English Meaning

How do you say it in “normal” everyday English?

COLUMN ③ (gesture) & COLUMN ④ (Cool English/Aussie Slang): Japanese

Translate it into Japanese. Compare any differences between English gestures and Japanese gestures (sometimes you will find the meaning to be opposite or something completely different). For Cool English and Aussie slang, it is interesting to make a comparison with the literal translation.

COLUMN ④ (gesture) & COLUMN ⑤ (Cool English/Aussie Slang): Dialogue

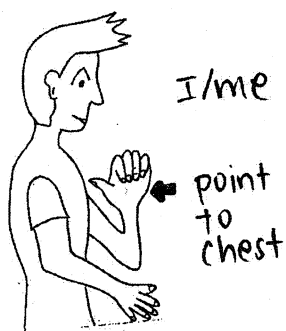
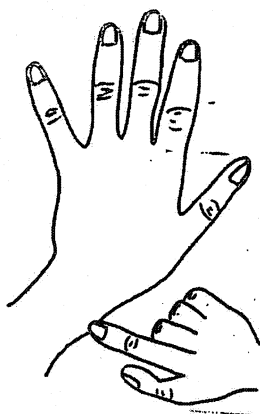
ALT and JTE do a demonstration dialogue which includes the gesture or key phrase (see examples on attached table sheet). Students write this down on their sheet. It will help students understand what situation they can use it in, or give them a clue to guess the meaning. If you have time, students can practice the A/B dialogue in pairs until they memorise it and then get a couple of students to come out the front of the class and act it out.

COLUMN ⑤ (gesture): Picture.

Show students a flash card that has the gesture drawn on it. Students attempt to draw a picture of their own (stick figures are O.K. but encourage students to be creative) Label any body parts that the students might not know (e.g. *thumbs up* for ‘good’ gesture, or *palm up* for ‘come here’ gesture).

EXAMPLES:

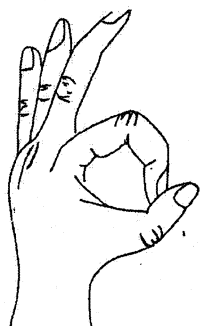
GESTURE: Come here (↔ go away)(こっちに来て↔出て行け), Ssh! Be quiet(静かにして), I/me (私, 私の), Good (良か use as much Kumamoto-ben as you can to get a laugh out of the students), Bad (悪い、つまらん boring), O.K.(オーケー), Money (お金、お金持ち rich · rub fingers together), Time (今、何時? What time is it now? point to wrist), Victory/Peace/Photo (勝利/平和), Good luck (頑張って), Cross my heart/promise (約束) I don't know (わからん)...there are heaps of examples!!



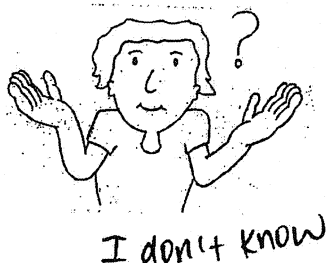
Do you have the time?



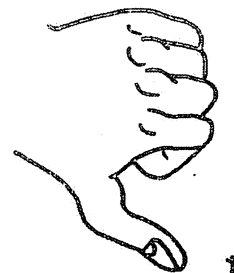
surprised



O.K.



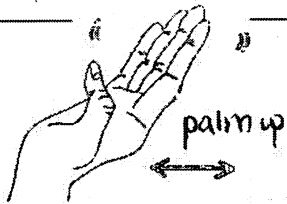

I don't know



bad

COOL ENGLISH: Check it out (見てみる), Wicked (すげえ), What's up? (元気?), Get out of here (信じられない unbelievable), Chill out (気楽にして relax, take it easy), Piece of cake (簡単 easy) etc.

AUSSIE SLANG: G'day Mate (こんにちは、元気?) Fair Dinkum (本当 really/genuine), Hooroo (さようなら good bye) Good onya (よくできた good job), That's ace (素晴らしい excellent) I'm stuffed (疲れた tired, お腹がいっぱい I'm full) etc.

①	②	③	④	⑤
Date/No.	Gesture in English	Japanese Meaning	Dialogue Example	Picture
8/10 no. 1	come here.	こちらに来て	A: "JTE sensei?" B: "What is it ALT?" A: "Can you come here for a minute and help me?" B: "Sure, no problem."	
15/10 no. 2	Ssh! Be quiet	静かにして	... at the cinema A: "Oh I love Brad Pitt, he is so handsome..." (throwing popcorn making loud noise) B: "Ssh! Be quiet... I am trying to watch the movie." A: "Sorry, I just got so excited."	

①	②	③	④	⑤
Date/No.	Cool English	Cool Meaning (意訳)	Japanese Meaning (日本語の意味)	Dialogue Example
8/10 no. 1	check it out	look at this.	見て23	... reading a magazine A: "check it out!" B: "What are you looking at?" A: "Kimura Takuya was voted the best looking man in Japan." B: "He is so handsome."
15/10 no. 2	wicked (トホい)	excellent great	すげえ すげえ(1)	A: "What did you think of Bondov's concert on the weekend?" B: "It was wicked. I didn't know they had so many Japanese fans!" A: "I am jealous. I wanted to go too."

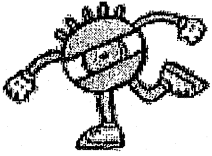
①	②	③	④	⑤
Date/No.	Aussie Slang (オーストラリアのスラング)	English Meaning (英語の意味)	Japanese Meaning (日本語の意味)	Dialogue Example
8/10 no. 1	G'day mate (good day friend)	Hi, how are you?	こんにちは、元気? 調子はどう?	A: "Hello, ALT sensei!" B: "G'day JTE sensei. Long time no see!" A: "Yeah, it's been ages."
15/10 no. 2	Fair Dinkum	Really? something true	本当に? 本物	A: "wow, is that a Chanel wallet? How much did it cost? \$500, \$600?" B: "Only \$30" A: "Fair dinkum, that cheap?" B: "Yeah, because it is fake."

The Five Senses Lesson

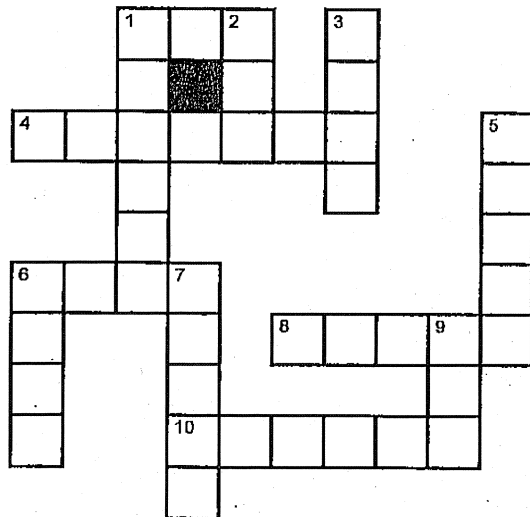
Activity 1

Crossword

Please choose from the words in the box to complete the following crossword and then answer the 6 questions beneath it.



# The Five Senses Crossword



**Across**

- 1. How many eyes do people have?
- 4. What do you use to touch things?
- 6. What do you use to see things?
- 7. Where is your tongue?
- 10. I \_\_\_\_\_ to music.

**Down**

- 1. What do you use to taste things?
- 2. How many noses do people have?
- 3. What do you use to smell things?
- 5. I \_\_\_\_\_ TV.
- 6. What do you use to hear things?
- 7. I \_\_\_\_\_ a flower.
- 9. How many fingers do people have?

Answer the questions below:

- (1) Do you like to listen to music?
- (2) Do you like the taste of onions?
- (3) Do you like the smell of flowers?
- (4) Do you like to hear birds chirping?
- (5) Do you like the smell of garbage?
- (6) Do you like to see movies?

Watch	One	Smell
Two	Mouth	Ten
Listen	Nose	Eyes
Tongue	Fingers	Ears



## **The five senses lesson**

### **Listening Activity**

**Please listen carefully to the lyrics of the song and then choose (circle) the correct word from the options in brackets**

I can (**hear/see/smell**) clearly now, the rain is gone,

I can see all obstacles in my way

Gone are the (**light/bright/dark**) clouds that had me (**deaf/dumb/blind**)

It's gonna be a bright ,bright, bright, bright

Sunshiny day.

I think I can (**eat/hear/make**) it now, the pain is gone

All of the bad feelings have disappeared

Here is the (**rainbow/cloud/sunshine**) I've been praying for

It's gonna be a bright, bright, bright, bright

Sunshiny day.

(**Smell/Look/Touch**) all around, there's nothing but blue skies

Look straight ahead, nothing but blue skies

I can see clearly now, the rain is gone,

I can see all obstacles in my way

Gone are the dark clouds that had me blind

It's gonna be a bright , bright, bright, bright

Sunshiny day.

**Please listen carefully to the song again and then think about its deeper meaning.**

**Choose from these options what you think the song was meant to be about.**

- 1. A person who was caught in the rain without an umbrella.**
- 2. Someone who has just overcome his problems and is feeling happy again.**
- 3. Someone who needs glasses.**

## Rules for the Go Fish For the 5 Senses Game:

- . Each player gets 5 cards
- . The remaining cards are put in the middle.
- . Play rock/paper/scissors to see who starts
- . Player who wins, starts and then go clockwise.
- . Ask any other player for a card that is the same as yours.
- . First ask:

Can you.... (smell/see/touch/taste/hear)?

- . If the player has none of the cards for that sense, they say `Go Fish` and you have to pick up a card from the pile.
- . If they say `yes` you need to ask the next question:

Can you **hear** something that sounds like xxxx?

Can you **taste** something that tastes like xxxx?

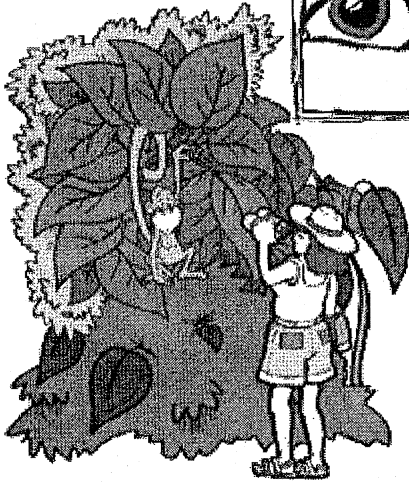
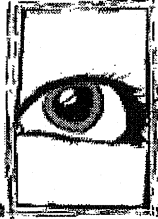
Can you **smell** something that smells like xxxx?

Can you **see** something that looks like xxxx?

Can you **touch** something that feels like xxxx?

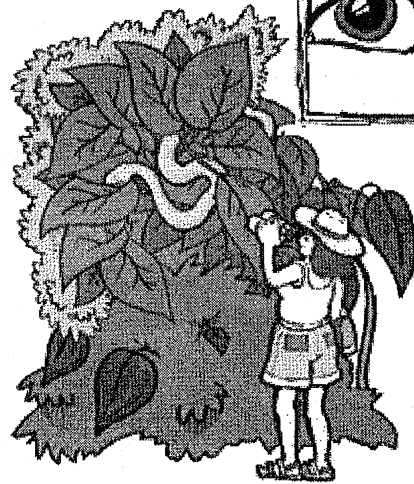
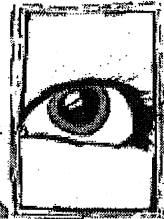
- . Again, if they don't have that card, they say `Go Fish` and you have to pick up a card from the file.
  - . If they have that card, they have to give it to you. You can then out down your pair and have another turn.
  - . The first person to put down all his/her cards OR the player with the most pairs at the end of the game, wins!
- Have fun!

see



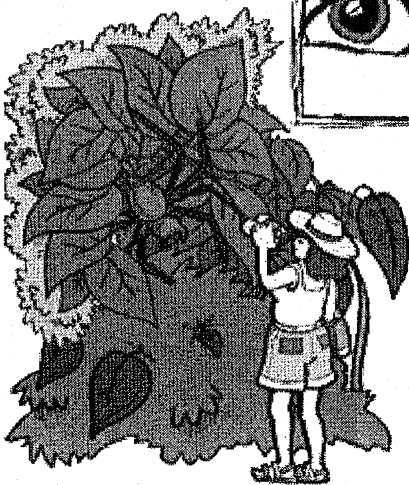
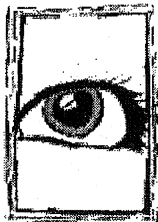
a monkey

see



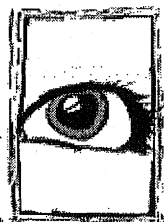
a snake

see



a spider

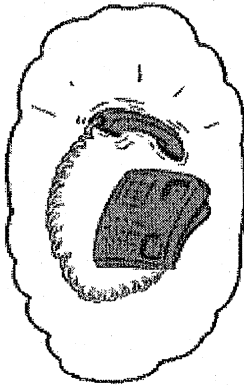
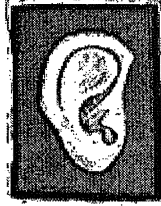
see



a tiger

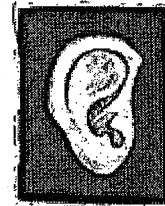
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hear



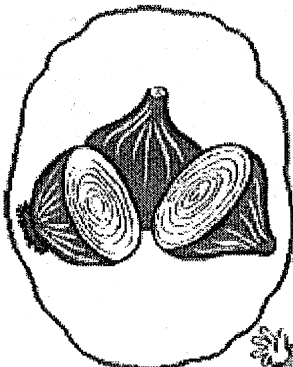
the phone ringing

hear



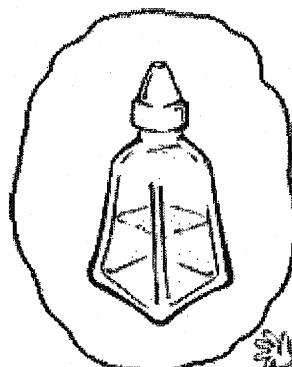
footsteps

taste



onions

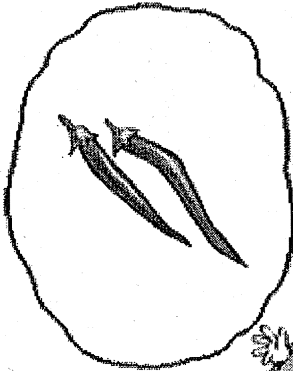
taste



vinegar

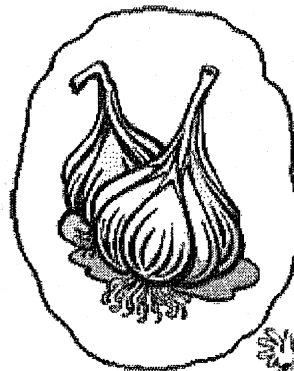
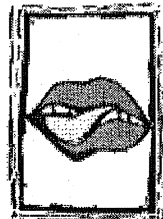
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taste



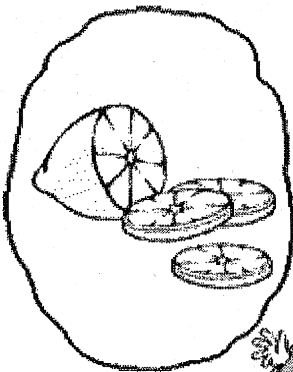
chili pepper

taste



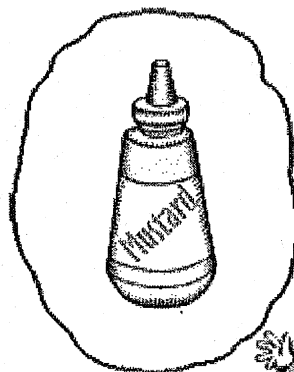
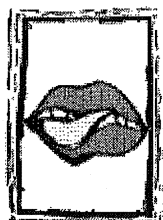
garlic

taste



lemon

taste



mustard

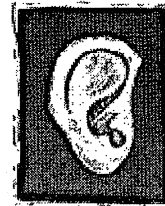
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hear



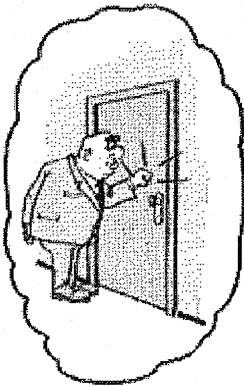
a dog barking

hear



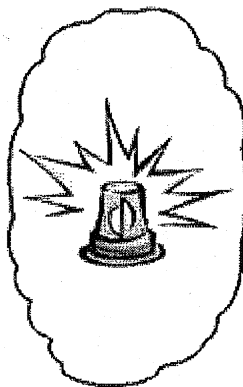
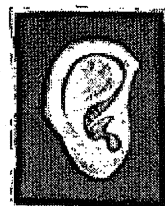
a baby crying

hear



someone knocking

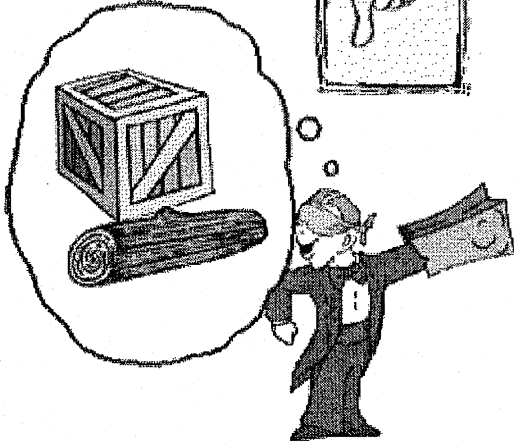
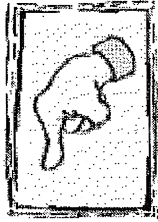
hear



a siren

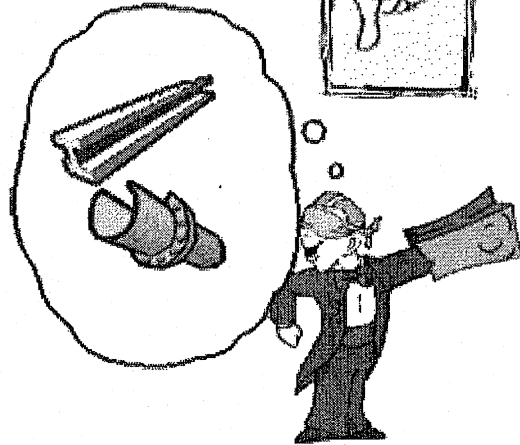
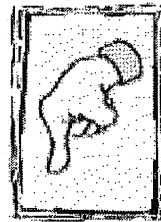
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touch



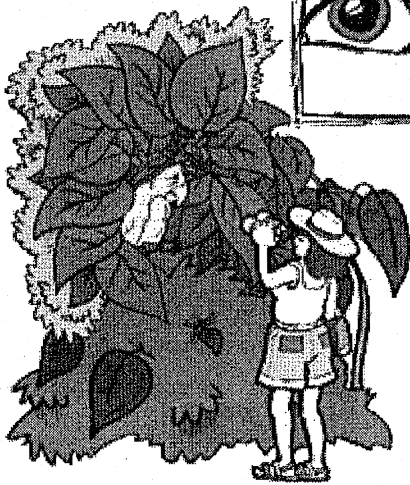
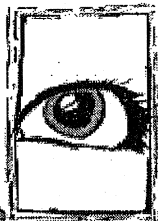
wood

touch



metal

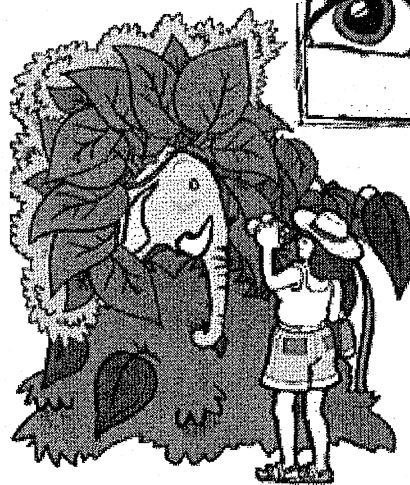
see



a bird

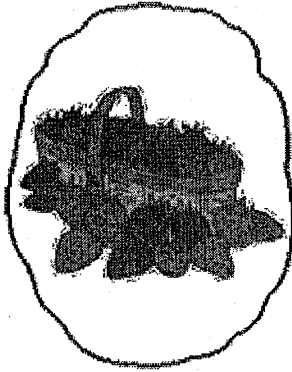
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see



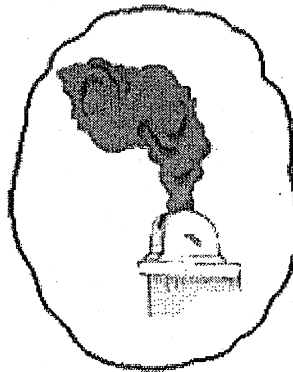
an elephant

smell



strawberries

smell



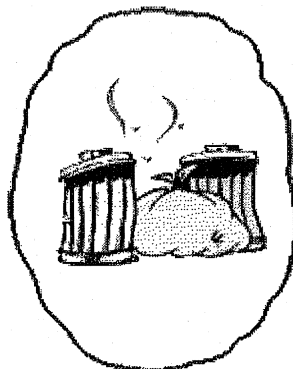
something burning

smell



fish

smell

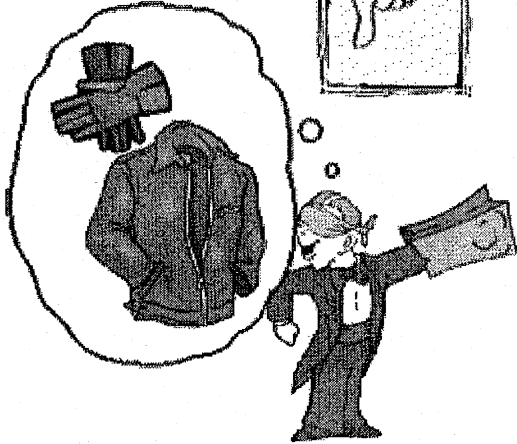
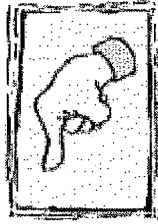


garbage

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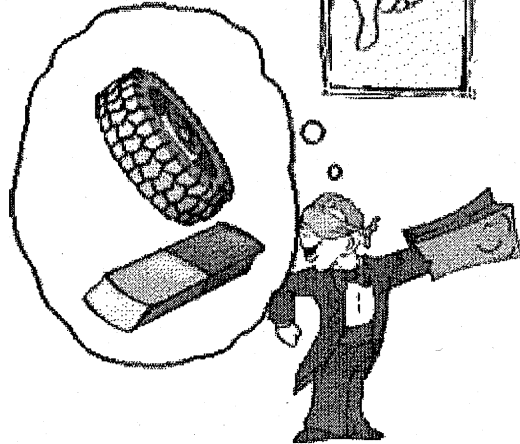
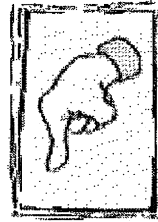


touch



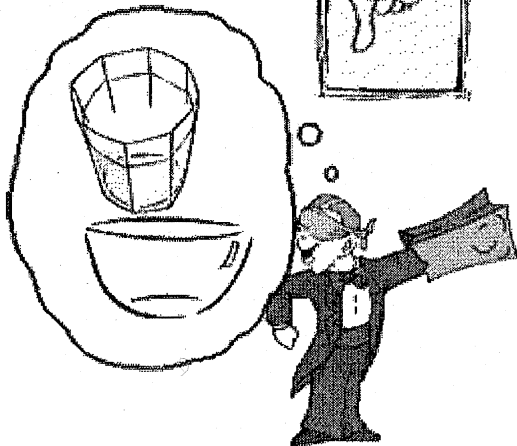
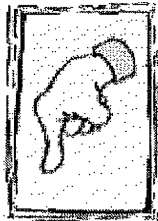
leather

touch



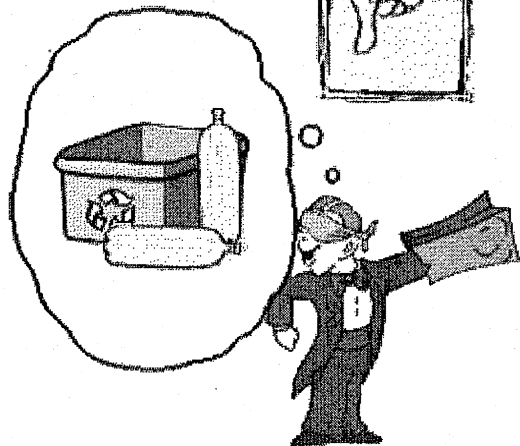
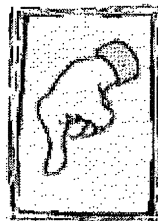
rubber

touch



glass

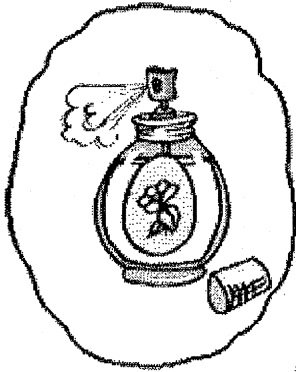
touch



plastic

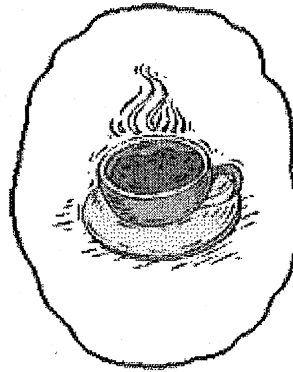
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smell



perfume

smell

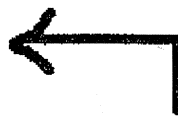


coffee

smell



a fart



Caution: This extra (and optional) card should be used with extreme caution. It may result in uncontrollable laughter and uncontrollable students.

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## The Five Senses

### Written Activity

Please choose from the words in the box to complete the following sentences:

Smell	Sounds	Taste
See	Hear	Tongue
Blind	Feel	
Sound	Feeling	

1. If you can't see, then you are \_\_\_\_\_
2. I enjoy listening to music that \_\_\_\_\_ like rock and roll.
3. I like the salty \_\_\_\_\_ of sushi.
4. I like touching things which \_\_\_\_\_ soft and fuzzy, like teddy bears.
5. If you can't \_\_\_\_\_ then you are deaf.
6. He is \_\_\_\_\_ things by using his hands and fingers.
7. Taste buds are found on a persons \_\_\_\_\_
8. I heard a siren and its \_\_\_\_\_ made me worried.
9. I can \_\_\_\_\_ clearly now, because the sun is shining.
10. I like the sweet \_\_\_\_\_ of flowers.

**Name(s) of teacher(s):** Zane Kinsey

**Class/Grade/Language Level:** Oral Communications; all grades and levels.

**Goal:** To give the students useful tools for dealing with illness/injury and doctors in English.

**Preparation:** Make copies of the worksheets and cutting out the illness cards = 15-20 minutes

**Class time:** As is, 1 full lesson.

This lesson was originally used as a supplement for a textbook lesson based on the same topic. In the olden days, B.T. (before textbooks), I had a fuller lesson that included body parts review, and a lot more practice on talking about how you feel and what symptoms you have, and I usually ran the class as a series of 3 consecutive lessons. Alas, those forms were lost when my HD crashed, but I think additional worksheets to fill out and compliment the provided worksheets would be fairly easy to knock up.

Procedure:

- 1) Greeting and warm-up. I usually warm up with body parts review and chatting with the students about how they feel. **5 minutes**
- 2) Have the students go over the "How do you feel?" worksheet to review talking about symptoms, illnesses/injuries, duration and how often they should take their medicine. I usually had the student jan-ken for who was the doctor and who was the patient, and then had them switch off and practice with an additional two partners (three times in total). **10 minutes**
- 3) Give half to the class the "Doctors" worksheet, and the other half the "Patients" worksheet. Also, give each patient 1 illness/injury card. Explain that half of them are doctors and the other half are patients. Each patient must find a doctor, and the two of them will practice the attached dialogs using the information on their illness cards. After the dialog, the students (both doctors and patients) fill in their medical charts. Once finished, the patients will come to the ALT or JTE to turn in their illness card and receive a new one (preferably an illness or injury they haven't done yet). They must then go find a new doctor and repeat the process. I usually ran this until most of the patients had practiced with 4 or 5 illness cards, and then had them switch roles. **35 minutes**

This lesson was really successful in all of my schools because it got the students up and out of their seats. It also created a bit of competition as many of them treated it like a race to see if they could beat their friends.

# How do you feel?

**Dr.:** Good morning. What can I do for you \_\_\_\_\_?  
(name)

**Patient:** I \_\_\_\_\_.  
(symptom)

**Dr.:** I see. When did it start?

**Patient:** \_\_\_\_\_ . It seems that I \_\_\_\_\_  
(when did it start?) (another symptom)  
as well.

**Dr.:** Let me have a look. Right. You have \_\_\_\_\_.  
(illness)  
I'll give you a prescription. Take it to the pharmacy next  
door.

**Patient:** How often do I take the medicine?

**Dr.:** Take it \_\_\_\_\_.  
(how often?)

**Patient:** Thank you, doctor.

**Dr.:** Take care.

## Symptoms (症状)

I feel tired.  
I feel cold.  
I have a headache.  
I have a stomachache.  
My muscles are sore.  
I have a poor appetite.  
My \_\_\_\_\_ hurts.  
I can't sleep very well.  
I have diarrhea.  
I have a runny nose.  
I have a fever.  
I feel dizzy.

## Illnesses (病気)

a cold  
  
the flu  
  
a sprain  
  
high stress  
  
a stomachache

## When did it start?

Today  
Yesterday  
A couple of days ago  
3 days ago  
last week  
last month

## How often?

once a day.  
twice a day.  
3 times a day.  
100 times a day.

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

# Doctors

Patient's Name	Symptoms	When did it start?	What's the illness?	How often should they take the medicine?

Dr.: Good morning. What can I do for you \_\_\_\_\_? (name)

Patient: I \_\_\_\_\_ (symptom #1)

Dr.: I see. When did it start?

Patient: \_\_\_\_\_ (when did it start?)  
 \_\_\_\_\_ (symptom #2) as well.

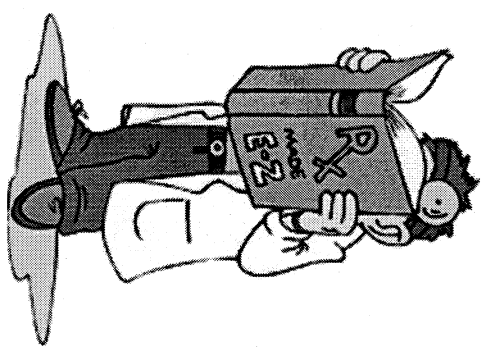
Dr.: Let me have a look. Right. You have \_\_\_\_\_ (illness).  
 I'll give you a prescription. Take it to the pharmacy next door.

Patient: How often do I take the medicine?

Dr.: Take it \_\_\_\_\_ (how often?).

Patient: Thank you, doctor.

Dr.: Take care.



- Illnesses:**
- a cold
  - a sprain
  - food poisoning
  - the flu
  - high stress

# Patients

Doctor's Name	Symptoms	When did it start?	What's the illness?	How often should you take the medicine?

Dr.: Good morning. What can I do for you \_\_\_\_\_?

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

Dr.: I see. When did it start?

Patient: \_\_\_\_\_.

Dr.: \_\_\_\_\_.

Patient: \_\_\_\_\_.

Dr.: \_\_\_\_\_.

Patient: \_\_\_\_\_.

Dr.: \_\_\_\_\_.

Patient: \_\_\_\_\_.



<p><b>Illness = a cold</b></p> <p><b>Symptoms = a bad cough, a fever, feel tired, a headache</b></p>	<p><b>Illness = the flu</b></p> <p><b>Symptoms = a headache, a fever, feel cold, muscles are sore</b></p>	<p><b>Illness = a sprain</b></p> <p><b>Symptoms = my ankle hurts, muscles are sore, can't sleep very well</b></p>	<p><b>Illness = high stress</b></p> <p><b>Symptoms = feel tired, can't sleep very well, have a stomachache, have a headache</b></p>	<p><b>Illness = food poisoning</b></p> <p><b>Symptoms = have a stomachache, have a poor appetite, have diarrhea</b></p>
<p><b>Illness = a cold</b></p> <p><b>Symptoms = a bad cough, a fever, feel tired, a headache</b></p>	<p><b>Illness = the flu</b></p> <p><b>Symptoms = a headache, a fever, feel cold, muscles are sore</b></p>	<p><b>Illness = a sprain</b></p> <p><b>Symptoms = my ankle hurts, muscles are sore, can't sleep very well</b></p>	<p><b>Illness = high stress</b></p> <p><b>Symptoms = feel tired, can't sleep very well, have a stomachache, have a headache</b></p>	<p><b>Illness = food poisoning</b></p> <p><b>Symptoms = have a stomachache, have a poor appetite, have diarrhea</b></p>
<p><b>Illness = a cold</b></p> <p><b>Symptoms = a bad cough, a fever, feel tired, a headache</b></p>	<p><b>Illness = the flu</b></p> <p><b>Symptoms = a headache, a fever, feel cold, muscles are sore</b></p>	<p><b>Illness = a sprain</b></p> <p><b>Symptoms = my ankle hurts, muscles are sore, can't sleep very well</b></p>	<p><b>Illness = high stress</b></p> <p><b>Symptoms = feel tired, can't sleep very well, have a stomachache, have a headache</b></p>	<p><b>Illness = food poisoning</b></p> <p><b>Symptoms = have a stomachache, have a poor appetite, have diarrhea</b></p>
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**Name(s) of teacher(s):** Zane Kinsey and various JTEs

**Class/Grade/Language Level:** Oral Communications; all grades and levels.

**Goal:** To talk about the students' future plans for a career, or their dream job.

**Preparation:** Make copies of the worksheets = 10-20 minutes

**Class time:** 1 or 2 full lessons.

This particular lesson was originally meant to be a supplement to a textbook lesson on the same topic, but I've found it can work well as a one-shot/stand-alone lesson with more advanced 1 年生 students.

**Procedure:**

- 1) Greetings and warm-up. As a warm-up I would ask the kids about what sort of things they want to do in the future. Do they want to go to college? Do they want to go to a trade or technical school? Would they like to just enter the work-force directly? What's their dream or ideal job? Etc. **5 minutes**
- 2) Explain the topic for the day. **5 minutes**
- 3) Hand out the worksheet and give the kids a few minutes to go over the vocab list for careers. I've put a few amusing careers in here to grab the attention of the less willing students. Ask them to think of a career that they might want to do. Encourage them to enlist the help of the ALT or JTE to think of jobs that are not on the list (I usually write them on the chalkboard with the English and Japanese). **5 minutes**
- 4) Have the students turn the worksheet over and look at part 1. Give them 2 or 3 minutes to fill in the top two boxes for themselves, and an additional 5 or 6 minutes to find and ask two friends. Before we start this I have students practice and repeat the two target questions. **10 minutes**
- 5) After they've finished the box, move onto the second half of part 1. The vocab list is broken into 5 broader categories of job types, nature/outdoors, science/technology, artistic/creative, helping/service, and reading/writing. The students will practice the dialog below. Student A asks, "What type of career are you interested?" Student B looks at the above mentioned categories and chooses one. "I'm interested in a(n) science career." Student A looks at the vocab list, under the science/technology section and suggests a job. "How about becoming an astronaut?" Student B either agrees, "Yeah, that sounds great," or declines, "No, I think I would rather be an Evil Genius." Have the student practice this model twice, switching parts the second time, and then find a new partner and repeating the process. **10 minutes**
- 6) Move on to part 2 (for lower level classes, this could be day 2 of the continued lesson). Student will talk about what sort of training will be required to obtain the job they want. The three institutions/traditions I've included are, university (大学), vocational school (専門学校), and learning on the job (仕事で学ぶ). Explain to the students the process of this section have them answer for themselves in the top box. "I want to be a doctor. I will have to go to university." **7 minutes**
- 7) In the second section of part 2, have the students ask two of their friends about their desired career and what sort of training or education will be required to obtain that career. **8 minutes**

# Career Vocabulary

## Careers – 職業

### Nature/Outdoor Work (自然/屋外)

Athlete – アスリート  
Construction Worker – 建築作業員  
Farmer – 農家  
Fisherman – 漁師  
Snake Charmer – 蛇使い  
Veterinarian – 獣医  
Zoo Curator – 動物園長  
Lion Tamer – ライオンの調教師  
Stuntman – スタントマン

### Science/Technology (科学/技術)

Architect – 建築家  
Astronaut – 宇宙飛行士  
Biologist – 生物学者  
Computer Hacker – ハッカー  
Computer Programmer – コンピュータープログラマー  
Dentist – 歯医者  
Doctor – 医者  
Engineer – エンジニア  
Evil Genius – 悪の天才  
Inventor – 発明家  
Military Officer – 自衛官  
Museum Curator – 博物館長  
Scientist – 科学者  
Spy – スパイ

### Artistic/Creative (芸術/創造)

Actor – 俳優  
Advertiser – 広告業  
Artist – 芸術家  
Composer – 作曲家  
Designer – デザイナー  
Musician – ミュージシャン  
Photographer – 写真家

### Helping/Service (援助/サービス)

Accountant – 会計士  
Beautician – 美容師  
Bus Driver – バスの運転手  
Firefighter – 消防士  
Flight Attendant – フライトアテンダント  
Hotel Owner/Manager – ホテルマネジャー  
House Husband – 専業主夫

House Wife – 専業主婦  
Judge – 裁判官  
Lawyer – 弁護士  
Librarian – 図書館員  
Masseuse – マッサージ師  
Monk – 僧侶  
Palm Reader – 手相占い師  
Pilot – パイロット  
Police officer – 警察官  
Politician – 政治家  
Priest/Reverend – 牧師  
Public Servant – 公務員  
Sales Clerk – 販売員  
Secretary – 秘書  
Security Guard – 警備員  
Soldier – 軍人  
Taxi driver – タクシドライバー  
Teacher – 教師  
Travel Agent – 旅行代理業者  
Weapons Dealer – 武器の商人  
Kindergarten Teacher – 幼稚園の先生  
Nursery School Teacher – 保育園の先生  
Dietician – 栄養士

### Reading/Writing (文筆)

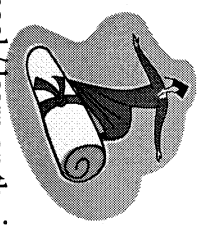
Journalist – ジャーナリスト  
Magazine Editor – 雑誌の編集者  
Newspaper Editor – 新聞の編集者  
Philosopher – 哲学者  
Writer/Author – 作家

### Other (その他)

Full-time job – 正規の仕事  
Part-time job – アルバイト  
University – 大学  
College – 大学  
Vocational School – 専門学校  
Graduation – 卒業



# Careers / Jobs : What do you want to be in the future?



## Part 1 – What kind of job do you want?

Review	What kind of job would you like to have?	Why do you want that job?
Me (自分)		
Friend #1		
Friend #2		
Name:		

## Part 2 – Training and Education

Will you have to go to University / vocational school / learn on the job to become a(n) \_\_\_\_\_?

Write down what kind of education or training you will need to do to become a ~?

**EXAMPLES:** "I want to be a doctor. I will have to go to university."

"I want to be a construction worker. I will learn on the job."

**Now you try:**

**Q: Will you have to go to university to become a ~?**

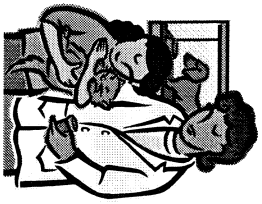
**A: I want to be a(n) \_\_\_\_\_ I will have to go to university.**

**-OR-**  
I want to be a \_\_\_\_\_ I will \_\_\_\_\_  
(go to a vocational school / learn on the job.)

Ask your partner **what type** of career they are interested in. Then, recommend (すすめろ) a job from the vocabulary list that they might be interested in.

- Career Types -**
- Nature/Outdoors
  - Science/Technology
  - Artistic/Creative
  - Helping/Service
  - Reading/Writing

- A) What type of career are you interested in?
- B) I'm interested in a(n) \_\_\_\_\_ career.
- A) How about becoming a(n) \_\_\_\_\_?
- B) Yeah, that sounds great.
- OR-
- No, I think I would rather be a(n) \_\_\_\_\_.



Now, ask your friends!

**What kind of job would you like to have? Will you have to go to university?**

<b>Friend #1</b>	
Name:	
<b>Friend #2</b>	
Name:	

This is another lesson aimed at low-level high school students.

- Greetings
- We ask the students to sit in groups.
- We ask each group to think of three things (food, animals, drinks, etc) that are the same in Japanese and English. (Example; banana, coca cola, etc).
- Then we ask students from each group to come to the board and draw the pictures of the things they have thought about.
- When all the groups have finished drawing, we ask the class to tell us what the pictures are. While they do this, we ask them the difference between the English and katakana pronunciations, check and correct their pronunciation. The point is to get students to understand that some katakana words are pronounced differently in English, and maybe an English-speaker may not understand them if they pronounce it the katakana way,
- Finally, in their groups, we will use to worksheet below to ask students to think of Foods, Drinks and Animals beginning with a certain letter. For example, if we call out the letter 'T', each group has to tell us one thing for each category. They have to do this as quickly as possible. If no two groups have the same thing, each group gets 10 points for each word that they come up with. If two groups have the same thing, each gets 5 points and we do this until the end of the lesson.



This lesson can be used for lower level students as well as just a filler lesson close to the end of the term.

This activity is aimed at teaching the students the importance of body language in communication.

### **First**

1. Divide the class into two teams
2. Ask for five volunteers from each team.
3. Give each volunteer a strip of paper with an action/gesture written on it.
4. Make sure they understand and ask one student at a time from each team to do the actions in front, while the rest of the team guesses the action, racing to see which team finishes first.

### **Second**

Give the students a sheet with pictures of people with different facial expressions. Read a statement for each picture and the students have to match the statements with the face. This came directly from the textbook, but any set of pictures and statements will do. (For example, for a picture of a little girl crying, the statement could be, "I just lost my dog.")

### **Third**

Finally, in groups the students have to secretly come up with their own gestures and do them for the rest of the class to guess.

#### Gestures List for Game

Driving	Eating a banana	Using a computer
Drinking	Taking a picture	Reading a book
Talking on the phone	Washing dishes	Using scissors to cut paper
Eating ramen		

Class: No. JET Book	Japanese Teacher of English (Senior High School JTEs)	
Total class time: 50 minutes	Assistant Language Teacher (ALT): Marie Mc Millan マリー	
Date	Independent work <u>0</u> Group Work <u>0</u> Pair Work Listening <u>0</u> Reading <u>0</u> Worksheets <u>0</u> Audiovisuals _____      Other _____	
Time used (Minutes):	"Let's relax and speak English" 10 tasks competition! Procedure:	Materials Used
5-7	<p><b><u>Explanation of activity</u></b>          ALT&amp;JTE explain the rules and procedure of the competition. JTE to only use Japanese to clarify if students are really struggling to understand the rules. During the game we only use English.</p> <p>Students make groups of 4-5 people.</p> <p>The first of the 10 tasks is given to the students and they must complete it to get their next task. The students go to the front of the room to collect each task. A different student from each group must go each time giving them a chance to speak English to the ALT at least once during the game. The first team to complete all the tasks wins the prize.</p> <p>It is important for students to know that some riddles (なぞなぞ) are used in the game.</p>	
35-40	<p><b><u>Students play the game</u></b></p> <p>ALT gives students the word search for the first activity and students must find different words. When they complete the word search they must make questions from the words. They must ask the ALT the questions to get their next clue.</p> <p>They must complete each task in sequence.</p> <p>The last task is in a box outside the classroom. I normally add a rule that students have to be quiet when looking for this task or they will get "frozen" for 20 seconds. This noise to a minimum at the end when students get really excited.</p> <p>(I have attached the tasks I used at my schools. This was an activity we did after the exams had finished in my schools. You can use any tasks and tailor the tasks to review different grammar points)</p> <p>Students must consult their dictionaries during the game and the JTE and ALT will only provide assistance in English once the game is underway.</p>	ALT to provide copies of each task for students.  ALT to provide box for last task.
5	<p><b>Present prize to the winning team.</b> (A small packet of colorful pens from Daiso wrapped up in colorful paper worked well at my schools)</p>	ALT to provide small prize

## Review of lesson

This lesson was a real hit in all my schools. The JTE's really liked it and the students really enjoyed it. I had students who never spoke in other O.C classes asking me questions in English and being really excited. This surprised me as I was not sure how this lesson would go. Students really liked the riddles in the game.

I added the "freeze" rule after an incident at one of my SHS where we were doing this activity in the learning room. The students got the last clue, which read "the last task is in a box outside the classroom". Once some of the female students had worked this task out they run all the way to their home classroom shrieking and screaming. Other teachers in the school panicked and thought something bad had happened. I now make it clear at the beginning of the lesson that for the purposes of this lesson the room we are in is the classroom and add the "freeze" rule to minimize noise.

You can adapt the tasks to suit anything that you are teaching. The main thing is to have tasks that are fun and encourage students to speak to the ALT.



### Task One

P I S K W A T N E H R R  
G D O A L J E G I H W S  
L X N G U N R M E A I V  
W H H N U D A V A S N T  
Y W R E T A G T T N T Z  
G X R U A W H E T K R S  
E A G O Q N R T A O E W  
U N M Y B ' S A E Q H D  
L I K E S R F L F A Z E  
I H B A U M R L T E Y D  
Z K Z O A Z H O W K Z I  
P B Y V H A U I R M G E

**Listen to Marie read you some words.**

**Make three questions from the words.**

**Ask Marie the questions to get your next clue**

Question 1

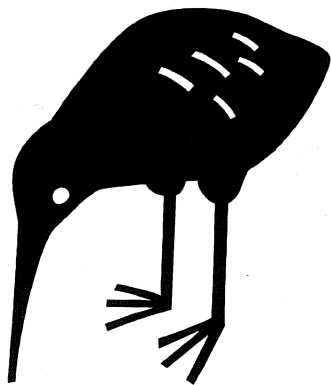
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Question 2

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Question 3

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## Task two

### What color am I?

When it is night I am everywhere. \_\_\_\_\_

When it snows I am everywhere. \_\_\_\_\_

I sound like new and sometimes I am the color of the sky.

\_\_\_\_\_

## Task three

What is the English word for 天氣 \_\_\_\_\_

Ask Marie the question below.

Can you ask me a question please?

## Task four

### Find 6 sports in the word search

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

**Task 5**

Write 15 words beginning with "A".

When you have finished, find Marie and read them out.

**Task 6**

Write 2 questions and ask Marie them.

1 \_\_\_\_\_

2 \_\_\_\_\_

**Task 7**

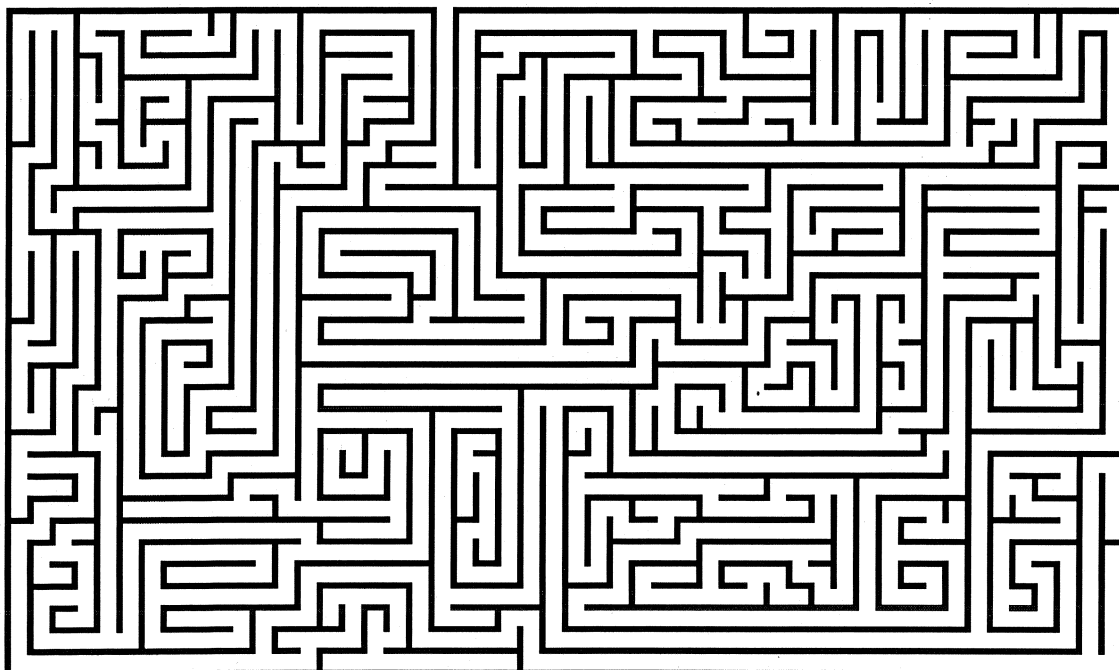
What am I?

I am everywhere and you cannot live without me. When I am not there you will not be there. You cannot see me but you need me.

I am \_\_\_\_.

**Task 8**

Find your way out of the Maze. When you finish, find Marie and answer her questions.



### **Task 9**

The last task is in a box outside the classroom.

You must be quiet when getting this clue or you will have to freeze for 20 seconds.

### **Task 10**

Find Marie. Say your name.

Say how old you are.

Turn around 4 times.

Jump three times.

Say what day it is

**You have finished!!!!!!!!!!!!!!**

FOR THE LESSON PLAN BOOK: **Superstitions**

**Name(s) of teacher (s):** Several

**Class/ Grade/ Language level:** 1-3 nen sei SHS; intermediate level (but can also be adapted for low level learners)

**Textbook and specific lesson:** No textbook; would suit a 'special events' lesson, particularly around Halloween

**Goal:** Cultural exchange related to the topic of superstitions and review/ practice of the future real conditional ('if you find a clover with four leaves, you will have good luck', 'if I eat too many cookies, I will get fat', etc). I came up with the idea for this lesson when it came to thinking of a special lesson for Halloween. Sometimes I find it difficult to say anything new about Halloween since students have been learning about it since they were very young, so I decided to do something a little different. This lesson aims to introduce students to some superstitions that are common in England, while at the same time reviewing a grammatical structure that they should be familiar with by the time they get to SHS. If, however, you want a grammar free lesson, it would be easy to adapt this lesson to your own aims and objectives.

**Preparation:** It took me about 1 hour to make the worksheets and research superstitions

**Class time:** 1 – 2 50 minute lessons; you can pick and choose activities according to how much time you want to devote to this topic.

Time	Activity	Description
5-7 mins	<b>Greetings and introduction to superstitions</b>	<p>Greet students as usual. Ask a few warm-up questions: 'How's the weather today?', 'what's the date today?', etc.</p> <p>Distribute the worksheets and write the word 'superstition' on the board. Draw a clover and ask students if they know what it is. Then draw a black cat and a horse shoe and tell students that these are all related to common superstitions in England. JTE can also provide examples of common superstitions in Japan Ask students to try to guess the meaning of the word 'superstition'.</p> <p>I then try to break down the word so that the students understand where it comes from 'Stition' comes from the Latin 'stare', which means 'to be' or 'to stand', while 'super' means 'above' or 'beyond' the ordinary. So superstition means 'above or beyond the ordinary.' Then ask students to think of some other words that begin with 'super' – e.g. supermarket, superman, superhero, superstar, supervisor, supernatural, superficial. The Ss. will probably suggest things like 'supermario' and 'superdry' a well. I usually write these on the board but explain that these words are not in the dictionary.</p>
10 mins	<b>Discussion and listening activity – superstitions in England</b>	<p>First, have students look at the pictures (no. 2 on worksheet) and discuss in pairs whether they think these symbols are associated with good luck or bad luck in England.</p> <p>Then ALT will talk about superstitions in England, and Ss. should identify which picture (A-F) links to that superstition. e.g. 'in England we believe that catching falling leaves will bring good luck – we believe that every leaf that you catch will bring 1 month of good luck'. This links to picture C. Check that Ss. understand which symbols are generally associated with good luck and which ones are associated with bad luck.</p>

<p><b>15 mins</b></p>	<p><b>Superstitions read and run activity</b></p> <p>(*I teach in a large LL room where it is possible to have a read and run activity; however, if you teach in a smaller classroom, you can adapt this activity into a listening activity – students listen to the ALT reading out the sentences and fill in the blanks).</p>	<p>Move onto activity no.3 – read and run.          Arrange Ss. into groups of 4. 2 people are the ‘writers’ and 2 people are the ‘runners.’ The aim is for each group to complete the sentences describing superstitions in England.          Place the other halves of the sentences around the room, with numbers that correspond to the numbers on the worksheet. The ‘runners’ must visit the stations, remember the sentence and then report it to the writer, who should write the sentences down as accurately as possible. (e.g. the full sentence for number 1 is: ‘If you break a mirror, you will have bad luck for 7 years).          When groups have finished, they should bring the sentences to the ALT or JTE to check for accuracy. I usually distribute candy or some sort of prize to groups who have less than 3 mistakes.          For those groups who finish earlier than others, I ask them to discuss and write down (in the box provided) some examples of superstitions in Japan.</p>
<p><b>10 mins</b></p>	<p><b>Comprehension check</b></p> <p><b>True/ false game</b></p>	<p>When all students have completed the activity, ALT and JTE should go through each sentence and check for comprehension. Then explain that 3 of the superstitions have been made up, and ask students to guess which ones these are. They should write ‘T’ or ‘F’ in the boxes provided next to each sentence.</p> <p>Give all students 2 coloured pieces of card – 1 green and 1 red. Explain that green is ‘true’ and red is ‘false.’ Have all students stand up, and go through the superstitions, with students raising the true/ false cards according to whether they think they are true or false. Those who are not correct have to sit down. Ss who are still standing at the end win candy/ prizes</p>
<p><b>Time remaining/ follow-up activities</b></p>	<p><b>Listening fill in the blanks</b></p> <p><b>Writing activity?</b></p>	<p>If there is any time remaining at the end of class, I usually have an activity where students have to listen to me reading sentences that use the future real conditional and identify which word is missing from the sentence (e.g. ‘If I go back to England at Christmas, I will be able to _____ all of my friends = <b>visit/ see</b>). I ring a bell for the word that is missing.          I’ve found that it helps to add a competitive element to games like this – e.g. Ss. win a point for their row or group if they answer the question correctly.</p> <p>In some more advanced classes, you might also want to build a writing activity into this lesson or use it as a follow-up activity in a subsequent lesson. I asked students in some of my classes to write a sentence about Japanese superstitions and draw a picture to accompany it. I told the students that I would mark their work at the end, since I find that this tends to motivate the students. I learnt about a lot of interesting Japanese superstitions in this class!</p>

# Superstitions



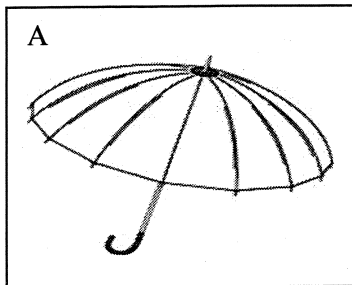
1. What other words begin with 'super'?



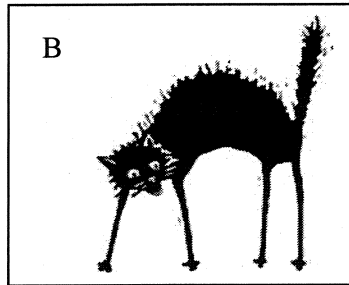
## 2. Introduction to superstitions in England.

1 With a partner, guess whether the objects and animals in the pictures are signs of good luck or bad luck in England.

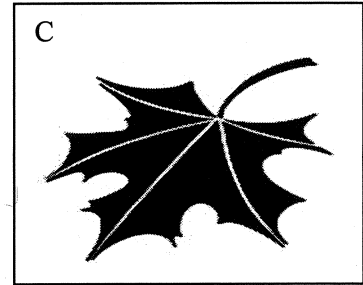
2 Listen to the ALT describing superstitions in England and choose the picture that matches the description.



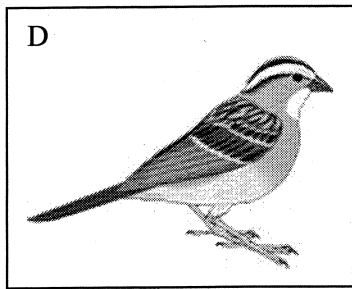
Good luck      Bad luck



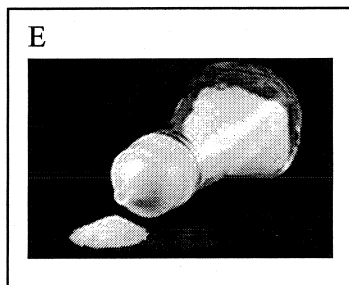
Good luck      Bad luck



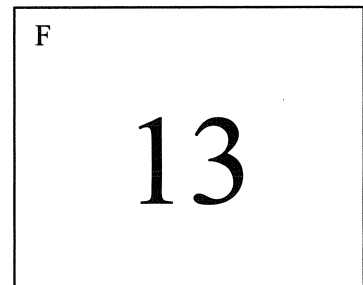
Good luck      Bad luck



Good luck      Bad luck



Good luck      Bad luck



Good luck      Bad luck

Can you think of some common Japanese superstitions? Write them here (Japanese is OK).



3. Read and run.

Make groups of 4. Choose 2 people to be writers and 2 people to be runners. The runners must visit the stations around the room and read and remember the sentence. Then they should run back and say the sentence to the writers. The writers write the sentence down.

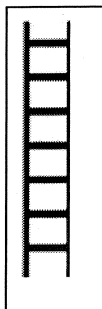
T or F?

1. If you break a *mirror* (鏡), \_\_\_\_\_  
\_\_\_\_\_



2. If a dog eats *grass* (草), \_\_\_\_\_  
\_\_\_\_\_

3. If you say \_\_\_\_\_  
\_\_\_\_\_, you will have good luck.



4. If a frog comes into your house, \_\_\_\_\_  
\_\_\_\_\_.

5. If you \_\_\_\_\_,  
you will have bad luck.

6. If you \_\_\_\_\_,  
you will have good luck.

7. \_\_\_\_\_, you  
will be able to see and talk to *ghosts* (幽霊).

.....

8. If you *whistle* ((口笛で吹く) in the shower, \_\_\_\_\_  
\_\_\_\_\_



3 of these sentences are not superstitions in England. Can you guess which ones these are? Put a 'T' (true) or 'F'(false) in the boxes provided.



4. Listening activity. Listen to the sentences and choose the words that are missing.

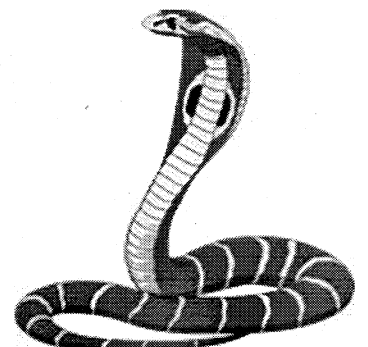
hear      goes to      see

we      read      mother      they      listen to

eat      take      visit      try to

5. Tell me about some superstitions in Japan!

Write a sentence here.	Draw a picture here to illustrate.



**Superstitions (to be used in read and run activity)**

1. If you break a mirror, you will have bad luck for 7 years. (T)
2. If a dog eats grass, it will rain. (T)
3. If you say 'white rabbit' four times on the first day of the month, you will have good luck. (T)
4. If a frog comes into your house, someone in your house will die. (F)
5. If you put new shoes on the table, you will have bad luck. (T)
6. If you walk under a ladder, you will have good luck (F).
7. If you are born on Halloween, you will be able to see and talk to ghosts (T).
8. If you whistle in the shower, you will have bad luck (F).

FOR THE LESSON PLAN BOOK: **Telephone conversations and party invitations**

**Name(s) of teacher (s):** Fujisawa, Nakandakari and Sato sensei

**Class/ Grade/ Language level:** 1 nen sei SHS; intermediate – advanced level

**Textbook and specific lesson:** Mainstream Oral Communication I: second edition. *Is that Bob? This is Kate* chapter.

**Goal:** I chose to include this lesson plan because it aims to combine the textbook material with cultural exchange and more ‘creative’ thinking. The lesson introduces students to simple telephone conversations. It also reviews and practices the formation of the future tense, at the same time as introducing students to the kinds of parties that are popular in English-speaking students such as England and America. I often find that students are interested to hear about the kinds of parties that are popular in the West, because the Japanese idea of a party is usually very different from a Western one.

**Preparation:** About 1 hour to make the worksheets

**Class time:** 1 50 minute lesson

Time	Activity	Description
10 mins	<b>Introduction and warm-up</b>	Greet students.  Do some sort of warm-up. My lesson coincided with Halloween, so I started with a brief quiz about Halloween and distributed candy for answers
10 mins	<b>Introduce topic – phone conversations: preliminary listening and speaking</b>	Ss. listen to ALT reading out phone numbers and note down a ‘T’ or an ‘F’ according to whether the number on the worksheet is written correctly. Students listen to JTE and ALT doing the simple phone conversations (no. 2 on worksheet). All Ss. then stand up and can only sit down once they have finished practicing all of the dialogue. (*In genki classes, I then sometimes ask for volunteers to demonstrate these dialogues in exchange for stamps).
10 mins	<b>Fill in the blanks - listening and grammar practice</b>	Ss. listen to ALT and JTE having the phone conversation (p. 31 of Oral Communication textbook). Read twice and then check answers. Explain to students that ‘what’s up?’ is a casual way of saying ‘how are you?’/ ‘What’s going on?’ Then have Ss. conjugate the future tense (‘I am going to’, ‘you are going to’) etc. This can be done together as a class for speed.
10 mins	<b>Ss. design their own party invitations.</b>	Quickly explain/ go through the different kinds of party that are popular in English-speaking countries – e.g. pajama party, costume party. Check in particular that Ss. understand words ‘costume’, ‘host’, ‘guest’ and ‘celebrate.’  Distribute a party invitation template to each student.

		Ss. have 7 minutes (or less, depending on how fast Ss. are) to design their own party invitations. They must decide on a type of party, a date, time, place, special guest and things that their guests should bring.
<b>Remaining time</b>	<b>Jyanken conversation, practicing future tense</b>	<p>Ss. circulate the class and jyanken. The loser must use his/ her party invitation to invite the winner to his/ her party, while the winner writes down the details of the party in the table provided. The first student to get 3 invitations can win 2 stamps.</p> <p>ALT and JTE should demonstrate the dialogue before the students begin.</p>

# Telephone conversations and party invitations

A) Listening activity. Are these phone numbers correct? Put a 'T' or 'F' in the boxes below.

(1) 0966-22-9665

(2) 0966-32-4704

(3) 0966- 45-3767

B) Practice these short telephone conversations.

A: Hello.  (A) speaking.

B: Hi, this is  (B)

A: Oh hi  (B). How are you?

B:  thanks.

Great/ fine/ not bad



A: Hello.  (A) speaking.

B: Hello, this is  (B). May I speak to John please?

A: I'm sorry, John's not here at the moment.

B: Oh, ok. Thanks!

A: Bye.

A: Hello,  (A) speaking.

B: Hello, this is  (B). May I speak to John please?

A: I'm sorry, John's not here at the moment. Can I take a message?

B: Yes, please tell him that  (B) called. My number is

A: Ok, I'll tell him.

B: Thanks very much! Bye.

**C) Listening activity. Fill in the blanks.**

**Bob:** Hello?

**Kate:** Bob? This is Kate.

**Bob:** Oh, hi, Kate. (1) \_\_\_\_\_?

**Kate:** There's going to be a (2) \_\_\_\_\_ at my house. Can you come?

**Bob:** I'd love to, but I have some (3) \_\_\_\_\_ to do.

**Kate:** Oh, come on. You can (4) \_\_\_\_\_ it by this evening, can't you?

**Bob:** OK, I'll do my best. I'll call you when I finish.

**Kate:** Good. Call my cell phone. The number is 080-16- (5) \_\_\_\_\_.

**Bob:** Sure.

• **Let's party (and practice future tense)**

There are 2 ways to form the future tense:

I will
You will
He/ she/ it will            +            verb
We will
They will

I _____ going to
You _____ going to
He/ she/ it _____ going to            +            verb
We _____ going to
They _____ going to

e.g.    *Where will the party be?*  
**It will be** at Kate's house.

*What is Bob going to do?*  
**He is going to** finish his homework.

**In Europe, America and Australia, parties are very popular. There are many different kinds of parties that you can have. Here are some examples:**

• **Different kinds of party**

**Beach party** – Very popular in hot countries like Australia. People play music, have barbecues and play volleyball on the beach.

**Clothes swap party** – People take their old clothes to the party and exchange them for other people's clothes.

**Fancy dress/ costume party** – People dress up in costumes. There is usually a theme; e.g. Hollywood, cartoon characters, things that are green.

**Potluck party** - Everybody brings a different kind of food to share with the other guests.

**Pyjama party** – Everybody comes to the party wearing a pair of pyjamas!

**Pudding party** – Everybody brings a desert to share.



# Come to my costume party!



Theme: Horror

Date: 31<sup>st</sup> October

Place: Hitoyoshi castle



Special guest: Dracula

Starts at: 7 pm

You should: bring some food or drink and wear a scary costume

There will be: dancing... COOL music ...delicious food and drink...magic spells...broomstick flying lessons!

## D) Now it's time to invite people to your party! Please follow this dialogue.

A: Hello!

B: Hi! What's up?

A: I'm going to have a party to celebrate Halloween – would you like to come?

B: What kind of party are you going to have?

A: It's going to be a \_\_\_\_\_ party [with a \_\_\_\_\_ theme.] The special guest will be \_\_\_\_\_ (name of guest) \_\_\_\_\_.

B: Sounds fun. When will it be?

A: It will be on \_\_\_\_\_ (date) \_\_\_\_\_. It will start at \_\_\_\_\_ (time) \_\_\_\_\_.

B: Where will it be?

A: It will be at \_\_\_\_\_ (name of place) \_\_\_\_\_.

B: Great! Should I bring anything?

A: You should \_\_\_\_\_  
wear a costume/ bring some food and drink/ bring a friend

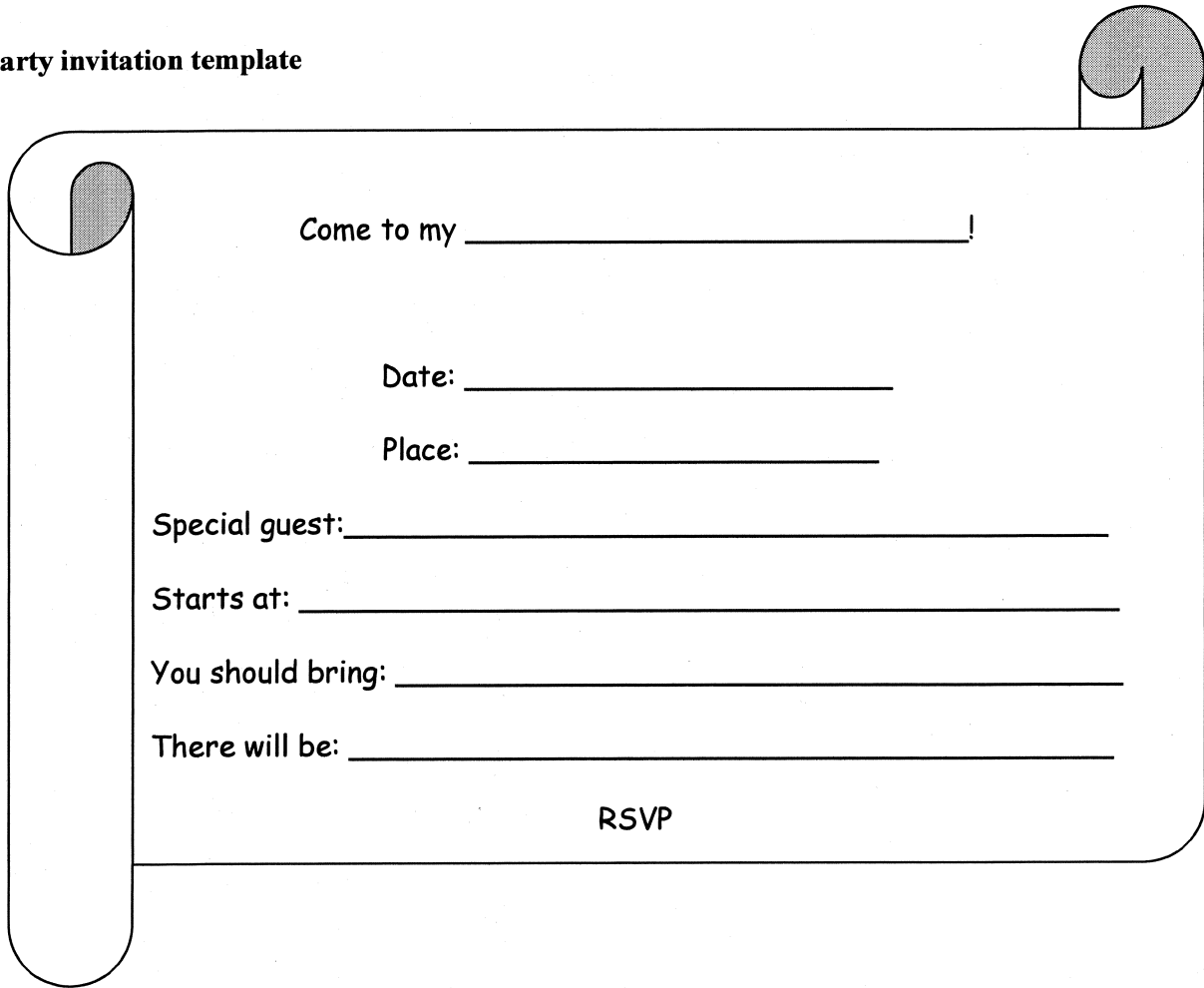
B: Ok, sure. See you there!

A: See you!



Name of host	What kind of party is it going to be?	When will it be?	What time will it start?	Where will it be?	Should I bring anything?
Leonie Shanks	Costume party – horror	31 <sup>st</sup> October	7pm	Hitoyoshi castle	A costume; some food or drink

**Party invitation template**



Come to my \_\_\_\_\_!

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

Place: \_\_\_\_\_

Special guest: \_\_\_\_\_

Starts at: \_\_\_\_\_

You should bring: \_\_\_\_\_

There will be: \_\_\_\_\_

RSVP



## LESSON PLAN: STUDENT SELF-INTRODUCTIONS

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### Materials

1. DVD of friends' introductions
2. DVD Player / Projector / TV (Any way to play the DVD.)
3. Self-Introduction worksheets.

**Notes:** This activity was taken from an idea I received through the textbook (Sailing) of my low-level academic high school. I only teach 1<sup>st</sup> years, so I thought that implementing media along with a simple writing activity would help the students ease into Oral Communication rather than overwhelm them. This lesson proved to be a success in all of my classes, including my high academic school. A couple of the ALTs in the video also used it in their junior high school classes, so this lesson is very adaptable.

As for the video itself, I had my friends say simple things about themselves: "My hobby is..." or "I am \_\_\_ years old." I filmed the ALTs in their respective locations in Japan. Each segment was about 2 minutes in length for each ALT (7 total).

I filmed this with just my digital camera, nothing fancy. After I finished filming, we were able to edit the videos and add some pizzazz using some basic movie-editing software on a Mac laptop.

TIME	ALT / JTE
<b>5 minutes</b> <i>Intro</i>	Both teachers will introduce the topic of the day's lesson, which is student self-introductions.
<b>5 minutes</b> <i>Video</i>	Pass out the Student introduction worksheets. The students will complete exercise 1. They must pay attention to the video and fill in the chart on the worksheet. There will be about 7 different introductions given by Heidi's friends. Each friend has a different home country.
<b>5 minutes</b> <i>Video(2<sup>nd</sup>)</i>	Play the videos again. Except this time, the students must complete exercise 2. They will listen for each friend's hobby and write the correct number for each box. The box is accompanied by a picture of the hobby.
<b>10 minutes</b> <i>Self-Intro</i>	Instruct the students to write their own self introductions on the worksheet. There is a self-intro guide to help them. They will be given 10 minutes to write their self-intros.
<b>Remainder</b>	The remainder of the class will be spent on the actual self-introductions. Each student will be made to stand up in front of the class and introduce themselves in English. If all the students are not given a chance to present their self-intro., then they will do it the following class.

**Thanks to Xina, Peter, Luke, Kerry, Az and Holly for making the time to give their intros. Also, big thanks to Zane for editing!**

NAME:

CLASS:

NO.:

**OC Warm-up ENGLISH AROUND THE WORLD**

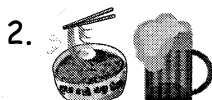


1. **INSTRUCTIONS:** watch and listen to the self-introductions of Heidi's friends. Please complete the chart below while watching the videos.

	NAME	WHERE FROM?	AGE
A	Heidi Soto		
B	Azwindinni Ratshionye		
C	Xina Hudson		
D	Luke Casey		
E	Peter Roux		
F	Kerry McKatty		

2. **INSTRUCTIONS:** Watch and listen to the videos again. Choose their hobbies or activities by writing the number in the box.

A.  B.  C.  D.  E.  F.



3. **INSTRUCTIONS:** It's time to make your own self-introduction! Look at the expressions below to help you. Then, present it to the class.

Hi, there. My name is Heidi Soto. I'm from Miami, Florida in the United States. I'm 27 years old. I love to go swimming.

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<b>Greeting</b>	Hi! / Hello! / Nice to meet you. / How do you do? / Hi, there.
<b>Name</b>	I'm Yamada Yoko. / My name is Tanaka Miki.
<b>Birthplace</b>	I'm from Kobe, Japan. / I'm Brazilian.
<b>Age</b>	I'm 20 years old. / I am a 16-year-old student.
<b>Hobbies</b>	I love playing tennis. / I like computers. / One of my hobbies is collecting stamps

# Animals Lesson

(Peter Ward)

**Aim:** To expand students' knowledge of animal names and related vocabulary

To give students speaking practice with a greater number of other students

To give students practice in pronunciation

To introduce and practise useful question forms

Time	Procedure	Materials
5	<p><b><u>Introduction</u></b></p> <p><b>JTL and ALT:</b> Hand out worksheet and one animal card to each student.</p> <p>Each card has an animal name in English and Japanese. (If the English pronunciation is difficult, e.g. mackerel, write katakana on back of card)</p> <p>Tell students that they are going to speak to <b>every</b> student in the class in English and complete the grid. Write the three questions on the board:</p> <p style="padding-left: 40px;"><i>“What animal do you have?”</i></p> <p style="padding-left: 40px;"><i>“What is it in Japanese?”</i></p> <p style="padding-left: 40px;"><i>“How do you spell that, please?”</i></p> <p>Explain and demonstrate. Model and drill questions. Monitor and help.</p> <p><b>Students:</b> Listen to instructions. Practise questions (chorus drill)</p>	<p>Animal Grid</p> <p>Worksheet</p> <p>Animal Cards</p>
25	<p><b><u>Animal Mingle Activity</u></b></p> <p><b>JTL and ALT:</b> Circulate around the class keeping students moving, stopping them from copying and assisting shy and less able students in particular.</p> <p>Monitor and help</p> <p><b>Students:</b> Stand up. move around, talk to every student in the class (asking and answering the three questions) and complete the animal vocabulary grid.</p>	
10	<p><b><u>Checking answers and pronunciation</u></b></p> <p><b>JTL and ALT:</b> Put large copy on board so students can check (and copy answers if task not completed). Model and drill pronunciation.</p> <p><b>Students:</b> Check answers. Practise pronunciation.</p>	<p>Extra-large copy of completed worksheet</p>
10	<p><b><u>Pictionary</u></b></p> <p><b>JTL and ALT:</b> Divide class into two teams. Write team names on board for scoring. Ask one student from each team to come to the board and show them an animal card.</p> <p><b>Students:</b> One student from each team draws the animal on the board. Other students have to guess the animal and call out the name in English. First team wins a point.</p>	

<b>Mammal</b> ほにゅうるい	<b>Reptile</b> はちゅうるい	<b>Insect</b> むし	<b>Bird</b> とり	<b>Fish</b> さかな	<b>Sea Creature</b> うみのいきもの
くま	へび	はち	ペンギン	さめ	いか
いるか	とかげ	はえ	キウイ	さけ	たこ
こうもり	きょうりゅう	か	ワシ	まぐろ	かき
うま	カメレオン	ゴキブリ	カラス	こい	かに
きりん	イグアナ	あり	オウム	いわし	ロブスター
ぞう	わに	とんぼ	かも	さば	えび
さい	かめ	ちょうちょう	にわとり	うなぎ	くらげ

<b>Mammal</b> ほにゅうるい	<b>Reptile</b> はちゅうるい	<b>Insect</b> むし	<b>Bird</b> とり	<b>Fish</b> さかな	<b>Sea Creature</b> うみのいきもの
Bear くま	Snake へび	Bee はち	Penguin ペンギン	Shark さめ	Squid いか
Dolphin いるか	Lizard とかげ	Fly はえ	Kiwi キウイ	Salmon さけ	Octopus たこ
Bat こうもり	Dinosaur きょうりゅう	Mosquito か	Eagle ワシ	Tuna まぐろ	Oyster かき
Horse うま	Chameleon カメレオン	Cockroach ゴキブリ	Crow カラス	Carp こい	Crab かに
Giraffe きりん	Iguana イグアナ	Ant あり	Parrot オウム	Sardine いわし	Lobster ロブスター
Elephant ぞう	Crocodile わに	Dragonfly とんぼ	Duck かも	Mackerel さば	Shrimp えび
Rhinoceros さい	Turtle かめ	Butterfly ちょうちょう	Chicken にわとり	Eel うなぎ	Jellyfish くらげ