JANGLISH
Submitted by Lee MacPherson (Gunma Prefectural BOE)

Target Group: All grades  Difficulty Level: Academic

Activity Objective:
Show students that mistakes are important for language learning, by translating various loan-words

Procedure:
Make a hand-out consisting of 20 numbered words with another 20 in a word bank below. The students are to work in groups of four, and match each word in the word bank with the numbered ones. It sounds extremely simple, but it is difficult, because for the first fifteen minutes or so, dictionaries are not allowed. A quarter of the words are in Japanese and the rest are in English, and they were specifically selected so that the students make mistakes. For example, the word "マンション" is numbered, with the word "mansion" in the word bank. The student will predictably write "マンション = mansion," as well as "アイス = ice," and "バイキング = Viking." As the students gradually use up more words from their word bank, they will begin to notice words like "frozen water," and "ice-cream." Eventually, they will begin to realise that "アイス = ice-cream," and "ice = frozen water," and that "マンション" actually does not mean "mansion." Give a bit of time later to use the dictionary to finish any words they may never have seen before. At the end, we go over each word for about 10-15 minutes.

Materials and Preparation:
The only thing necessary is a dictionary (for later) and the Janglish worksheet.

Division of Labour for ALT and JTE:
This lesson is not very teacher-oriented, until the ALT gives answers. While the students work on this activity, the teachers should go around the room and guide students or answer general questions. Instead of giving specific answers ("is this correct?") during their work time, the teachers should calculate how many are correct. The answers will be given at the end of the lesson, so there is no point in giving them all while they are working. They are supposed to work in groups, so they might be able to work through it anyways. Otherwise, they will have a bit of time to use their dictionary near the end.

Suggestions and Advice:
There are two important points. First, let the students make mistakes. It is much more poignant if they can realise their own mistakes than if you just give the answers. Of course, after they have realised their mistakes, they might be stuck on a difficult word, such as "signature," and unable to complete the worksheet. Depending on the time, I tell them to use dictionaries and finish the worksheet with 5 or 10 minutes before we go through the answers. Second, going through the answers is often the most boring part of the lesson; but this is easily one of the most successful lessons I have ever given, because they are always laughing by the end of it. For example, I tell them the true story of when my friend told me that he lived in a "マンション," and I act out what happened when I realised that "マンション" means "apartment building." Stories from the ALT's life can be very interesting for students, and it also prepares them for potential mistakes if they use English abroad. Also, this lesson can be done for any level of English. If they are at a lower level, then just let the students use dictionaries the whole time - it still will not be so easy to do, but the procedure itself is very simple.
NAME THAT ADJECTIVE
Submitted by Kristin Hanaoka (Ibaraki Prefectural BOE)

Target Group: All grades  Difficulty Level: Fundamentals

Activity Objective:
To learn and apply knowledge of adjective vocabulary to describe various objects

Procedure:
Students will be introduced to adjective vocabulary relating to touch, size, shape and color through the use of flashcards. After repeating the vocabulary words students will be given a handout with an adjective word bank and table containing a list of various objects. Students will form small groups of 4-5 students. Each group will receive a different object provided by the ALT and JTE. The students will examine the object and write four adjectives to describe that object. The ALT will demonstrate an example for students. The objects will rotate through the small groups until each group has received all of the objects. Students will fill out the table, writing four adjectives to describe each object. If groups finish early students will write descriptive sentences using the information in the table. An example sentence will be provided on the handout for students.

Materials and Preparation:
Adjective flashcards about touch, size, shape and color will be used for introducing adjective vocabulary to students. The ALT and JTE will hold up various flashcards and have students say each word aloud. The “Name that Adjective” handout (attached) will be given to each student to be used during the small group activity. Students will fill in the table with four adjectives to describe each object. Various objects including a fake flower, stuff animal, magnet, bubble wrap, seashells, cloth and picture frame will be passed around to each small group. Students will describe each object after viewing and interacting with it.

Division of Labour for ALT and JTE:
The ALT and JTE will take turns holding up the adjective flashcards. The ALT and JTE will say each word twice and have the students repeat the word after them. The ALT and JTE will pass out the handout to students. The ALT will explain the directions on how to complete the handout. The JTE will choose some students to repeat the directions to check for understanding. The ALT will demonstrate an example for the class using a toy train. The ALT and JTE will give one object to each group and walk around the classroom to provide assistance and feedback during the activity. The ALT will alert students when to change objects. At the end of the class the ALT and JTE will collect the objects and handouts from students and end the class.

Suggestions and Advice:
To make this activity run more smoothly teachers can determine small groups ahead of time for effective student placement. The ALT and JTE should also establish rules for handling the objects at the beginning of class, for example, treat the objects with care and do not throw objects across the room. A timer can be used to determine how long each group will have each object. The ALT and JTE should determine and explain how the objects are to be rotated through the groups so there is no confusion among the students. During the activity teachers should provide more support for students that are off task or struggling.
# Name that Adjective

## Adjective Word Bank

<table>
<thead>
<tr>
<th>Color</th>
<th>Shape</th>
<th>Size</th>
<th>Touch</th>
</tr>
</thead>
<tbody>
<tr>
<td>red</td>
<td>round</td>
<td>small</td>
<td>soft</td>
</tr>
<tr>
<td>blue</td>
<td>square</td>
<td>big</td>
<td>hard</td>
</tr>
<tr>
<td>green</td>
<td>triangle</td>
<td>tiny</td>
<td>smooth</td>
</tr>
<tr>
<td>black</td>
<td>oval</td>
<td>heavy</td>
<td>rough</td>
</tr>
<tr>
<td>brown</td>
<td>rectangle</td>
<td>light</td>
<td>bumpy</td>
</tr>
<tr>
<td>yellow</td>
<td>heart</td>
<td>short</td>
<td>flat</td>
</tr>
</tbody>
</table>

**Directions:** Choose words from the adjective word bank above to describe each object. Write four adjectives for each object, writing one adjective in each box.

<table>
<thead>
<tr>
<th>Object</th>
<th>Color</th>
<th>Shape</th>
<th>Size</th>
<th>Touch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex. toy train</td>
<td>green</td>
<td>rectangle</td>
<td>small</td>
<td>hard</td>
</tr>
<tr>
<td>1. flower</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. magnet</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. stuff animal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. bubble wrap</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. seashells</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. cloth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. picture frame</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Directions:** Choose three objects from the table above and write complete sentences using adjectives to describe them.

Example Sentence: *The small, green toy train has a rectangle shape and feels hard.*

1. 
2. 
3. 
THE PRICE IS RIGHT
Submitted by Kai Ching Ong (Toyama Prefectural BOE)

Target Group: All grades  Difficulty Level: Basic Conversation

Activity Objective:
To be able to read big numbers

Procedure:
1. Give students a hint sheet about reading big numbers. Introduce the way to read big numbers.
2. Students will make pairs. Give students a memo sheet.
3. A number will be shown on the screen. In pairs, one student will look at the screen and read the number. The other student, who is not allowed to look at the screen, writes down the number on his memo sheet.
4. The students will switch roles and practice a few times. The numbers will get bigger and bigger.
5. The students will now make groups of four. Each group is given a small whiteboard and a marker.
6. The students will play the game "The Price is Right".
7. The teachers will show a picture of an item (E.g. Arashi concert DVD) using PowerPoint.
8. In their groups, they must guess the price of the DVD; write the number on the board and read out the number.
9. The group which guesses the price closest to the original price of the item gets a point.
10. The group which gets the most number of points at the end of the game wins and gets a reward.

Materials and Preparation:
Materials: Memo sheets, PowerPoint file, projector, PC/laptop, small whiteboards and markers
Preparation: Set up the equipment before the class.

Division of Labour for ALT and JTE:
The ALT will prepare the materials and PowerPoint presentation. During the lesson, the JTE will help to highlight the differences between reading big numbers in English and Japanese. The ALT will run the PowerPoint game and the JTE will help to keep score and assist the students in reading the numbers if they have any trouble.

Suggestions and Advice:
For "The Price is Right" game, I like to include a mixture of items that the students are familiar with and also things which cost very differently in other countries. For an example, the prices of cars in my country are twice as expensive as in Japan.
UNDERSTANDING POPULATION GROWTH
Submitted by Jamina Ovbude (Fukuoka Prefectural BOE)

**Target Group:** All grades  **Difficulty Level:** Conversational

**Activity Objective:**
To practice listening to instructions and engage practically with the possible effects of population growth.
To practice thinking critically about a world issue and compose an essay expressing student's own ideas.

**Procedure:**
STEP 1. Students will make a large circle with their desks that is large enough for most students but not all.
STEP 2. Write the word overpopulation on the board. Ask students what this word is in Japanese.
STEP 3. Write the headline “7 Billionth Person Born on Halloween”. Use the talking ball to ask students about their reactions to this headline.
STEP 4. Tell students that each of them represents 200,000,000 people and that the center of the circle is Earth. Explain that over the course of 11 minutes we will have the world’s population represented in the circle. Students should stay outside of the circle until they have been asked to go inside.
STEP 5. Set out a jug of water and some KitKats making sure that there is NOT enough for everyone.
STEP 6. Over the course of 11 minutes, have students move from the outside of the circle to the inside making sure to add them more slowly for the first 7 minutes and then more rapidly for the remainder of the time. Students should take a cup of water and a KitKat as they enter the circle until the "sustenance" runs out.
STEP 7. While students are moving into the circle, check in with them asking if they have enough room to build a house or if they got enough food to eat.
STEP 8. When all of the students are in the circle do a final check. At this point, the students should be tightly packed into the small space. Explain how some communities are experiencing the effects of overpopulation such as lack of food, and space and how the costs to build have become more expensive because of these changes. Give real-life examples for context.
STEP 9. Students should return to their seats to complete a comprehension/reaction worksheet.

**Materials and Preparation:**
1. KitKats (enough for most of the students but not for all of them).
2. Jug of water
3. Paper drinking cups (enough for most of the students but not for all of them)
4. Desks to create a "Earth" in the middle of the classroom
5. Worksheets for comprehension check and reaction.

**Division of Labour for ALT and JTE:**
The ALT would be responsible for keeping time and calling out how many students should move into the circle. He/she would also be responsible for explaining the activity. The JTE would assist the ALT with execution of the activity. He/she would explain the activity in Japanese if needed, and encourage students to move into the circle. He/she will also help to explain the significance of the activity and its connection to population growth if needed.

**Suggestions and Advice:**
Make sure that all students understand the significance of the activity and how it relates to population growth. This activity was done as an introduction to a current issues news article about population growth which the students were to read in the following class. Try and prepare the food materials ahead of time so that you can begin making arrangements for the activity promptly. Be sure to bring enough candy for all of the students so that the ones who did not receive candy during the activity can still receive some at the end of the activity. This activity is best done with groups of 20 or more.
SOMETHING HAS BEEN STOLEN!
Submitted by Merinda Owens (Kishiwada City BOE)

**Target Group:** All grades       **Difficulty Level:** Basic Conversation

**Activity Objective:**
To practice speaking and listening to the present perfect tense and the differences between *for* and *since*

**Procedure:**
The teachers start this activity by announcing that something has been stolen and there are five thieves in the classroom. The students are now detectives and must interview other students to find the five thieves. Each student receives one card. This card has answers written in broken English for the students to build sentences on, for example, [be a member of soccer club] [2 years]. The example sentence would be "I have been a member of soccer club for 2 years". There are 6 of these answers. Students interview three fellow students and write down the answers in third person "He has played baseball since last year". After each student has interviewed three students, the teachers read out the details of the thieves. After the details have been said, the teachers ask the students if they have found a thief. The "thieves" are brought to the front of class and made to do an easy task (asking them questions to answer in the present perfect tense).

**Materials and Preparation:**
Present Perfect grammar lesson, 40 cards (5 of which match the details the teachers will give), interview sheets, and thieves sheet (for the teachers to read out at the end)

**Division of Labour for ALT and JTE:**
The ALT would be responsible for preparation of the 40 name cards (including making sure that there are five that will match up with the details of the criminal), creation of the interview sheet and thieves sheet. The JTE is responsible for the grammar aspect of this lesson. During the lesson, the JTE will teach the grammar and any handouts that they deem imperative for the students. During the activity, the JTE and ALT will hold equal responsibilities for observing the students and correcting any mistakes that they hear or see. During the reading of the thieves details, both the JTE and ALT will take turns reading the information to the students. During the *batu* (punishment) portion of this activity, both the ALT and JTE will think of questions to ask the "thieves."

**Suggestions and Advice:**
This activity has been one of my most successful activities. I find that stressing the roll-playing aspect of this activity (that they are detectives and that five of their fellow students are thieves) make this activity more enjoyable. During the thieves information part, I found that having all the students start with their hands raised and only lowering them when they have no matches works much better than giving the information and asking who the thieves are afterwards. Also, when making cards, make sure that most of the information matches up to the thieves' information until the last questions. This keeps the students very interested in listening because they think they have caught at least one thief until they hear the last question.
DO-IT-YOURSELF QUIZ
Submitted by Jessica Mapple (Yamaguchi Prefectural BOE)

Target Group: All grades  Difficulty Level: Basic Conversation

Activity Objective:
To ask and answer questions in front of the class

Procedure:
1. Learn vocabulary of new lesson using flashcards and repetition, class chorus responses.
2. Show examples of Who/Which/Whose sentences using relative pronouns explaining how they are used in the sentence.
3. Instructions: students will create 12 questions using relative pronouns on three given sheets. Ex. The river which is the longest in the world. Answer: The Nile. Sheet A includes questions about the new lesson (please use some new vocabulary words) and each question is worth 3 points. Sheet B includes questions about the 2 previous lessons and each question is worth 2 points. Sheet C includes questions about anything else (i.e. Japan, food, famous characters) and each question is worth 1 point. Students are divided into 4 groups of 5 students and are given 12 minutes to create questions and include answers.
4. Check questions and answers for validity and grammar, receive team points for creating questions.
5. Each team selects 6 questions to ask in front of the class. Reading them aloud and choosing the team to answer. For each correct answer, the answering team and the team posing the question receives team points based on which Sheet (A, B or C) is used.
6. Give each team points for questions and answers.
7. Determine a winner, receive prize!

Materials and Preparation:
Prepare flashcards, Sheets A, B and C; one for each group. Team flags for answering questions and group names and have prizes for winning team.

Division of Labour for ALT and JTE:
1. JTE prepares flashcards including: new English word with accent and kanji. ALT uses flashcards during the lesson as the JTE responds with the class.
2. ALT prepares examples of relative pronoun sentences and writes on the board. JTE explains how the relative pronoun works within the sentence.
3. ALT gives instructions (using gestures of course) and checks the sentences that student groups create, correcting if necessary. JTE can help too, walking around the classroom.
4. ALT collects sheets and gives team points for correctly composed sentences with answers. JTE records score on the board.
5 & 6. ALT encourages students as they ask questions to the class, maybe helping with pronunciation and calling on teams to answer. JTE records teams' scores on the board and calls up next group.
7. Give prizes. Thank students for a great class.

Suggestions and Advice:
During #3, having the ALT walk around the room and helping students start relative pronoun sentences really helps. Getting the students started on a sentence and giving ideas for topics or helping to correct the sentence really helps to create a non-pressure situation for the students to ask questions. This also creates a sense of comfort to ask questions about instructions or content during the class period.
INFINITIVE BATTLESHIP
Submitted by Jonathan Burroughs (Hyogo Prefectural BOE)

Target Group: All grades   Difficulty Level: Basic Conversation

Activity Objective:
Students will be able to understand the infinitive verb form and be able to create their own sentences using it.

Procedure:
1) JTE and ALT review the lesson in the students’ textbooks that pertains to the infinitive verb form.
2) ALT reads the first part of the sentences in the battleship game columns. The students repeat it back. JTE explains to the students the difficult worlds and the answers students’ questions.
3) The second parts of the sentences (in the rows) are read and the same procedure is repeated from the previous step.
4) The grammar points are reviewed. Students are shown that when combined, the each game board box makes a proper English sentence using the infinitive form. Students are too look over potential sentences. (If time permits, the students can choose a sentence to say aloud and translate the meaning.)
5) The rules of the game are explained. Each student gets three boats- one space, two spaces, and three spaces, that they can put anywhere on the board.
6) Battleship terms explained: “Hit, miss, attack, and you sunk my battleship.”
7) Students play against each other in pairs. If there are an odd number of students, the JTE or ALT can join while the other person walks around helping the students.
8) The winner is the first person who sinks all of their partner’s ships first.
9) After the activity, the students are called on at random to make their own sentences using the infinitive verb form.

Materials and Preparation:
1) Pencil and eraser- used to mark "hit" and "misses" on the game board
2) Battleship game board that is made before hand and is distributed to students before class.
3) Textbook- students review the grammar lesson with the ALT and JTE.

Division of Labour for ALT and JTE:
ALT- prepares the battleship game boards and makes copies of them. He reviews the grammar points with the JTE and together they figure out what sentences would be the most effective to put on the game board. JTE reviews the main grammar points in Japanese to make sure the students understand the point completely. Together, the JTE and ALT read the sentences and help the students if they have any trouble with them. They also supervise the games together and participate if there is an odd number of students.

Suggestions and Advice:
I find that the game is a little hard to grasp at first. Not so much the English sentences but the configuration of the board and the rules of the game. It helps the students a lot when the JTE and the ALT draw a game board on the chalkboard and play a couple of turns while the students watch. They seemed to pick it up a lot quicker this way. Also, sometimes I found students numbering their columns, so, instead of saying the English sentences, they would call out numbers to make the game go faster.
SYNONYM SNAP!
Submitted by Cheryl Hoon (Nara Prefectural BOE)

Target Group: All grades   Difficulty Level: Basic Conversation

Activity Objective:
To increase the students' range of vocabulary. By the end of the activity, students would not only
learn new words and their respective meanings, but also understand how to apply these words in
their writing.

Procedure:
The class is divided into groups of 6 or 7 students. Each group will be given a set of Synonym
cards. When the ALT says a word (Example: Intelligent), students will have to pick out a card from
the set with the same meaning (Example: Clever). The first group to pick the correct card will score
a point. Dictionaries are not allowed in this game. To help students to infer the meaning of new
words, the ALT will read sample sentences (Example: Tom is intelligent. Although he did not
study, he scored full marks for his English test.). The group that picked the correct card has to give
the Japanese translation of the word (Example: 賢い). The JTE will check if the Japanese
translation is correct.

Materials and Preparation:
Synonym List - Prepare a list of words to read and its corresponding synonym to write on the
cards. Make sure that each word only corresponds to one card. Difficult words should be read,
while easier words should be written on the cards. Synonym Cards - Prepare one set of Synonym
Cards for each group. On blank cards (Credit card-sized cards work well), write one synonym on
each card. Invalid cards (Cards with words that do not correspond to anything) should be included
as well.

Division of Labour for ALT and JTE:
Preparation of Synonym List: The JTE and ALT should think of the Synonym List together. The
JTE should be involved in this process as he or she would know the students' standard of English
best. Together, the JTE and ALT will decide which new vocabulary to teach the students.
Preparation of Synonym Cards: The ALT will prepare the Synonym Cards. Execution: The JTE and
ALT will split the class into groups. The ALT will read the words and the sample sentences, while
the JTE will check the Japanese translation of the words.

Suggestions and Advice:
1) I found that 10 to 15 new vocabulary cards work best for a 50-minute lesson. Anything more
than 15 words may be too demanding on the students. 2) Some groups may randomly pick cards,
using trial and error to find the correct answer. To prevent that, allow each team a maximum of
two chances to guess. 3) To optimise what they have studied, give students worksheets after the
activity. In the worksheet, ask students to form original sentences based on the new vocabulary
they have learnt.
SYLLABLE HAiku
Submitted by Catherine Parmg (Toyama Prefectural BOE)

Target Group: All grades  Difficulty Level: Academic

Activity Objective:
Teaching about syllables in English and their application

Procedure:
1. Pass out the worksheets. Explain what a syllable is and its equivalent in Japanese. Explain what a haiku is. Ask your JTE for help if necessary.
2. Read through examples of different syllable counts in English. Clap to emphasise each beat. Ask the class for their own examples, if your class is the sharing kind.
3. Ask students to demonstrate their understanding of what a syllable is on the worksheet. Walk around and make sure there haven’t been any misunderstandings. Students will get hung up on where one syllable ends and another begins. Explain that this is not something to stress out about as long as the syllable count is correct.
4. Ask students to share what they’ve written. If you like, make it a bit of a competition.
5. Go over an example of a haiku in Japanese and then read one in English. Stress that, in English, haikus are frequently not about nature, but about making pithy remarks.
6. Ask the students to write their own haiku. If necessary, give them a topic to write about. Have them diagram their haikus by marking out the syllables in each line.

Materials and Preparation:
Worksheet explaining the following: syllables and how to count syllables in English (with examples of different words and their syllable counts), what a haiku is, the difference between traditional Japanese haiku and haiku in English, example haiku and space for students to write their own. (Actual worksheet attached)

Division of Labour for ALT and JTE:
The JET should explain what English syllables are and should be responsible for coming up with examples of different words with different syllable counts. The JTE should help to explain that syllables are called 音 in Japanese, and should help come up with an example of traditional Japanese haiku that the students will recognise.

Suggestions and Advice:
When you ask students to demonstrate their understanding of what a syllable is on the worksheet, they will get hung up on where one syllable ends and another begins. Explain that this is not something to stress out about as long as the syllable count is correct. I found it helpful to have students clap for each syllable as they counted it so that they could literally hear beats of a word.
A haiku is a type of Japanese poem traditionally written about nature. It has 3 lines. The first line has 5 syllables. The second line has 7 syllables. The third line has 5 syllables.

What is a syllable?

Syllables are beats in a word. (In Japanese, they are called 音)

Examples:
One syllable words: dog, cat, run, fall, red
Two syllable words: Ja-pan, pa-per, go-ing, see-ing, big-ger
Three syllable words: an-i-mal, pre-sen-ter, si-mi-lar, cre-a-tor, etc.
Please write at least one of the following:
ONE syllable word:
TWO syllable word:
THREE syllable word:
FOUR syllable word:
Bonus: FIVE syllable word:

Here are some haiku!

In Japanese:

<table>
<thead>
<tr>
<th>Original</th>
<th>Furigana with 音</th>
</tr>
</thead>
<tbody>
<tr>
<td>古池や蛙飛込む水の音</td>
<td>fu-ru-i-ke ya (5)</td>
</tr>
<tr>
<td></td>
<td>ka-wa-zu to-bi-ko-mu (7)</td>
</tr>
<tr>
<td></td>
<td>mi-zu no o-to (5)</td>
</tr>
</tbody>
</table>

In English:

<table>
<thead>
<tr>
<th>I have nothing to add, so I am just going to stare creepily</th>
<th>I-have-no-thing-to (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>add-so-I-am-just-going</td>
<td>(7)</td>
</tr>
<tr>
<td>to-stare-creep-ily</td>
<td>(5)</td>
</tr>
</tbody>
</table>

Your own *English please!*: 
WHO/WHAT AM I?: A WARM UP ACTIVITY
Submitted by Faamanatu Finau (Hokkaido Prefectural BOE)

Target Group: 1st year  Difficulty Level: Basic Conversation

Activity Objective:
To develop fundamental listening and speaking skills

Procedure:
Students will be placed in groups of 4-5 members. Groups will be numbered from 1 onwards and a scoreboard will be written up. Students must listen carefully to 3 hints and try to guess the thing or person as quickly as possible by raising their hands. Alternatively, each group will be given a chance to answer and if they cannot answer correctly, the next group can try to answer and so on. Each hint is worth points: i.e. If students can guess by Hint No. 1 they can receive 30 points; thereby, Hint No. 2 is worth 20 points and Hint No. 3 is worth 10 points. If a 4th hint is needed, this will be worth 5 points. The focus will be on 10 questions about things (e.g. food, sports etc) and/or people. This activity can also be used to review previously studied content. When there are only 2-3 questions left, points can also be increased to enhance the competition. The group who have earned the most points by the end of the game are the winners.

Materials and Preparation:
Prepare a list of 10 questions with 3 hints each as well as an extra hint for each question (incase students cannot guess by the third hint). Here is an example of a PERSON question: Lady Gaga. Hint No. 1: I am famous for my great fashion style and my beautiful voice. Hint No. 2: I am a female American pop singer. Hint No. 3: One of my famous songs is 'Just dance'. Extra Hint (Hint No. 4): The first part of my name is 'Lady'.

Division of Labour for ALT and JTE:
PREPARATION: The JTE and the ALT will work together to create the questions in order to correspond with the academic level of the students.

BEFORE THE ACTIVITY: Both the JTE and ALT divide the students into groups. As the ALT numbers the groups, the JTE will write up a scoreboard. Next the ALT will use the example question in order to explain the game to the students.

DURING THE ACTIVITY: The ALT will give the hints, however, both the JTE and ALT will check to see which group had their hands raised first in order to answer the question. The JTE will keep a record of the scores and update the scoreboard as groups answer the questions correctly. When it has reached the last three questions, it is at the discretion of the JTE as to how many points the game will be increased by (as it all depends on the scores).

Suggestions and Advice:
1. When preparing the questions, always prepare an extra 2-3 questions incase you need a tie breaker.
2. Make sure the example question is easy for the students to follow.
3. The hints should neither be too easy nor too difficult; the first hint should never be too obvious.
4. Instead of having students all raise their hands at once, have only one student from each group stand up for each round and guess on behalf of their group (it is easier to manage the game this way for rowdy classes).
5. Constantly check the reaction of the students and use the blackboard to draw/ write clues if students do not understand the vocabulary being used in the hints.
6. Sticker/candy prizes are useful incentives, especially when you are using this activity to review previously studied content.
"PETS ARE PEOPLE TOO!"
Submitted by Dusty Wittman (Shiga Prefectural BOE)

Target Group: 1st year  Difficulty Level: Basic Conversation

Activity Objective:
To review previous information, to gather information from a partner through interviewing, and to discuss opinions with a partner

Procedure:
Exercise 1 (review): students listen to a short passage and then answer T/F questions about it.
Exercise 2 (interview): students first write their own answers and then ask partner and take note of partner's answers. Change partner when I say "kaiten-zushi" and repeat process. Exercise 3 (discussion): students first write their answers and then share their opinion with their partner and discuss the answers.

Materials and Preparation:
Materials: handout (see attached form)

Division of Labour for ALT and JTE:
ALT: explain activities and call on students to answer. Shout out "kaiten-zushi" to cue students to change seats.
ALT & JTE: walk around and help students as needed.

Suggestions and Advice:
A 50 minute class may not be enough time to thoroughly finish all exercises. Some of the pair discussions may be assigned as homework and discussed during the following class.
Pets are people too! [Goal: To discuss the importance of pets.]

EX 1: Lesson 5 Review (Listen and then circle T or F)
1) Harvard scientists found that chimpanzees were better at understanding people than dogs. T F
2) Dogs are distant relatives of wolves. T F
3) By 8,000 B.C., dogs had become an important part of people’s lives. T F
4) Now, scientists think that dogs came from North America. T F
5) Harvard scientists found that wolves were better at following a person’s directions than dogs. T F

EX 2: Kitten-Zushi (Ask your partner these questions)
<table>
<thead>
<tr>
<th>Do you have a pet? Name?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What kind of pet do you have (want)?</td>
<td></td>
</tr>
<tr>
<td>How has your pet helped you before?</td>
<td></td>
</tr>
<tr>
<td>Why do you want that pet?</td>
<td></td>
</tr>
<tr>
<td>What is your favorite thing about your pet?</td>
<td></td>
</tr>
<tr>
<td>What would you do with that pet?</td>
<td></td>
</tr>
<tr>
<td>What is your favorite animal?</td>
<td></td>
</tr>
</tbody>
</table>

EX 3: Pair Discussions (Take turns asking each other these questions)
Which do you like better, cats or dogs? Why?

Which do you like better, summer or winter? Why?

Where do you like to study, at home or at school? Why?

What is your favorite flavor of Baskin Robins (or) ice cream?
NATURAL DISASTERS
Submitted by Jenson Deokiesingh (Toyama Prefectural BOE)

Target Group: 1st year Difficulty Level: Conversational

Activity Objective:
To talk about different types of natural disasters and the Tohoku earthquake and tsunami that occurred on March 11, 2011.

Procedure:
1. Pictures are worth a thousand words. Using PowerPoint with various pictures, ten different types of natural disasters (typhoon, hurricane, tornado, volcanic eruption, earthquake, tsunami, avalanche, flood, wildfire and heat wave) were shown to the class. With each picture shown, students were asked the Japanese names of the corresponding natural disasters. Following this, the students then repeated the pronunciation after the ALT.
2. Let the games begin. Students are given three minutes to study the ten natural disasters. New pictures of the natural disasters are shown. This is a great way to have the students practice the words they just learned. Hands quickly go up.
3. Reading. The JTE and ALT read a sample dialogue where the target is, "Which natural disaster are you most scared of and why?" The JTE explains the new words. The students then practice the dialogue in pairs. Volunteers are then asked to read.
4. Listening. Prior to the lesson, several ALTs were interviewed and were asked "Which are you most scared of, earthquakes, tsunamis or radiation?" This question became the focus of the listening part. Before this was done, radiation was explained using simple English and explaining what happened at the Fukushima Daiichi Plant. Three videos were played twice. Students were asked, "Which disaster is the ALT most scared of?" Some of the responses from the ALTs varied as did their natural tones of voice so the students had to listen carefully to the different answers and accents. Students were also asked, "Why were they most scared of that natural disaster?"
5. Writing. Students were then asked, "Which are you most scared of, earthquakes, tsunamis or radiation? And, why?" Before having students write, the ALT asks the JTE the same question and vice versa. After giving students some time to write their responses, they were then asked to share their thoughts to the rest of the class. The responses often revealed how many of them felt after the tragedy happened.

Materials and Preparation:
PowerPoint, speakers, video clips, pictures of natural disasters

Division of Labour for ALT and JTE:
In terms of preparation, the ALT is responsible for creating the PowerPoint, handout and interviewing the ALTs while the JTE is responsible for reviewing the lesson plan to ensure that is to the academic level of the students. In the classroom, the JTE controls the PowerPoint and assists if he or she feels the students are unable to comprehend what the ALT is saying. They read the dialogue together.

Suggestions and Advice:
It is important to make the handouts visually appealing to capture the students attention. Fake money is used to reward the students who volunteer. Students are told from the first day of the semester that those who have the most money at the end of the semester is rewarded with an extra 15% on their oral communication exam. Depending on the English academic level of the class, this lesson can be divided into two parts.
PAPER DEBATE
Submitted by Jesus Estrada (Shimane Prefectural BOE)

Target Group: 1st year  Difficulty Level: Basic Conversation

Activity Objective:
Show students the building blocks of debate, how each is applied and its intended purpose

Procedure:
Students are directed to form pairs or small units. All units will work simultaneously for a determined amount of time. Each unit of students will be working with two other units of students. Each unit brainstorm a debate topic providing two reasons supporting or opposing their viewpoint. The second unit receives the first units’ debate topic and reasons. They support the contradictory viewpoint and provide two reasons for their viewpoint. The third unit will review the supporting and opposing viewpoints and explain which has the most well formulated reasoning. This break-down of debate roles helps students understand each role and the function it serves in a debate.

Materials and Preparation:
One worksheet is required from the JTE/ALT.
Creating Support for a Debate Topic - The top third of the worksheet will be used by the first unit of students to write their debate topic and two reasons supporting their viewpoint.
Creating a Rebuttal to a Debate Topic - The middle third of the worksheet will be used by the second unit of students to write their contradictory viewpoint and two reasons supporting their viewpoint.
Evaluating the Debate - The last third of the worksheet will be used by the third unit of students to review the supporting and opposing reasons and determine the best constructed reasons.

Division of Labour for ALT and JTE:
The JTE should make student units based on the skills of individual students, pairing students with different skill sets together so that no one student is the dominate member.
The JTE/ALT have similar roles. Both act as support for the students during the activity. The JTE/ALT should work together to create a simple worksheet divided into three areas as described previously. The JTE/ALT should work together to explain the process to the student units. A brief example is often sufficient.
The JTE/ALT should walk around the classroom and work with each student unit providing them support and direction when they ask for it or show they need help. The JTE/ALT should not produce the content of any student unit.
The JTE/ALT should determine the appropriate amount of time for each section of the activity and direct the units when it is time to pass the worksheet to the next unit.
The JTE/ALT should review the worksheets during the activity and find useful examples of topic preparation and reasoning to share with the class.
Suggestions and Advice:
Students should have prior experience with the concept of debates. Previous lessons explaining how to create reasons and the differences between strong reasons and weak reasons will help students work more confidently. This activity does not require students to have an extensive vocabulary as the purpose is to conceptualise a debate. JTE/ALT should be very forgiving of poor grammar and mistakes. Creating strong logical reasons in a foreign language is demanding enough without adding further grammatical scrutiny.
Some students will grasp the debate idea easily, while others will struggle. Pair students with a firmer understanding with students who might need more help. Allow students to work at a slower pace so they are better able to absorb the content. The activity should conclude with a review of each part of the debate and examples from other students.

PAPER DEBATE!
Do research and find information about your theme.
(Write notes about your reasons)

Affirmative Team / Negative Team

1. Constructive Side – Give two reasons why your team is correct. Use information, such as facts and statistics, to support your reasons.

We believe that
because
We also think that
because

2. Rebuttal Side – Listen to other team’s reasons. Using the information you have, say why you do not agree with the other team’s reasons.

They say
That may be true, but
because
They also say
That may be true, but
because

3. Summary Side – One more time, explain why you disagree with the other team’s reasons and why your reasons are better.

We believe that
because
We do not think the other team is correct about
because
In conclusion, we think that
and
FIRST LESSON: BRIEF INTRODUCTION AND GREETING WORDS
Submitted by Joshua Clark (Oita Prefectural BOE)

Target Group: 1st year Difficulty Level: Basic Conversation

Activity Objective:
To practice greeting words and becoming comfortable talking to fellow classmates in English

Procedure:
Warm-up activity: listening practice with a song and worksheet using multiple choice word selections.
Main Activity:
Step 1: Introduce greeting word vocabulary (i.e. I am _______ ) using a PowerPoint presentation and practice each new word, checking pronunciation.
Step 2: Pass out 9 paper squares to each student and have them write their names on each one.
Step 3: Write target dialogue on the blackboard: Student A: “Hello, my name is ______” Student B: “Nice to meet you. How are you?” Student A: “I am ______. Thank you.”
Step 4: Practice the dialogue with the students, checking pronunciation.
Step 5: Have students practice the dialogue with 9 other students, exchanging their name cards each time, resulting in having 9 different name cards by the end of the activity.
Step 6: Students go back to their desks and arrange their 9 new cards in a 3x3 grid for a BINGO game.
Step 7: Write new, simple dialogue on the black board: “Hello. My name is __________, and I am ______. How are you ______?” Practice dialogue with students.
Step 8: ALT begins dialogue using his/her own name in the first blank, a greeting word in the second blank, and a student’s name in the third. The students who have that student’s name card can flip it over on their desk in order to try to get a BINGO. The student named in the dialogue goes next, creating a chain with the student’s name that finishes the next recitation.

Materials and Preparation:
Song and accompanying worksheet; CD player; computer with projector; paper squares the size of business cards (9 per student)

Division of Labour for ALT and JTE:
ALT prepares the warm-up activity, relying on the JTE for clarification of the directions if needed. For the main activity, the JTE will help the students understand the new vocabulary, though it will be presented as words associated with pictures for a visual learning component. The JTE may have to help translate the activity's directions and check the students' understanding at key junctures in the activity.

Suggestions and Advice:
This activity requires a prepared PowerPoint for the greeting vocabulary but I found that A4 size flashcards are very effective, especially when left on the board with magnets throughout the activity for student reference. Also, the BINGO section of the activity can be altered based on time to either accommodate the traditional three in a row (in this case) or until all of a student's cards have been flipped over.
THE PRICE IS RIGHT
Submitted by Tsai-Ann Quan Kep (Fukuoka Prefectural BOE)

Target Group: 1st year  Difficulty Level: Basic Conversation

Activity Objective:
To practice reading and writing prices in English

Procedure:
Students review reading basic numbers. They are then taught how to read prices. To reinforce the lesson an activity called "The Price is Right" is used. Students form groups of four-five and are asked to guess the price of items listed on the worksheet. Clues are given by the JET/JTE for example, "the ipod costs $__.____". Each group records their guesses on the board and the group whose guess was closest to the actual price wins the point for the round.

Materials and Preparation:
1) A worksheet is to be prepared with six pictures of different items. E.g. Car, ipod, cell phone. The students work in groups looking at each picture and guessing the price of the items.

Division of Labour for ALT and JTE:
The JET and the JTE carries out the activity working together. They each help the students, guiding them to what is expected of them and keeping them on target. Either the JET or the JTE could announce the actual price while the other keeps score for the students on the board and announces the winner at the end of each round.

Suggestions and Advice:
The activity was very smooth and successful in most classes. The students were confident and had fun trying to figure out the prices. If I could I would have included a speaking aspect to the activity but other than that I think it was a successful activity.
ORDERING FOOD
Submitted by Mark Wilson (Kyoto Prefectural BOE)

Target Group: 1st year Difficulty Level: Basic Conversation

Activity Objective:
The ultimate goal of this lesson is to enable students to order food in English in a familiar setting.

Procedure:
Begin with a warm up activity: Divide students into groups of 4-5 students. Give students 1 minute to write down as many English food names as possible. Ask groups to read out their list to the class, and write the food names on the board. The group with the most items wins. Next, explain to the students that we will be practicing how to order food from a menu. Give each student a menu, and a script sheet. Explain unfamiliar items on the menu. Give a demonstration role play with the JTE, using the worksheets. The JTE will be the waiter, while the AET will be the customer. As the conversation progresses, the waiter chooses several items off the menu and the JTE will take notes, writing down what was ordered and its price. At the end, the JTE will repeat everything that was ordered and tell the AET how much the final cost is. Now it is the students turn to practice in pairs. Once students have finished, they can change pairs. Once the students have completed the exercise a few times, they can try it without taking notes.

Materials and Preparation:
1 Lined and numbered worksheet per group for the warm up activity. Students will use this to write down food names in English. 1 Practice script and 1 Menu for each student. Students will use these to practice ordering food in their pairs. Whiteboard or Blackboard for writing answers from the warm up.

Division of Labour for ALT and JTE:
JET will be responsible for preparing the worksheets and creating the menu. JET and JTE will work together during the warm up tasks, eliciting answers from each group. They can also ask the students (or each other) questions about the foods. E.g. Have you eaten this before?

Suggestions and Advice:
This activity will run more smoothly if the JET and JTE work together, asking students (and each other) questions about food. For example, 'Have you tried (food name) before?' or 'Do you like (food name) ?' Ideally, the menu would be something the students are familiar with, but is from the JET's home country (as in the example, New Zealand McDonalds Menu). If it is a low level class, it'd be a good idea to get the students to practice repeating the conversation after the teachers, before working in pairs.
Warm up exercise

1____________________________
2____________________________
3____________________________
4____________________________
5____________________________
6____________________________
7____________________________
8____________________________
9____________________________
10___________________________
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21____________________________
22____________________________
23____________________________
24____________________________
25____________________________
26____________________________
27____________________________
28____________________________
29____________________________
30____________________________
## McDonald’s Menu (NZ)

### Burgers

<table>
<thead>
<tr>
<th></th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Mac</td>
<td>$5.00</td>
</tr>
<tr>
<td>Cheese Burger</td>
<td>$2.00</td>
</tr>
<tr>
<td>Serious Lamb Burger</td>
<td>$6.50</td>
</tr>
<tr>
<td>Mc Chicken</td>
<td>$4.50</td>
</tr>
<tr>
<td>Fillet O’ Fish</td>
<td>$3.50</td>
</tr>
</tbody>
</table>

### Sides

<table>
<thead>
<tr>
<th></th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fries</td>
<td>$2.00</td>
</tr>
<tr>
<td>Apple Pie</td>
<td>$2.00</td>
</tr>
<tr>
<td>Chicken Nuggets</td>
<td>$3.00</td>
</tr>
<tr>
<td>Caesar Salad</td>
<td>$3.00</td>
</tr>
</tbody>
</table>

### Drinks

<table>
<thead>
<tr>
<th></th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coca Cola</td>
<td>$2.00</td>
</tr>
<tr>
<td>Orange Fanta</td>
<td>$2.00</td>
</tr>
<tr>
<td>Lemonade</td>
<td>$2.00</td>
</tr>
<tr>
<td>Coffee</td>
<td>$2.50</td>
</tr>
<tr>
<td>Water</td>
<td>$0.00</td>
</tr>
</tbody>
</table>
**Conversation worksheet**

**Waiter:** Good afternoon, are you ready to order?

**Customer:** Yes, could I get a __________, please?

**Waiter:** Sure, would you like anything else with that?

**Customer:** Yes, I’d like (a) ______ please.  

**Waiter:** Would you like anything to drink?

**Customer:** I’ll have a ______, please.

**Waiter:** Would you like to eat in or take away?

**Customer:** __________, please.

**Waiter:** Ok, that will be $________.

**Customer:** Here you are.

---

**Order 1**

<table>
<thead>
<tr>
<th>Items ordered</th>
<th>price</th>
</tr>
</thead>
<tbody>
<tr>
<td>______________</td>
<td>______</td>
</tr>
<tr>
<td>______________</td>
<td>______</td>
</tr>
<tr>
<td>______________</td>
<td>______</td>
</tr>
<tr>
<td>______________</td>
<td>______</td>
</tr>
</tbody>
</table>

Total price: __________

---

**Order 2**

<table>
<thead>
<tr>
<th>Items ordered</th>
<th>price</th>
</tr>
</thead>
<tbody>
<tr>
<td>______________</td>
<td>______</td>
</tr>
<tr>
<td>______________</td>
<td>______</td>
</tr>
<tr>
<td>______________</td>
<td>______</td>
</tr>
<tr>
<td>______________</td>
<td>______</td>
</tr>
</tbody>
</table>

Total price: __________
CIRCUMLOCUTION
Submitted by Lokman Lau (Ishikawa Prefectural BOE)

Target Group: 1st year  Difficulty Level: Basic Conversation

Activity Objective:
To be able to express words that the speaker does not know or has forgotten.

Procedure:
The students will watch the JET and JTE do an introduction to the lesson. The JET will use circumlocution to get the JTE to say words the JET is thinking of, without the JET saying the actual words.

The students will listen to the JET’s descriptions and write down what they think the JET is trying to say.

The JET will issue three English words to the students for practicing circumlocution. The students will write circumlocutions on these three words based on English they already know, and the examples they have been given so far.

Circumlocution is a conversational tool, so the real application is in speaking and conversation. By now the students have been exposed to some examples and techniques to try it themselves. In pairs, each student will stand and try to express a list of words to their partner, without saying the word itself. Their partner has to guess the correct word. After each pair has successfully managed to complete their word lists, they may sit down. There are 2 rounds to this activity. There are 2 word lists per student (so 4 per pair), one word list per student, per round.

If time allows, any good ideas of circumlocution by students should be demonstrated for the rest of the class to see and learn from.

Materials and Preparation:
2 page worksheet:
Page 1 has various examples of circumlocution; page 2 has blanks for a listening exercise and a writing exercise.

The JET describes 5 different things (orange, Valentine’s Day, a dog, March) using the example methods on page 1. Students listen and write what they think the JET is trying to say on page 2. The JET assigns 3 words (elephant, sing, France) for the students to write their own circumlocutions to test on the JET.

Word Lists (A, B, C, D):
These are lists of words on small strips on paper that the students will try to convey to their paired partner, without saying that actual word. Lists A and B have 6 common words each. Lists C and D have 9 intermediate words.

Each classroom will have designated ‘A’ and ‘B’ columns. ‘A’ columns are paired with ‘B’ columns. There are 2 rounds. In the first round, A and B columns receive word lists A and B, respectively. In the second round, A and B columns receive word lists C and D, respectively.

Division of Labour for ALT and JTE:
The JET prepares the worksheet and word lists.

The JET and JTE do an introduction to the lesson. The class will eventually be paired up, so the JET and JTE do examples of what is expected of each pair by the end of the lesson. The JET will try to get the JTE to say the desired word, using a variety of techniques of circumlocution. e.g. descriptions, lists, examples, opposites.

The JTE checks the students’ comprehension of what the lesson aim is.

The JET and JTE will walk around the classroom to help students write practice circumlocutions.
Although students shouldn’t need new material to learn at this point, they might need help in forming sentences.

When students do the circumlocution exercise in pairs, the JET and JTE will walk around the classroom to check that students are using English, and not Japanese or just gestures. Many students will resort to gestures, even if they do not mean to. JET and JTE should listen for any particularly good ideas from students that can be shown at the end of class so that other students can learn from them, too.

Suggestions and Advice:
Students tend to do well on the listening part of this activity. However, it is difficult for them to think of their own ideas to express particular words. As a general rule, expressing nouns tend to be easier than verbs. Before they start writing their own ideas, give examples of how to describe verbs - e.g. which part of the body is used, where it is usually done, when it is usually done, how is it usually done, etc.

Do not allow the use of dictionaries, or try to minimise it; the students should be using English they already know. Since they will be doing this activity with another student, they should both be able to understand each other.

Encourage the use of full sentences throughout the lesson, even if it is just simple sentences. e.g. not just "long nose", but "it has a long nose."

Participation points are usually awarded to the top 4 quickest pairs (in a class of 20) for finishing the circumlocution word lists. JET and JTE should be vigilant on the use of English throughout the exercise.

For advanced level: allow the JTE give a difficult word in Japanese (something that the students will not know the English for), and let them try to explain it to the ALT. The JTE can confirm if the JET manages to get the right answer.
WHO, WHAT, WHEN, WHERE...BINGO!
Submitted by Stacey Tsuboi (Miyazaki Prefectural BOE)

Target Group: 1st year  Difficulty Level: Basic Conversation

Activity Objective:
To review and repeatedly practice asking and answering Wh- questions, in the form of a fun, interactive game

Procedure:
Before this activity, have the students repeat each different Wh- question format after the ALT. Then JTE and ALT will demonstrate the dialogue to be used in this activity, show on the board how to fill in the box, and go over the vocabulary used in the questions.

During this activity, students are only allowed to speak English. Students will be given 5 minutes to walk around and interview as many of their peers as they can using the sentence structure and key expressions learned in previous lessons. Before each interview, students will first play Rock, Paper, Scissors, and the winner will ask the question first. The winner will choose a question from one of the BINGO boxes and ask, using eye contact and a clear, loud voice. After answering the question, the Janken loser will ask a question. Both students will write the name of the student and their answer on their BINGO sheet, and then find another interview.

At the end of the 5 minutes, students will sit back down. The ALT and JTE, will pull class numbers at random, and call the name of the corresponding student. Students who interviewed this student, put a circle on that box. This is repeated until there are 3-4 winners, who will be given prizes or Stacey Dollars.

Materials and Preparation:
You will need sticks with each class number, and a class roster, to pick students at random at the end of the activity, for the BINGO portion.
A BINGO worksheet needs to be prepared, starting with a 5x5 grid. At the top of each column, write: Who, What, Where, When, Wh-. At the top of the page or on the board, write the sentence structure to be practiced: Wh__ is your (insert bolded text)?
In the boxes under each of the following columns: (many boxes will ask the same question, so as not to overwhelm them with too much variation in vocabulary)

“Who”
_____’s favorite singer is ______
_____’s favorite character is ______
“What”
_____’s hobby is ______
_____’s favorite subject is ______
_____’s favorite sport is ______
_____’s favorite color is ______
“When”
_____’s birthday is ______
“Where”
_____’s hometown is ______
“Wh-“

Any variation of the aforementioned questions (this category forces students to think about the correct “Wh-“ question to use, instead of relying on the column titles)

Division of Labour for ALT and JTE:
The JET will be responsible for preparing the worksheet, demonstrating the dialogue with the JTE, checking student’s understanding of the directions, monitoring the activity, providing feedback, and picking students numbers at random.

The JTE will be responsible for demonstrating the dialogue with the JET, monitoring the activity, providing feedback, providing translation only if student’s do not understand the directions after
Suggestions and Advice:
As the JTE and JET monitor the activity, give a lot of positive reinforcement to each pair of students observed to help build confidence in speaking English. If a shy student is not actively participating, practice the dialogue with them to ease them into it, and then introduce them to a new partner. JTE and JET can also participate once they see that students understand and are engaged in the activity.

ARTICULATE
Submitted by Robert Turner (Kagoshima Prefectural BOE)

Target Group: 1st year Difficulty Level: Basic Conversation

Activity Objective:
To review vocabulary and practice communication.

Procedure:
Students make pairs and one student “goes to sleep” (puts their head on the desk so they can’t see the blackboard). The ALT writes a word on the board (recently learnt vocabulary, key word for the lesson, etc.) which only the “awake” students read. The ALT rubs the word off the board and all students “wake up”. The students who read the word have to describe it to their partner in English (no actions, no spelling clues, no “sounds like”, no Japanese). Repeat as many times as desired with students switching roles.

Materials and Preparation:
No materials required. The words to be used simply need to be decided beforehand. Recently learnt vocabulary and key words for the lesson are recommended.

Division of Labour for ALT and JTE:
Both the ALT and JTE supervise the activity, ensuring students obey the rules and use correct English. Of course if any students get stuck they can ask either teacher for help.

Suggestions and Advice:
This is a fun activity which can be used as a warm up, or made in to a more competitive game by adding a time limit for each round and introducing prizes or forfeits for the fastest and slowest pairs.
CONJUNCTION BUILDERS
Submitted by Melissa Cho (Ishikawa Prefectural BOE)

Target Group: 1st year Difficulty Level: Fundamentals

Activity Objective:
To develop a better understanding of the role of "conjunctions" in sentences

Procedure:
Students will take part in a series of activities that help them master conjunctions. First, the teacher will write an opening sentence on the board. For example, "I can fly". The class will then be asked to choose a conjunction from the vocabulary box, and work together to complete the sentence. After modelling the use of each conjunction, the teacher will write a new set of opening sentences on the board and students will work individually to select conjunctions and complete the sentences. Once students have begun to master the skill, students will work in pairs. Each student will write an opening sentence and then trade with their partner. They will then use the skills they have developed throughout the lesson to complete the sentences they receive.

Materials and Preparation:
- Whiteboard - for modelling and structured learning activities
- Whiteboard Markers – use different colour to differentiate between conjunctions and core sentences.
- Worksheet with conjunction vocabulary box for initial modeling and structured activities
- Separate worksheet/Lined paper for pair work and consolidation activities

Division of Labour for ALT and JTE:
The JET would be responsible for supplying a bank of opening sentences to use throughout the modelling and structured learning sessions, and the creation of the worksheets. During instruction the JET should read out and emphasise the conjunctions in the class created sentences, and have students follow along. They will also need to provide a lot of support to students in the initial development sentences. The JTE would be responsible for effectively demonstrating and explaining the more subtle grammatical differences in meaning of each conjunction, as well as assisting students during the development activities. The JTE and JET should also work together to model examples of the pair activity in the opening session of instruction, taking turns to create and complete each others sentences to give students and visual guide of what they will need to do at the end of the lesson.

Suggestions and Advice:
I believe it is important to start with very basic sentences when beginning the activity, making sure to use on words in the students prior knowledge bank so that students are able to focus on understanding conjunctions. I have found that once students have grasped the basic grammatical points, the more creative you are with your opening sentences, the more enjoyment the students will find in the activity. For example, starting with "My hair is on fire," or "I am an elephant" will allow the students to play with the English they already know. For classes that have difficulty coming up with sentences on their own, I have found that allowing them to work in pairs on the individual session can help. It also allows them to communicate using English. The final activity can also be done in groups, trading a set of sentences and working together to complete the ones they receive from another group. This can be made into a competition, based on speed or creativity. Once students have mastered the skill it can be brought back as a warm up activity in other writing classes.
YOUR WEEKLY PLAN
Submitted by Natasha Barradell Unwin (Niigata Prefectural BOE)

Target Group: 1st year  Difficulty Level: Basic Conversation

Activity Objective:
To practice asking someone about their weekly plans and to practice telling someone about your weekly plans using the following key expressions: "What are you doing on (Sunday)?", "I'm going to (~)."

Procedure:
The students are given a worksheet with a 'weekly plan' grid. Under each day of the week, students write an activity, for example, a student could write the following: Monday - go to a movie; Tuesday - go surfing; Wednesday - take photographs. Once all the students have completed their weekly plan, they are given the key expressions that they must use during this activity: A. Are you doing anything this (Sunday)? B. I'm going to (~). Students write these sentences on their worksheet and then repeat the sentences after the ALT. All of the students must then stand up and janken with their classmates for A and B roles. Underneath their own weekly plan, A-student must write B-student's name and plan. For example: (students janken) A. Are you doing anything this Monday? B. I'm going to bake some cookies. A-student would then write 'bake some cookies' and B-student's name under Monday. To get the students moving around the classroom and talking to different people, they are told before starting the activity that they must write down the weekly plans of three girls, three boys, and the ALT.

Materials and Preparation:
Weekly plan grid - this can be drawn by hand or made using Word Processor. A copy of this weekly plan is then given to every student (see sheet 3 for an example grid).
Blackboard – to write the key phrases that the students must use during the activity.
Additional Preparation – it is helpful, but not compulsory, to have revised days of the week and to have covered basic weekly plans before using this activity.

Division of Labour for ALT and JTE:
Before the lesson, it should be discussed and decided as to whether the JTE or ALT should make the weekly timetable. During the lesson, the ALT should tell the students that they need to fill in their own weekly plan, giving examples if necessary. The ALT also tells the students to use their textbooks and to ask the teachers to help them. Afterwards, the JTE should write the two key expressions on the blackboard and explain their meanings in Japanese. The ALT then asks the students to repeat each expression after them, and to write them on their worksheet. Lastly, the ALT explains too the students that they need to find out what their classmate's weekly plans are, and that they need to write them on their worksheet. Both the JTE and ALT should give an example encounter using janken (to decide roles) and the two key expressions written on the blackboard.

Suggestions and Advice:
Having a list of different activities is extremely useful. The textbook used at this particular school (Voice Oral Communication I [New Edition] by Daiichi Gakushusha) has a list of different activities in both English and Japanese in the back. Giving students access to this list made the activity easier for the students and took less time to execute. Having the ALT walk around the classroom and doing the activity with the students is a good way to get shy or low level students to participate. It is also a good way for the ALT to get to know the students more, and vice versa.
<table>
<thead>
<tr>
<th>Day</th>
<th>My Plan</th>
<th>Friend's Name</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>5</td>
<td></td>
<td></td>
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<tr>
<td>Thursday</td>
<td>4</td>
<td></td>
<td></td>
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<tr>
<td>Wednesday</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Make your weekly plan*
SENTENCE AUCTION
Submitted by Fu Lin Low (Fukuoka Prefectural BOE)

**Target Group:** 1st year  **Difficulty Level:** Academic

**Activity Objective:**
Let students review grammar structures that they have learned through a simple sentence auction

**Procedure:**
This lesson is held in the Audio-Visual Hall where the computer is connected to the projector.
1. JTE helps to make 8 groups of 5 students before the lesson
2. Students will sit in their groups during the lesson and be called Group A, B, C and so on
Before we start the sentence auction, we spend around 8 minutes explaining to students what auctions are, as well as the rules of the auction in English, and with demonstration by the JTE and ALT. We also have 2 sample sentences for the groups to practice bidding on before the actual auction begins.
3. About the sentence auction
   - To help students review key points in grammar and sentence construction while having some good fun. Students are given some ‘money’ with which to bid on various sentences.
   - These sentences include correct and incorrect sentences
   - The group which ‘buys’ the most correct sentences wins the game.
   - Each group will have $2000 to spend
   - Bids begin at $100.
   - Bids increase by $100 each bid
   - The sentence will be sold to the highest bidder (eg, $400 going once, $400 going twice, $400 sold to group X)
   - Students discuss with team members which sentences is correct and how much money they are going to use
   - The winner of the game is the group which has brought the most correct sentences
4. Once the game has finished, we go through each sentence saying whether it is correct or incorrect
   - First, we highlight the incorrect part of the sentence and then ask students if they can provide the correct answer. Bonus points will be given.
   - If the mistake in the sentence is easy to explain, we try to explain in simple English
   - If not, we explain it in simple Japanese
5. Winning team receives stickers and everyone gets a sense of accomplishment having tried something new.

**Materials and Preparation:**
PowerPoint slides and computer to explain and conduct the lesson. Fake money for students to buy the sentences with. Fake money are simply printed on A4 paper and then cut accordingly to the size required. 20 pieces of $100 bills for each team. One student is in charge of counting and holding the money. White cards for students to raise and show their group names while bidding. Students who hold the group card has to shout out the bids.

**Division of Labour for ALT and JTE:**
Prior to the lesson, the JTE helps students to form their groups and when they enter the Audio-Visual Hall, they already know where to sit. The ALT is responsible for preparing the slides using the sentences that the JTE has prepared. During the explanation of the activity both the ALT and JTE share the responsibility evenly and explains in English with timely demonstrations. Judging from students’ reactions, JTE also makes simple and short explanations in Japanese where deemed necessary. While the ALT is in charge of the auction and shows students the sentences on the screen, the JTE makes sure students places the money in the money bag accordingly after a successful purchase. The JTE also keeps track of the sentences each group has bought by writing the sentence number on a whiteboard beside the screen. After all the sentences are bought, both ALT and JTE work together to explain the correct and incorrect sentences.
Suggestions and Advice:
Make sure students understand the rules of the auction before starting the auction. It will be good to let students practice on simpler sentences before the actual auction begins, so that they know not to buy an incorrect sentences just because yelling out the prices and buying something can be really enjoyable. It is very highly recommended to get an appropriate list of sentences from the JTE because they would know common mistakes students make, as well as the sentences and structures they have learned recently. Students will enjoy the auction better if both JTE and ALT are very enthusiastic and it would be great to conduct this activity in a classroom located further away from normal classrooms as students can get a little excited and noisy.
SHOPPING (AT THE CLOTHES STORE AND THE RESTAURANT)
Submitted by Nataine Burton (Mie Prefectural BOE)

Target Group: 1st year  Difficulty Level: Basic Conversation

Activity Objective:
At the end of the lesson the students should be able to:
a. Identify and use words like; small, medium and large to describe size/proportion appropriately when shopping in fast food restaurants or clothes stores
b. Increase their awareness of foods and dishes served at fast food restaurants through open classroom question and answer
c. To improve speaking and listening skills through role playing

Procedure:
1. ALT will display pictures of foods she likes to eat on her computer, the students will be asked to say the names of these if they know them and state where they can be found.
2. The ALT will then tell the students the topic of the class and write this on the board. The ALT will then introduce key terms like: fast food, fatty, sugary, unhealthy desert, sweet tooth and soul food (with the help of the JTE).
3. The ALT will then display pictures of burgers and real fast food restaurant cups in three sizes; small, large and medium. And explain other sizes like ‘super-size’.
4. Individual students would be given the different size cups and pictures and asked to state what size they have (they are expected to say 'I have a large cup, or a cheese burger etc.)
5. The students will then be handed a short role play written by the JTE giving them an idea of the exchange between the cashier and the customer at a fast food restaurant
6. The JTE and the ALT will role play first using the cups and pictures, and then students will be randomly chosen to do same.
7. Students will be asked which size they wear in clothes (they are expected to say small medium or large after the ALT tells them which size she wears and which size she suspects particular students wear (sizes will be clarified with the help of the JTE).
8. Two students will then read the dialogue on page 73 of their Birdland Communication Book, after which 2 other pairs will be given the opportunity to enact buying at a clothing store as well; using the dialogue in the text as a guide
9. The ALT will then choose a location; store or restaurant and use a 'Pass the Ball' game to decide choose two students who will be asked to enact shopping without the paper script or text. (The 'Pass the Ball' activity is where a ball is given to a student and is passed around till the teacher says stop. Whoever has the ball at that time must answer the given question or participate in the proposed activity).

Materials and Preparation:
Pictures of fast foods, actual fast food restaurant cups in sizes small, medium and large, pictures of some apparel along with real ones with sizes on or in them, a ball, a PowerPoint Presentation on the computer showing pictures of some fast foods, the "May I help you' dialogue on page 72 the set text book (Birdland Series), and a short dialogue at a fast food restaurant (made by the ALT).

Division of Labour for ALT and JTE:
The ALT and the JTE will discuss the main goal of the lesson initially. Ideas as to how the lesson will proceed will also be done here. The JTE will clarify new terms and clarify unfamiliar phrases the students do not understand. Additionally, he will clarify instructions as to how to proceed with carrying out the teaching learning activities planned for the class. Also, students who may want to ask a question, but are not sure about how to do this in English will be allowed to express themselves in Japanese. Thus, the JTE will help the ALT to understand the students query. The ALT will respond to said queries by repeating the question in English and allowing the child to do so as well. The ALT will also answer these queries in English. Consequently, the JTE will be asked to explain vocabulary the ALT mite use in the response that might be unfamiliar. Additionally, the ALT will be responsible for giving the children as many opportunities as possible to be creative in using the language during the class. The students will be encouraged to just use broken English
sentences or single English words if they are unsure about how to express themselves in English. The ALT will use this opportunity to introduce vocabulary, new phrases and ultimately helping the child to converse in English. It is the responsibility of both the JTE and the ALT to provide a warm and inviting classroom environment where the students feel comfortable to use the English language for not only academic purposes, but for pleasure as well.

Suggestions and Advice:
This lesson was very engaging. It was one that brought much humor and fun to the class. Therefore, one needs to be cognizant of the fact that the students might be a little bit noisy as they shared experiences and ideas. The students were very creative; some asked for a dressing room and some declined buying items, though they were unsure of how to do this in English. They were eager to use the words they learnt but they could not remember the words, therefore, I gave the seated students permission to give the students role playing hints as to the words they should use. This was very effective and added to even more amusement in the class. As a result of this, a few classes were loud. This was not a problem at my school, but if this will be a concern in another environment then, a more structured approach to teaching this lesson should be used. This lesson was also very long. Two of the seven classes I had only got to play the ‘pass the ball’ game once as the time (50 minutes) ran out. It would have been best to do only one type of shopping at a time for each class.

# FIND SOMEONE!
Submitted by Clare Cross (Kyoto Prefectural BOE)

**Target Group:** 1st year  
**Difficulty Level:** Basic Conversation

**Activity Objective:**
To practice "follow-up" questions to be able to continue conversations

**Procedure:**
All students must move around the classroom asking classmates the questions. If their partner answers "yes", they can write their partners names and ask them a "follow-up" question to continue the conversation.

**Materials and Preparation:**
Copies of the worksheet "Find Someone!", enough for one per student. The student receives the worksheet and is given 4-5 minutes to fill in the extra information needed for the questions and then moves around the classroom.

**Division of Labour for ALT and JTE:**
Both the ALT and JTE should together explain how the activity works and perform an example. This activity comes after previous activities working on "follow-up" questions, so students are aware of the different kinds and usage. When the activity is taking place both the ALT and JTE should walk around the classroom making sure that students understand and have no problems.

**Suggestions and Advice:**
The best advice is to perform several examples for different questions with the JTE and ALT. The more imaginative the examples the more creative students will be. Also performing an example with a student in front of the class is a good idea. The second question "Is your birthday in August?" is a little tricky! The best way to get around this is to ask the whole class before the activity starts, if anyone raises their hand get the whole class to look at them and remember they must ask that person question 2.
Find Someone! Name ________________

Get up, and ask your classmates these questions. If they say yes, ask them a follow up question. Be sure to write the follow up question and their name on the line.

Example
(Do you enjoy studying history?) Myamoto Masashi enjoys studying history.
Follow up question What kind of history do you like to study?

1. (Do you like to eat vegetables?) ____________ likes to eat vegetables.
Follow up question ______________________

2. (Is your birthday in August?) ____________’s birthday is in August.
Follow up question ______________________

3. (Can you sing karaoke well?) ____________ can sing karaoke well.
Follow up question ______________________

4. (Do you have a nickname?) ____________ has a nickname.
Follow up question ______________________

5. (Do you listen to什么 music?) ____________ listens to rock music.
Follow up question ______________________

6. (Do you want to be什么?) ____________ wants to be an English teacher.
Follow up question ______________________

7. (Do you have a brother or sister?) ____________ has a brother or sister.
Follow up question ______________________

8. (Have you been to another country?) ____________ has been to another country.
Follow up question ______________________

9. (__________?) ____________ is in a school club.
Follow up question ______________________

10. (__________?) ____________ takes a bath every day.
Follow up question ______________________
RESTAURANT LESSON
Submitted by Andrew August (Kumamoto Prefectural BOE)

Target Group: 1st year Difficulty Level: Basic Conversation

Activity Objective:
To practice ordering food at a restaurant using conversational English

Procedure:
1. English Shiritori.
   In this game, arrange students into teams (for example desk rows). The first group of students write a word spoken by the teacher (e.g. apple). Then the next student writes a word beginning with the last letter of the previous word (e.g. elephant), and so on for the set time (e.g. 3 minutes). Then after the set time, the team with the most correct words is declared the winner.
   Variation: 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 fun 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.
2.6 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
2.7 Volunteers can come up and demonstrate ordering at a restaurant in pairs for bonus points.
5 minutes
Total time: 50 minutes

Materials and Preparation:
Handouts for the students. Props for restaurant table such as plates, forks, apron and flowers – be creative.

Division of Labour for ALT and JTE:
The ALT is responsible for preparing the worksheet printouts and restaurant materials. Or the JTE can also assist. In the class, the ALT will lead this lesson explaining it in simple English. The JTE will assist with explaining points in Japanese. The ALT and JTE will also demonstrate the conversations to the students and assist students during the activity.

Suggestions and Advice:
This lesson is quite straightforward if it is followed step by step. Students will be able to progress in the lesson using the instructions in the lesson. So clear explanations of what is required of the students is required.
Division of Labour for ALT and JTE:
For this particular activity, the JTE is not required to prepare any materials for the activity, but I asked my JTE to vet the dishes used as well as ideas for dishes. My JTE was also consulted on the rules of the game and whether she had any suggestions on changes to make. I wanted the rules to be as simple as possible. I made the food cards as well as the PowerPoint presentation.
For the execution of the game, my JTE and I worked to model the conversation for students to help them better understand the rules of the game. My JTE and I also exchanged some basic questions about some dishes.
Depending on the English proficiency of the class, the JTE may also be required to explain the rules in Japanese.

Suggestions and Advice:
The teachers conducting this activity must pay careful attention to whether students are speaking in English as students may to lapse into Japanese due to ease of use. My JTE and I circulated among the students to help prevent such an occurrence.
Cutting pictures and cardboard squares and gluing them together was remarkably time-consuming. If possible, perhaps a different approach might be used.
Students were also given little coupons at the end of the game that enabled them to redeem future prizes. This encouraged students to try harder and fostered a sense of competition among many students. The group(s) that had the fastest Waiter and Diner also got additional coupons.
Eating at a Restaurant!

(I) Write full sentences to answer these questions

A) What is your favorite restaurant?

B) What is your favorite restaurant meal?

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

Restaurant Menu

Starter: $7.00
Vegetable soup

Garlic Bread

Salad

Main course: $12.00
Shrimps and salad

Steak with potatoes

Spaghetti

Dessert: $8.00
Apple Pie

Chocolate Cake

Ice Cream
Restaurant talk!

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

_____________________________________

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 **dessert** 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.
DO YOU KNOW HOW TO…?
Submitted by Rebecca Weir (Okayama Prefectural BOE)

Target Group: 1st year  Difficulty Level: Basic Conversation

Activity Objective:
To practice asking and answering questions using the key expression Do you know how to…?

Procedure:
Part A: Students will learn how to use the key expression. The students will have 10 minutes to ask their classmates questions using the key expression, for example, Do you know how to play the guitar?, and record the answers.
Part B: Students use answers from Part A to write full sentences.

Materials and Preparation:
Worksheet prepared by ALT after discussion with JTE (copy attached). Each student receives a copy of the worksheet. Part A sets out the key expression, a list of questions for students to practice using the key expression, space for students to write their own questions, and space for recording answers (name of classmate and Yes or No). Part B there is space for writing full sentences.

Division of Labour for ALT and JTE:
Prior to the lesson ALT and JTE discuss the activity goals and how to run the activity. ALT prepares worksheet and a copy for each student. ALT gives introduction in English explaining the activity and the key expression. ALT demonstrates with JTE how to use the key expression. ALT and JTE check students understand vocabulary on worksheet. ALT reads out each question, with students repeating for pronunciation practice. The students can then do the activity. ALT and JTE circulate the room to check students are using correct English and assist where needed. When students are finished asking all the questions, then ALT and JTE can explain Part B writing activity. Both ALT and JTE can circulate and help students where required.

Suggestions and Advice:
It is important to make sure the students understand all the vocabulary on the worksheet and practice pronunciation of questions before undertaking the activity. This will help the students to fully understand what they need to do to carry out the activity and encourage students to use correct English (rather than reverting to Japanese, as some students did the first time I used this activity).
Do you know how to.....?

Part A: Speaking

Key expression:

Question: Do you know how to **play the guitar**?

Answer: Yes I do. / No I don't.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Name and answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 play the guitar</td>
<td>Mr Tanaka Yes</td>
</tr>
<tr>
<td>2 play the piano</td>
<td></td>
</tr>
<tr>
<td>3 make yakisoba</td>
<td></td>
</tr>
<tr>
<td>4 make a cake</td>
<td></td>
</tr>
<tr>
<td>5 play shogi</td>
<td></td>
</tr>
<tr>
<td>6 use a computer</td>
<td></td>
</tr>
<tr>
<td>7 get to Okayama station</td>
<td></td>
</tr>
<tr>
<td>8 go to Osaka</td>
<td></td>
</tr>
<tr>
<td>9 go to Aeon Mail</td>
<td></td>
</tr>
<tr>
<td>10 go to Hiroshima</td>
<td></td>
</tr>
<tr>
<td>11 say hello in Korean</td>
<td></td>
</tr>
<tr>
<td>12 play volleyball</td>
<td></td>
</tr>
<tr>
<td>13 play basketball</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

Name:                          Class:  No:
Part B: Writing

Write 4 sentences using the phrases 'knows' and 'doesn’t know'.

Example

Mr Tanaka knows how to play the guitar.
Hiroshi doesn’t know how to play basketball.

1 __________________ knows how
to ________________________

2 __________________ knows how
to ________________________

3 __________________ doesn’t know how to _______________________

4 __________________ doesn’t know how to ________________________
ENGLISH SYLLABLES
Submitted by Daniel Ready (Ibaraki Prefectural BOE)

Target Group: 1-2nd year Difficulty Level: Basic Conversation-Academic

Activity Objective:
Introduce the idea of syllables in contrast to mora to improve speaking and listening skills

Procedure:
Katakana karuta, followed by syllable counting, followed by haiku composition.

Materials and Preparation:
Katakana karuta cards, cards with the English words for specific Katakana on them (eg. Coffee for コーヒー) and pictures; Syllable counting and haiku composition worksheet

Division of Labour for ALT and JTE:
The ALT should explain what a syllable is, contrasting it with mora, emphasizing the syllable’s importance for English speaking ability and listening comprehension. It is likely the JTEs will need to help draw out the contrast. (Aim for five minutes.) Move into katakana karuta by getting students in groups of 3-5, and giving a deck of ~20 self-made katakana karuta cards to each one. Explain that a student should only slap the card when the syllabic pronunciation is given (eg. "coffee"), not the katakana pronunciation (eg. 「コーヒー」). Give the JTE opportunities to try out the differences between their syllabic and their katakana pronunciations. (Aim for 15 minutes, including directions.) After, hand out the worksheet syllable counting/haiku composition worksheet. Ask the students to, in groups, try to count the syllables in words they haven’t ever seen before (eg: "trisyllabic"). Check answers. (No more than 15 minutes, including direction giving, counting, and answer checks.) Finally, explain the English 5-7-5 syllable haiku, and ask students to write haikus. The JTE usually is very helpful in giving haiku suggestions to students. If there is time, haikus can be presented at the end of class.

Suggestions and Advice:
There is a lot in this lesson plan, but it is very modular so any individual portion can be easily taken out without degrading understanding. I've used this at my high level high school with success, but the lower level classes in this school would have difficulty writing haikus in a timely manner. In these cases, give suggestions, or consider removing this part and lengthening the other parts of the lesson, or possibly setting a starting point (eg: giving the first line of a haiku, if groups need it). With appropriate supervision, support, and encouragement, I've got even the most reluctant students to write an English haiku.
**Syllables**

English words are broken down into syllables. In every syllable, there is only one vowel sound. For example, “cat” is one syllable (“cat”), while “communication” has 5 (comm-u-ni-ca-tion). Although “tion” in “communication” has two vowel letters (“i” and “o”), it is only one syllable because the two letters together create one vowel sound—*“shun”* not “tee-cat”.

Count the syllables in the words below:

<table>
<thead>
<tr>
<th>Word</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. professor</td>
<td>_____</td>
</tr>
<tr>
<td>2. muscle</td>
<td>_____</td>
</tr>
<tr>
<td>3. activity</td>
<td>_____</td>
</tr>
<tr>
<td>4. syllable</td>
<td>_____</td>
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<td>5. trisyllabic</td>
<td>_____</td>
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<td>6. tooth</td>
<td>_____</td>
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<tr>
<td>7. spoon</td>
<td>_____</td>
</tr>
<tr>
<td>8. Hirachi</td>
<td>_____</td>
</tr>
<tr>
<td>9. Daniel</td>
<td>_____</td>
</tr>
<tr>
<td>10. 東京</td>
<td>_____</td>
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</table>

**Haiku**

In Japanese, Haiku are made of three lines and a total of 17 *mora*. The English equivalent of “mora” is “syllable.” Thus, English haiku are three lines composed of 17 syllables instead of *mora*. Here’s a side-by-side comparison:

**Japanese Haiku, using *mora* to count**

江戸の雨
何百首んだ
時鳥

**English Haiku, using syllables to count**

The rain in Edo
How much of it did you drink,
Mr. Cuckoo bird?

**Write a Haiku**

Write two *English Haiku*, using syllables (not *mora*) for the line count!

________________________

________________________

________________________

**Vocabulary**

| syllable · 音節 | vowel · 母音 | mora · 拢 |
"CLUE" STYLE MYSTERY GAME
Submitted by Hana Joy (Kanagawa Prefectural BOE)

Target Group: 2nd year Difficulty Level: Conversational

Activity Objective:
To practice using passive voice.

Procedure:
The class is divided into groups of 3 or 4 students. Each group receives a separate deck of cards, with all cards shuffled except for 3 (one suspect, one weapon, and one location) in a separate envelope. The ALT tells the students that someone has murdered X cute stuffed animal, and they need to find out who did it! The students deal out all of the cards to each other, and each group receives a slip of paper. The paper contains a checklist of all of the suspects, weapons, and locations, along with an example sentence structure to be used during the game. Each student takes turns guessing at the combination of cards in the envelope by saying, "I think (x cute stuffed animal) was murdered/killed by (suspect) in the (location) with the (object)". The student to the left will show a card mentioned in the accusation, unless they do not have one. If they are not holding a card mentioned in the accusation, the next student to the left will. If no one holds a mentioned card, then the accuser is right! Each time a new card is revealed, students mark it off on the checklist. The ALT can either rig the game to be a race, so that the first team wins, or have different cards in each team's envelope, making the end result mixed. If the end result is mixed, each group reports their results to the class (using the passive voice structure). If not mixed, the winning team does.

Materials and Preparation:
Materials: a cute stuffed animal (something that is a recognizable character is good, like Totoro); copies of the murder checklist; enough separate decks of cards (with envelopes) for the whole class; (not required) a prize for the winning team. Preparation: the murder checklist can be assembled using either Word or Excel. There should be a space next to each suspect/location/object to check it off the list. The most important thing about the sheet is that it is easily understandable (chart formatting helps) and that it includes the focus grammar. The cards are a bit more tedious, however. Something sturdy (such as cardstock or cardboard) should be the base. Stapled, taped, or glued on the front should be a picture and caption of each possible suspect, location, and object. Alternatively, those with access to more advanced technology (laminators, color printers, etc.) can easily make sets of cards using other methods. Keeping each deck separate is also important - plastic bags or big folders are important to ensure each group gets only 1 copy of each card. Using large decks will make the game longer, whereas using smaller decks will make the game quicker.

Division of Labour for ALT and JTE:
Generally, this game is a good way to end a class on a high note. As a practice activity, the students are most primed for the game when they have been learning/reviewing the target grammar (passive voice) for the earlier part of class. After that, the JET should be responsible for the preparation and administration of the game, and rely on the JTE in class while giving instructions. Role-playing an example with the JTE for the students is a helpful tool when first explaining the game. Because the instructions can initially seem complicated, it is important that the JTE is familiar with the rules of the game before going into class. Once the game starts going, the JET and the JTE should walk around the room, monitoring progress and giving help where needed. At the beginning and the end, a little bit of a dramatic flair involving discovering/resolving the murder helps to grab the students' attention.

Suggestions and Advice:
While the game is actually quite simple in execution, explaining it can actually be more complicated and can become burdensome. Relying on the JTE and making sure the JTE fully understands the game before heading into class is important. Practicing giving clear directions is also very helpful. Additionally, some schools may take issue with a "murder" game, so asking beforehand is important. I made the characters and objects simple and comical (for example, Totoro was killed by Peko-chan in the library with the toothbrush). On the other hand, the game can be easily adapted
into any kind of "whodunnit" game (for example, Who ate the birthday cake?). For more advanced students, this game can become too easy and boring, although for basic level students it can provide a good opportunity for repetitive use of a grammatical phrase.
DINERS AND WAITERS
Submitted by Daniel Tan (Tottori Prefectural BOE)

Target Group: 2nd year Difficulty Level: Basic Conversation, Conversational

Activity Objective:
I wanted students to practice ordering different dishes as well as gain exposure to different food cultures around the world.

Procedure:
After a warm up game, students will view a PowerPoint presentation that shows various types of food.
I will read the names of each dish and ask the students to practice the names.
I will also provide some basic information about each dish such as its place of origin, differences of the same dish in various countries or popularity. After the presentation on food, students will be asked to listen to and read the rules of the activity. The class will be divided into two groups, Diners and Waiters. Waiters will be given a group of dish cards that represent the dishes they have for sale.
They will each receive four to five dishes for a total of twenty four cards per person.
Students must find a member of the opposite group and practice the following conversation.

Waiter: Are you ready to order? We have ___________________________ (name of dishes available) today.

Diner: Yes, I'd like the ___________________________(name one main dish).

Waiter: Would you like a drink or dessert?

Diner: 1) No, thank you.
2) Certainly, I'll have the ________________________(name of dessert or drink).

Waiters will give Diners their order, and the proceed to find the next Diner.

The JTE and ALT will model the conversation at least once to help students gain a clearer understanding of the game.
The game will continue for ten minutes.

To spice things up, I will name one random dish every three minutes. Diners with that dish must surrender me that dish card.
The Diner with the most cards when the game ends will be the winner.
The Waiter with the least cards or the fastest to sell out their cards will be the winner for that group.

After the first half of the game, I will switch the two sides. The Diners will now be Waiters and vice versa.
Students are not allowed to use Japanese in their conversation.

Materials and Preparation:
PowerPoint presentation showing different types and names of dishes around the world. The PowerPoint presentation will also include several slides explaining the rules of the activity as well as the conversation format that students are expected to use for the activity. Cards depicting a picture of these dishes with the names on the back. Dishes include Mac and Cheese, Chicken Kebabs, Fish and Chips, Brownie with Ice Cream, Sushi, Pizza, Laksa and other dishes from around the world. I used fourteen dishes that included main dishes and drinks and desserts.
THE QUEEN'S FAMILY
Submitted by Sarah Fuke (Goshima City BOE)

Target Group: 2nd year  Difficulty Level: Basic Conversation

Activity Objective:
To practice "family" vocabulary, to practice reading, speaking and listening, and learn about UK culture

Procedure:
The class is divided into groups of 5 or 6 students. Each group consists of 2 writers and 3 or 4 reporters.

The writers have a family tree of Queen Elizabeth (pictures with a few names) and a blank piece of paper. The writers must not leave the desk.

The reporters must walk around and find the "hints" scattered around the classroom (the hints are on A4 pieces of paper attached to the walls/windows/blackboards/etc).

There are 12 hints. The hints explain the Queen's family, for example "Queen Elizabeth is married to Prince Philip". The reporters have to read the hint, memorise it, and tell it to the writer at their desk. The reporters must not write down their hints.

The writers listen to the reporters and attempt to work out who is who in the pictures. They use the blank paper to make a memo if they do not have enough information to write it onto the family tree yet.

The first group to complete the family tree is the winning team.

Materials and Preparation:
"Queen's Family Tree" Template (1 for each group)
This was created in Microsoft Word and printed before the class. The students use this to write down the family members' names.

Hints (12 scattered randomly around the classroom walls)
These were created in Microsoft Word and printed before the class. As the students make groups, these hints are to be placed around the classroom (if possible away from the students' desks). The reporters read these hints and report the information on them back to their group. The hints can be attached with magnets, sticky tack or tape.

Blank paper for students to write memos (1 for each group)
If the writers are not yet able to work out the hint given by the reporter the writers can write it down on the blank paper (some hints require other hints to be solved first).

Division of Labour for ALT and JTE:
Preparation requires a small amount of printing and photo-copying. Assistant Language Teacher (ALT) can do this.

ALT explains the activity in easy English (Japanese Teacher of English (JTE) assists if students can not understand). As the students make groups the ALT can place the hints around the classroom and the JTE can distribute the Queen's Family Tree Template and blank paper to each group.

During the activity the ALT and JTE help students to read hints and aid in pronunciation of words (if unknown). ALT and JTE also monitor writers' progress and assist if they are struggling or have misinterpreted the hints.
When a group has finished writing their Family Tree they must ask the ALT to check their answers. The ALT will tell them if they are right or wrong.

ALT can award stickers to winning groups.

**Suggestions and Advice:**
When explaining the activity in easy English it is advised to use one group as an example. The students can visualise the role of the writers and the reporters more easily. The JTE should not translate everything the ALT has said. As this is intended for 2nd year students of High School the English the ALT can use should be understandable by the students.

As this activity aims to use speaking and listening the students should be encouraged to speak English and to not use Japanese at all during this exercise. Some students may attempt to read the English and tell it back to the reporters in Japanese. The ALT and JTEs should be mindful of these students and encourage them to speak English.

Sometimes the students had difficulty in pronouncing the names of the Queen's family members. The JTE and ALT should help students read the names. However, the aim of this activity is not to learn how to read English names so minor slips were overlooked. Often students would write the names in katakana onto the family tree. The students should be asked to write the names in English (the ALT should not accept the completed family tree with katakana answers). However, to aid in understanding the hints, students should be allowed to write Japanese onto their blank papers.

In smaller classrooms, hints may be viewable by the writers from their desks. Writers should be discouraged from looking at the hints. Hints should be placed fairly around the room so no one group has an advantage.
"HOW TO" SPEECH
Submitted by Rachel Bellairs (Tochigi City BOE)

Target Group: 2nd year  Difficulty Level: Conversational-Academic

Activity Objective:
To explain how to do a process such as playing the clarinet or cooking "shimotsukare" (a well-known local dish in Tochigi Prefecture)

Procedure:
Each student would choose a process to explain (such as how to cook "shimotsukare"); write a 3 minute, 4 step speech to give in front of the class; make some sort of prop to go with the speech (such as a story board); and evaluate their partner's speech using the provided worksheet. One lesson will be used to explain the activity and give the students time to start writing their speech. Whatever they do not finish is homework. In the next two or three lessons (depending on available time), students should be prepared to give their speeches one by one in front of their classmates, which includes bringing props. Students must also evaluate their partner using English.

Materials and Preparation:
The materials the teachers need to prepare are three worksheets for each of the students in a class. One B4 sheet will be for the students to write their speech. Another B4 sheet will be an evaluation that the students will give their partner. The last B4 sheet will be for the ALT to evaluate each student. See the attached worksheets.

Division of Labour for ALT and JTE:
Either the ALT or JTE could print out the worksheets. The ALT explains the procedure and the JTE makes sure the students understand. If not, repeating the instructions in English first before resorting to Japanese. Both the ALT and JTE would walk around the classroom to answer questions and offer suggestions on the day students have to start writing their speech. The ALT would be giving the primary evaluation but the JTE would also be giving advice. Either the ALT or the JTE could decide the order in which the students will give their speech.

Suggestions and Advice:
This activity usually takes 3-5 weeks depending on class size. Adding or subtracting steps and the amount of time (for example making the speech 5 steps and 5 minutes for smaller classes) creates a little flexibility. Also, a good idea would be to have the ALT check the speeches before the students stand in front of the class and give them, so their English is more correct and the other students would more easily understand.
“How To” Speech

Explain how to do something. Make sure you have at least 4 steps and a reason why you are explaining the process. Your speech should be around 3 minutes long and clearly explain the method.

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
<th>Step 4</th>
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Class   No.   Name
Instructions Speech

Evaluation of the content of the speech using the chart below.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Evaluation</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does it have at least 4 steps and a reason why you are explaining this process?</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Is the explanation clear, easily understood, and using correct grammar?</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Is the speech around 3 minutes long?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

A = Awesome!  B = ok  C = cops
Instructions Speech

Evaluate the presentation of the speech using the chart below.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Evaluation</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Is the speech easy to hear and understand?</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>Is the person speaking clearly?</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>2) Does the person make eye contact? Do they use gestures?</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>3) Does the person have a prop?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

A = Awesome!  B = ok  C = oops

Class  No.  Name

Who are you evaluating?  ________________________________
NEWSROUND
Submitted by Emma Smith (Ashigaka City BOE)

**Target Group:** 3rd year  **Difficulty Level:** Academic

**Activity Objective:**
Activity objective is to improve writing abilities, making sentences and speaking in front of people through presentations.

**Procedure:**
Part 1: Split class into groups of 3 or 4. Give each group a piece of paper with an image of a news story on it. The students must decide what the picture is about, and create a news story about the picture. Their newspaper story must have a title, and a caption for the image as well as the main story. Tell the students that each of them must write at least 2 or 3 sentences about the story, so that all students will be contributing.

Part 2: When all the stories are complete, have the students come to the front and present their news story to the class as a real live news piece. Have the students make sure they have a defined role in the presentation: News broadcaster, Interviewer, Interviewee etc. Have the JTE record the presentations using a video camera.

Part 3: Watching back each of the groups presentations, have different groups analyze and evaluate a different group. After, gather students for a peer to peer discussion on how they could have done better, and what they need to improve on in the future.

**Materials and Preparation:**
A3 piece of paper. News paper images that have been cut out. Stick these with glue to the A3 piece of paper. Coloured pens for the students. Video camera.

**Division of Labour for ALT and JTE:**
ALT is responsible for the preparation of the class materials. It may also be useful for students to see, (depending on their English level) and example newspaper story that the ALT has prepared themselves, with examples of titles, captions and vocabulary that students could perhaps use in their own work. Have the ALT explain the activity to the class in English.

The role of the JTE in this lesson is to aid the students in the writing activity. There will probably be many words or additional vocabulary that the students will want to use but have never seen in English before. If the ALT has prepared an example worksheet, it may also be useful for the JTE to go over this worksheet and make notes in Japanese for the students. The JTE will be in charge of recording the presentations as well.

Both the JTE and the ALT may want to give an example presentation to the class so that the students have a reference on what is expected of them.

**Suggestions and Advice:**
I would do this lesson split into three parts. First lesson the writing, the second lesson practice for the presentations, and then the presentations, and third would be watching the presentations back, evaluating each other and peer to peer discussions. I think that in order to do all three parts, you would need at least three lessons to complete all the activities. The three parts to this lesson plan could easily be adapted to a shorter time period by cutting out either the evaluation, or the evaluation and presentation depending on how much time your JTE wants to dedicate to the project. These activities are generally aimed at high level students who already have a reasonable grasp on the English language. Possibly with a lot more guidance and time, maybe by leaving out part 3, this lesson could also be used with some lower level students as well.
Grading

Group name: ____________________  List of students: ____________________

Please circle a grade from A-F which you would like to award them.

Grade: _______  _______  _______  _______  _______  _______  _______

In the box below please write any advice or comments that you have for the group you have been asked to evaluate. Think about how they could improve next time, what they did well, what they did badly, what you would do differently.

Comments
________________________________________
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ABOUT MY CULTURE
Submitted by Tegan Murdock (Nagasaki Prefectural BOE)

Target Group: 3rd year    Difficulty Level: Basic Conversation

Activity Objective:
To practice explaining cultural icons to English speaking foreigners

Procedure:
This activity is to teach students how to explain the significance of items that are special to Japanese culture. After learning relevant vocabulary (e.g. culture, custom, luck, tradition, etc.), the class will brainstorm items/professions/people/etc. that are important to Japanese culture (e.g. rice, Tokyo Skytree, miko etc.) and write them on the chalkboard. Then groups of 3-4 students will choose 5 items and write them on their paper. For each item the group will write one sentence describing why the item is important (Ex: Rice is important in Japan because we eat it every day.) The group will then choose one item and expand the explanation to several sentences. Finally, the group will present their object (or a picture of their object) to the class and explains why it is important to Japanese culture.

Materials and Preparation:
Worksheet with directions, example, and place to write sentences (ALT prepares before class and prints enough for each student to have one. See attached example.)
English/Japanese dictionaries (to help students lookup unfamiliar vocabulary)
Realia (examples of objects that the students can describe, if needed)

Division of Labour for ALT and JTE:
The ALT would be responsible for preparing the materials, directing the activity, writing examples and brainstormed items on the chalkboard, showing examples, and facilitating English conversation in the classroom. The JTE would assist in teaching the activity and making sure the students understood what would be required of them, helping with translations (when necessary), and assisting students with the activity.

Suggestions and Advice:
First, know your students' English level. If the level of English of your students is low, you can consider this lesson with your 3rd year students, but I believe that that could be done at any level if modified. If students are struggling, more examples might help. Sentence patterns are very helpful here. If students have a known grammatical pattern to follow, they are more comfortable with the activity.
About My Culture

List 5 items that are important in Japan. What do foreigners need to know?

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

Now, write a sentence about each item.

________________ is/are important in Japan because ____________________________.

Ex: Rice is important in Japan because we eat it every day.

________________

________________

________________

________________

Now, choose one sentence and write four more sentences about it.

________________

________________

________________

________________
About My Culture (Example)

List 5 items that are important in Japan. What do foreigners need to know?

1. __________ rice
2. __________ Tokyo Skytree
3. __________ __________
4. __________ __________
5. __________ __________

Now, write a sentence about each item.

__________ is/are important in Japan because ________________________________.

Ex: Rice is important in Japan because we eat it every day.

Rice is important in Japan because we eat it every day.
Tokyo Skytree is important in Japan because it is the tallest radio tower.
Mikos are important in Japan because they are a part of Shinto.
Kimonos are important in Japan because they are traditional clothing.
Mt. Fuji is important in Japan because it is Japan’s tallest mountain.

Now, choose one sentence and write four more sentences about it.

Mt. Fuji is important in Japan because it is Japan’s tallest mountain.

It is a volcano.

It is 3,776 m high.

Many people climb Mt. Fuji every year.

In the future, I want to climb Mt. Fuji.
DIRECTIONS & DRIVING/"ALT CAR"
Submitted by Amanda White (Iwanamiza Prefectural BOE)

Target Group: 2-3rd year     Difficulty Level: Conversational

Activity Objective:
To practice giving directions, and advising about road and traffic conditions

Procedure:
This lesson is designed for a 50 minute class. Students will review pronunciation of key words from a sample dialogue, and both teachers will model the dialogue for pronunciation practice. Students practice giving directions in pairs before playing the "ALT Car" Game. During the game, students will remotely control the ALT as a "car" driving through the "town" (classroom) by using directions to get the ALT to a destination. The classroom can be set up to suit a variety of directional phrases and examples.

Materials and Preparation:
Handouts: The handouts will include all key phrases and words presented during the lesson, as well as a sample dialogue for the students to follow. Handouts include additional practice exercises that students can do in pairs after they review the key phrases. Location cards: These can simply be a 3x5 index cards with the name of the destination written on it (e.g. "library") or they can have a picture instead. These will be used to create a "town" inside the classroom. The location cards can also include things like "traffic light" or "stop sign".

Division of Labour for ALT and JTE:
The ALT would ensure that students are engaged in the activity and motivated to participate in the game. She also helps with pronunciation, as well as explaining along with written or illustrated examples. She actively listens to students’ directions and commands while "driving", and provides feedback. The JTE would ensure that all students get a chance to fairly participate in the activities, arranging classroom dynamics and pair-work assignments, while practicing as a role-player along with the ALT for dialogue modeling. The JTE also provides explanations and examples in Japanese if students get lost during the activities.

Suggestions and Advice:
This lesson was one of the most enjoyable for the students, and my goal is to always reduce Teacher’s Talk Time (TTT) and increase Student Talk Time (STT). So if I could teach the lesson again, I think I would allow students to create the town entirely from scratch at first, so that the lesson could build on the concepts of Directions and Driving, and include culturally relevant material such as a specific chain of restaurant, or department store, or a religious site such as the city temple or shrine, etc. The "traffic conditions" could also include events such as accidents, a parade, festival, or other obstruction that would encourage students to problem solve and think creatively in English. Otherwise, it is a highly versatile activity, and is flexible enough to expand on.