



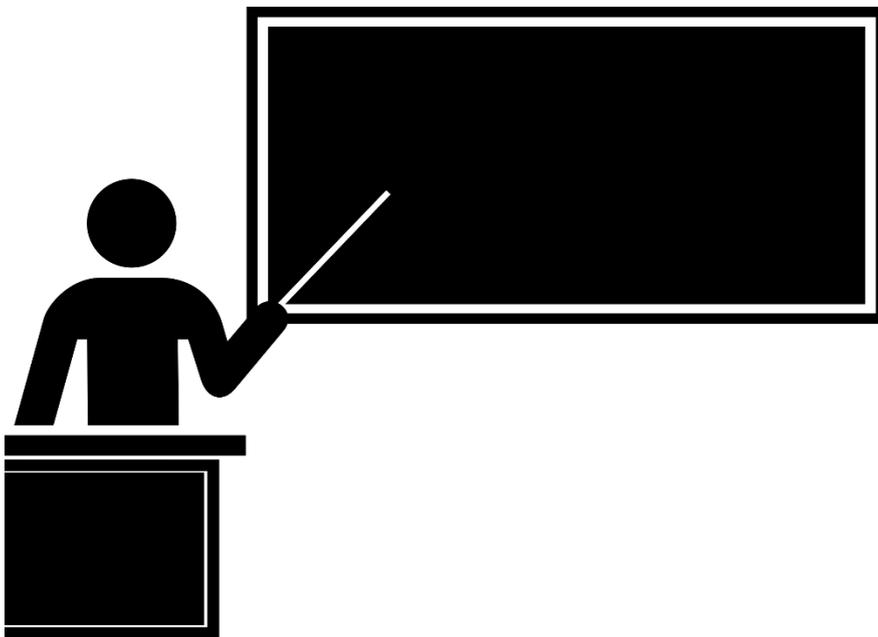
**Lesson Planning  
Ideas and  
Resources**

# REMEMBER...

- ✧ EVERY SITUATION WILL BE DIFFERENT
- ✧ Not everyone will plan full lessons
- ✧ Don't compare your situation to that of other ALTs
- ✧ Some things are beyond your control; be patient and see what comes in the future
- ✧ The JTEs you work with have experience, know the students, know the culture, and know what works in your school. Observe, learn, and give it some time before you try to jump in and change everything about how lessons are run.
- ✧ If things do not seem ideal at first, REMEMBER YOU CAN STILL MAKE A DIFFERENCE!

# BEFORE YOU START...

- ✧ Determine how lessons are planned at your school
- ✧ Determine what kind of lessons you will be teaching
- ✧ Get an idea of each JTE's planning and teaching style
- ✧ Ask what your role in their lessons will be
- ✧ Decide what skills you want your students to learn
- ✧ Check the previous ALT's lesson plans!
- ✧ Remember the four English skills!



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**Game  
Ideas**

## Ring of Fire

Type of students: I have found that this activity works far better with higher level, more motivated students but obviously it depends on your school. This game is great because you can make questions that use the main grammar point in your lesson or you could even let students write their own questions and encourage them to use the new grammar they have learnt.

Skills Targeted: Reading, Listening, Speaking, (Writing).

Materials needed:

Envelopes (1 per group of 4-5 students)

Small bits of paper / 20 pre-prepared questions

Playing cards (1 packet for each group)

Rules sheet (1 sheet for each group)

Explanation:

1. Split students into groups of 4 or 5 people.
2. Give each group a packet of ordinary playing cards (with the joker and ace removed) and a sheet of rules.
  - If you would like students to practice writing then you can give them each 3 small sheets of blank paper and ask them to write 3 different questions that they would like to ask their team mates. Then ask students to fold their questions up and put them inside an envelope. If you would like to challenge your students (or save time) you can write 20 questions yourself and put them inside the envelope before the lesson.
  - For lower level classes my rules sheet usually has a box where they can write notes in either Japanese or English as they listen to my explanation of each rule.
  - However, I have found that this game doesn't work as well with lower level students as the explanation of the rules takes so long that they get bored which defeats the purpose of playing a fun game.
  - For higher level classes I just let them read the English rules on their own as they play the game.
3. Students do rock, paper, scissors to work out who needs to start the game.
4. The student who has been elected to start needs to pick one card from the deck

- (which is face down in the middle of the table beside the envelope of questions).
5. The student needs to read the rules sheet and do the rule that is associated with the card they have picked up.
  6. Then the next student will do the same.
  7. The game finishes when all the questions from the envelope have been answered.

For examples of lower level and higher level questions and rule sheets turn to page ...of this booklet.

### **How to integrate it into your lesson:**

At the beginning of the lesson:

- To review content of the previous lesson
- Get students talking

**\*\*I have found that this activity takes around 5-10 minutes to explain (depending on the English level of students in the class and the set of rules used) and takes about 10-15 minutes to play.\*\***

- To use this game as a warm up:
- You can eliminate some more of the cards from the deck and make the rules sheet smaller.
- Write less questions for the students.

In the middle of your lesson / at the end of the lesson:

- To practice and review the main grammar structure or target expression after these have been explicitly taught.

It may be better to have questions that use the target expressions or grammar already written down inside of the envelopes if you would like to practice what you have just taught as students may not be so confident writing what they have just learnt.

Otherwise, getting students to write 1 question each and having some already inside of the envelope prepared is a good way to let students formulate their own questions and challenge them to talk at the same time.

## Running Dictation

Type of students: I have found that this game works better with higher level students, but it can be scaffolded to suit lower level students as well. Students that like to get up and move around often love this game.

Skills Targeted: Listening and Speaking

Materials needed:

10-25 running dictation worksheets.

Paper for students to write their answers on.

1 running dictation answer sheet.

Explanation:

**\*\*Before the lesson begins you will need to stick 10-25 running dictation worksheets on the walls.\*\***

1. Split students into pairs.
2. Explain that one person in their group of two needs to be the 'runner' and the other person needs to be the 'writer'.
3. The 'runner' will run up to one of the worksheets on the wall and try to remember all of the words in a particular question or problem. They will then run back to their writer and tell them what is written on the worksheet.
4. The 'writer' will then write down what they hear. The 'runner' can run back to a worksheet as many times as they like until the full problem or question is written down on the paper. The writer and runner must work together to try and solve the question or problem.
5. Then the runner and writer swap roles. The person who was the 'writer' is now the runner and the 'runner' is now the 'writer'.
6. The game continues until a pair of students has completed all of the problems on the worksheet.

**\*\*Usually I tell students to complete all of the problems associated with one question before calling their teacher over to check their answers. If students are always raising their hands it means that you are constantly running around checking a million different answers at once!\*\***

## **How to integrate it into your lesson:**

At the beginning of the lesson:

- To review content of the previous lesson
- Get students talking

\*\*I have found that this activity takes around 5 minutes to explain and can take anywhere from 5 minutes to 35 minutes to play (depending on the size of your worksheet)\*\*

- To use this game as a warm up:
- Make smaller, easier questions.

In the middle of your lesson / at the end of the lesson:

- To practice and review the main grammar structure, or target expression after these have been explicitly taught.

## Dice Comparison Game

Types of students: This game can work really well with either low level or high level students.

Students usually like this game when they get to make their own category that they can compare!

Skills targeted: Speaking, Listening.

Explanation:

This game is a really simple and fun way to get students to compare different things. It is great when students learn grammar such as 'the ball is bigger than the ant'.

1. Split your class into teams of 4 students.
2. Give each team of students two dice.
3. Tell students to do rock, paper, scissors to decide who starts first.
4. Write a series of numbers and things associated with one category on the whiteboard.

For example:

- Category: Countries
  - 1. France
  - 2. Japan
  - 3. Australia
  - 4. Sweden
  - 5. Russia
5. Tell students to roll both of their dice and take note of which numbers the dice lands on.
  6. The student says a sentence to their group that compares the two categories that match the numbers on their dice. For example, if a student rolled a 2 and a 3 they would need to compare Japan and Australia. The student might say something like 'Australia is bigger than Japan'.
  7. The game keeps going until the students cannot think of any other sentences about one of the words.
    - At this stage they can choose another category from the board and make their own list of things to compare. I always have other categories such as furniture, fruits, vegetables and stationary written on the board. Otherwise students can think of their own category and list of things to compare.

To suit lower level classes you may have to have a few different categories and lists written out on the board for them. You may also need a few sentences with blanks written on the board to support them as they talk so that they feel confident with what they are saying.

Scaffolding sentence:

Object 1 is adjective than Object 2.

Eg. The dog is bigger than the cat.

### **How to integrate it into your lesson:**

At the beginning of the lesson:

- To review content of the previous lesson
- Get students talking

This activity can go from anywhere between 10-20 minutes. It is ideal for a warmup and for a longer in-class game.

- To use this game as a warm up:
- Make smaller, easier questions.

In the middle of your lesson / at the end of the lesson:

- To practice and review the main grammar structure, or target expression after these have been explicitly taught.

## Trial of Strength

Types of students: I have found that this game works best with students who have a higher level of English.

Skills targeted: Speaking and Listening.

Materials:

1. Question cards with answers written on the back (one set of cards for each group of four students).
2. Challenge Cards (one set of cards for each group of four students)

Explanation:

1. Split students into pairs.
2. Make students find another pair that they would like to face in the Trial of Strength game.
3. Give each team of 4 a set of question cards and challenge cards.
4. Students are still in their original pairs but are competing with the other team that they have chosen.
5. Students elect one person from each pair to begin as the interviewer. The other students in the pairs must try to answer the question that is asked by the interviewers. Please refer to the following picture if you are unsure of how to group the teams. Each circle represents one person.

Pairs of Two:

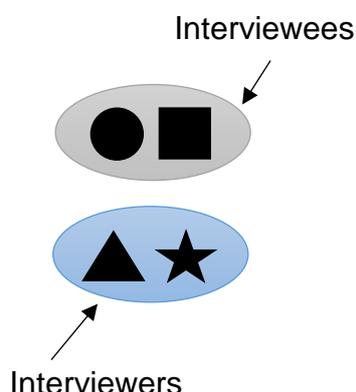
Pair A:



Pair B:



Group of Four:

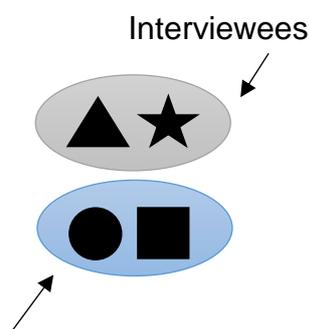


6. The interviewees must listen to the question read by the interviewers. Whoever can answer the question correctly in the fastest time wins (out of the interviewees only). The question must be answered verbally and interviewees must not look at

the question card that the interviewers have.

7. The winning Interviewee gains 1 point for their team. The losing interviewee must draw a card out of the challenge pile and complete the challenge.
8. In the case that neither of the interviewees can get the answers to the question right, the interviewers can give them the answer to the question.
9. Once one person has had a go at being the interviewer they need to swap with their partner and become the interviewee. Both pairs must rotate after each turn.

## 2<sup>nd</sup> Round



Interviewers

### **How to integrate it into your lesson:**

At the beginning of the lesson:

- To review content of the previous lesson
- Get students talking

You can make this activity quicker and use it as a warmup by:

- Only making a few question cards.
- Making students do the activity in pairs rather than in groups of four.
- Eliminating challenge cards or making challenges easy.

In the middle of your lesson / at the end of the lesson:

- To practice and review the main grammar structure, or target expression after these have been explicitly taught.

## **Musical Envelopes**

Types of students: This game can work well with either lower level students or higher level students. I have found that most of my classes look forward to playing this game.

Skills targeted: Speaking and Listening.

Materials:

1. Envelopes filled with questions (you will need 1 envelope for each group of 4 students).
2. A device that plays music (Ipad, mp3 player, laptop)

Explanation:

1. Arrange students in groups of four (they need to face each other).
2. Give each group of 4 an envelope filled with questions.
3. When the music starts playing students will need to pass around the envelope in their circle.
4. When the music stops the student holding the envelope needs to pull out a question and answer it in front of their group.
5. When the music starts again students need to continue passing the envelope around their circle. After one question has been answered make sure to leave it out of the envelope so that the students in the group do not have to answer the same question that has already been picked by someone else.

### **How to integrate it into your lesson:**

Since students like this game so much I wouldn't recommend using it as a warm-up.

In the middle of your lesson / at the end of the lesson:

- To practice and review the main grammar structure, or target expression after these have been explicitly taught.

## **Jumbled Sentences**

Types of students: I have found that this game works well with all students, even lower level students who are less motivated. This game can be modified to also target a variety of different skills which is great.

Skills Targeted: Reading, Listening.

Materials needed:

1. An envelope of sentences that have been cut up. (One envelope for each pair)
2. A series of pictures that relate to each sentence in the envelope that students can describe.

Explanation

1. Split students in the class into pairs.
2. Give each group an envelope.
3. Students need to describe the pictures provided and make sentences using the words from the envelope. Ideally you want to encourage them to use the grammar from the lesson you have taught.
4. The team to make correct sentences that match all of the pictures in the fastest time wins.
5. The teacher can then go through the answers with the students.

This game is good because you can also adapt it to make students recognize what they hear. For example, you could play a dialogue and get students to recreate the sentences that they have heard on their tables using the words from the envelope.

You could also make answering reading comprehension questions more fun by putting the answers in the envelope and making them create the answers on their own. This is especially effective for students that don't like writing. The competition aspect of the game motivates students a lot.

### **How to integrate it into your lesson:**

Since students like this game so much I wouldn't recommend using it as a warm-up. In the middle of your lesson / at the end of the lesson:

- To practice and review the main grammar structure, or target expression after these have been explicitly taught.

## **Word Snap**

Types of students: This game works really well with both high level and low level students, especially at the end of a lesson.

Skills Targeted: Listening

Materials needed:

1. An envelope of random words (sometimes I like to use minimal pair words so that there are a few words that look really similar Eg. Hedge and Ledge)

Explanation:

1. Split students into pairs or groups of four depending on the class size.
2. Give each group 1 envelope of words.
3. Make students take the words out of their envelope and put them face up on the desk.
4. The teacher says one word from the envelope.
5. Students have to snap which word they think it is.
6. Teacher writes the correct word on the whiteboard and students who have picked the wrong word have to put it back. Those who chose the correct word get to keep it as one point.
7. Continue this process until all words are gone.
8. At the end of the game let students count how many word papers they have. The person with the highest number of papers wins out of their team.

### **How to integrate it into your lesson:**

This game can be used at any time during your lesson.

- You can use it at the beginning of the lesson to review content of previous lessons.
- Or you could use it at the end of the lesson when students are getting restless and tired.
- I find the game takes at least 10 minutes to play, although it depends on how many words are in the envelopes.

## Mini-Debates

Type of students: All levels; easily adaptable to suit needs.

Skills Targeted: Listening and speaking.

Materials needed:

Chalkboard, chalk, topics for debate

Explanation:

1. Split students into pairs
2. Give the students a motion for debate, and write it on the board.
3. Make the students do rock paper scissors in pairs to determine which student will support and which will oppose the motion.
4. Give the students one minute of thinking time. In the debate, they will need to state their opinion, give at least one reason for it, and (for high level students) an example or evidence to support the reason. Write an example script they can follow on the board. The script should be adapted to their level.

EXAMPLE of EXAMPLE SCRIPT:

A: I think (motion) because (your reason) . For example, (example or evidence) .

B: You said (repeat A's idea) . I see you point, but I think (oppose the motion) because (your reason) . For example, (example or evidence) .

A: You said (repeat B's idea) , but I think (a new idea or a rebuttal) ...ETC.

5. Give the students two to three minutes to debate.
6. If time allows, have them change partners and repeat the process.

How to integrate it into your lesson:

This activity works best as a warm-up. It can serve as an introduction to a new topic in order to get them thinking about the topic in English, or it can serve purely as speaking practice. Repeating their partner's idea is an important step; if it is omitted students won't do any active listening and spend their partner's speaking time thinking of what they themselves will say next. The activity can be easily adapted to higher and lower levels. The entire process takes about 5 minutes once the students know the procedure, so it is an especially good warm-up activity for busy, academic schools where there is a lot of lesson material to cover and not so much time for activities. Be aware that you will likely have to walk around and remind students to speak in English; if a student is particularly passionate about the topic,

they tend to revert quickly to Japanese to be certain that their partner will understand their ideas.

Topics my students have enjoyed:

USJ is better than Tokyo DisneyLand.

Doraemon should go back to the 22nd century.

Books are better than movies.

All high school students should study abroad.

Chocolate is the best flavor of ice cream.

Breakfast is the most important meal of the day.

## Class Schedule Battleship

Types of students: Mid-high level students; however, this can be tweaked for lower level students

Skills targeted: Speaking, Listening.

Materials Needed: Pencil and Paper

Explanation:

1. Have your students pair up, and on their own scratch sheet(or you could provide them with an already made template), draw a grid similar to this:

Person A

	M	T	W	R	F
1st					
2nd					
3rd					
4th					
5th					

Person B

	M	T	W	R	F
1st					
2nd					
3rd					
4th					
5th					

2. Instruct the students to write down their 5 core subjects (English, Japanese, Social Studies, Math and Science) in any box. NOTE: Be sure to tell them not to show their partner.
3. Rock-Paper-Scissors to determine who goes first.
4. Guess away! The students go back and forth guessing their partner's subject, day and period ("On Friday, during 3rd period, are you taking math?"). If they guess wrong, then it's their partner's turn, if they guess correctly, they can then guess again.
5. The person who guesses all five or has the most guesses within a certain amount of time wins.

### How to integrate it into your lesson:

This game is a good segway into your larger activity or a cool down activity and forces the students to listen to details, thus improving their listening skills. It can also help the students to remember and know how to use their verb tenses. In my class, I set the days to different verb tenses, so when a student A asks a question on a certain day (i.e. Monday is Past Tense), student B must answer in that tense or they lose a point.

## 1 Minute Conversations

Type of students: All levels; easily adaptable to suit needs.

Skills Targeted: Listening and speaking.

Materials needed: Prepared topics, a timer or watch/clock

Explanation:

1. Split students into pairs or small groups.
2. Give the students a topic and ask them to try to keep a conversation about it going for one minute straight without stopping. Let them know it is okay to repeat things, as long as they keep talking.
3. Give students thinking time/preparation time (30 seconds is usually enough).
4. Start the timer.
5. Try again, either in the same pairs or changing partners.

How to integrate it into your lesson:

Great for a warm-up, or in the middle of the lesson, or at the end to finish by reviewing concepts learned. This activity is flexible and can be easily adapted by choice of topic and by posing more restrictions on the conversation ("Try to use X vocabulary or Y grammar structure!"). Students enjoy competing against themselves to see how long they can keep talking, and it is a good confidence boost for them as well when they see how much better they are able to do a second or third time. It is helpful to walk around and prompt students who may be stuck by asking questions about the topic. Takes 3 to 10 minutes, depending on how many times you practice or change the topic.

## **Staring Contest**

Type of students: All levels

Skills Targeted: Communication

Materials needed: None

Explanation:

1. Pair off the students
2. Tell the students the meaning of “staring”, “blinking” and “look away.”
3. Explain the rules of the staring contest (no blinking and no looking away).
4. Have the students practice once or twice with their partner, then have the actual contest!

How to integrate it into your lesson:

This is an excellent brief warm-up activity. Eye contact is important when speaking in English, and many students are shy and tend to look everywhere else but the face. This fun, but small activity can help the students to feel at ease with making eye contact with their friends in class, and eventually rolls over to when they must do speaking exercises or presentations. I would do this particular warm-up if the lesson requires them to speak to a number of their classmates, or if they will do a presentation.



**Useful  
Templates  
and Samples**

## **Ring of Fire Quiz Questions**

1. Should people use throw-away chopsticks? Why / why not?
2. Would you ever consider going on an exchange program? Why / why not?
3. What would you like to be in the future? How will you make your dream come true?
4. What is the most embarrassing situation you have ever been in?
5. What was your favorite thing to do when you were a child? What is your best childhood memory?
6. Do you think traditional Japanese cultural activities, such as tea ceremony, are a waste of time? Or do you think these activities are important? Why?
7. Do you think that the Japanese diet is healthy? Why / why not?
8. If you could do anything what would it be and why?
9. If you had a magical power what would it be and why?
10. What do you think is the most important quality a human can have and why?
11. Name one place in the world you would like to go. Why would you like to go to your chosen place?
12. Do you think that people spend too much time using technology today?
13. What's the most interesting country you have been to? What is the most interesting place in Japan that you have been to? Why?
14. What school subject are you worst at? Why?
15. Who is the strangest person you have met? Why?
16. What is the greatest problem in the world today? Why?
17. Who is the best musician / singer? Why?
18. What is the most difficult thing about studying English? Why?
19. What is your worst nightmare? Why?
20. What was the most wonderful day of your life so far? Why?
21. What was the most terrible food you have ever eaten in your life? Why?
22. Who is the smartest person in your family? Why?
23. What is the weirdest situation you have ever been in? Why?
24. What is the scariest situation that you have ever been in? Why?

## **Ring of Fire Quiz Questions**

1. Which club activity have you joined?
2. What is your favorite school subject?
3. How do you get to school each day?
4. What do you usually do on the weekend?
5. What do you think of your school uniform?
6. What did you eat for dinner last night?
7. Please do a self-introduction including your name and your age.
8. Please do a self-introduction including your name, age and 1 other thing about yourself.
9. Please do a self-introduction including your name, age and your club activity.
10. Do you have any pets?
11. Where in Gifu prefecture do you live?
12. What would you like to be in the future?
13. Who is your favorite family member?
14. What do you like about school?
15. What do you do in the morning before school?
16. What is your favorite color?
17. Where is your favorite place?
18. Where would you like to go?
19. What is your favorite holiday?
20. What is the best thing about your hometown?
21. What are your hobbies?

## **Ring of Fire Card Rules**

<b>2</b>	Answer two questions in front of your group.
<b>3</b>	Ask the person on your right one question from the bowl.
<b>4</b>	Ask the person on your left one question from the bowl.
<b>5</b>	Answer one question from the bowl yourself.
<b>6</b>	Touch your nose. The last person to touch their nose has to pull a question from the bowl and answer it.
<b>7</b>	Pick again.
<b>8</b>	Words. If a student draws this card they must say a topic and think of a word relating to that particular topic. Eg. Topics: Fruit. Words: Banana, Orange, Apple. Then students must form a vocabulary chain. The person who can't think of a word or makes a mistake has to pull a question from the bowl and answer it.
<b>9</b>	Bunny ears. The last person in the class to make bunny ears with their fingers has to pick up one question from the bowl and answer it.
<b>10</b>	Ask one of the teachers in your class one question from the bowl.
<b>King</b>	Ask someone from another group one question from the bowl.
<b>Queen</b>	Ask a girl in your group one question from the bowl.
<b>Jack</b>	Ask a boy in your group one question from the bowl.
<b>Ace</b>	Free card. You can skip your turn.

## RING OF FIRE CARD GAME RULES

<b>2</b>	Answer two questions from the envelope.
<b>3</b>	Ask the person on your right one question from the envelope.
<b>4</b>	Ask the person on your left one question from the envelope.
<b>5</b>	Answer one question from the envelope yourself.
<b>6</b>	The last person to touch their nose has to draw a question from the envelope and answer it.
<b>7</b>	Ask anyone a question you have drawn from the envelope.
<b>8</b>	The last person to put their hands in the middle of the table has to pull a question from the envelope and answer it.
<b>9</b>	The last person in the class to make bunny ears with their fingers has to pick up one question from the envelope and answer it.
<b>10</b>	Ask one of the teachers in your class one question from the envelope.
<b>King</b>	Ask someone from another group one question from the envelope.
<b>Queen</b>	Ask a girl in your group one question from the envelope.
<b>Jack</b>	Ask a boy in your group one question from the envelope.

Please write notes in the boxes below about each rule as they are explained.

<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	
<b>6</b>	
<b>7</b>	
<b>8</b>	
<b>9</b>	
<b>10</b>	
<b>King</b>	
<b>Queen</b>	
<b>Jack</b>	

## Running Dictation

### 1. Make sentences out of these words and phrases:

- project / “investigation” (調査)
- trip / a good day
- friendly / hardworking
- drink / health

### 2. Unjumble the sentences below:

School / the place / is / to / went / where I / this.

Home / the time / I / five / go / usually / is / when.

Birthday / where / celebrated / my / 21<sup>st</sup> / this / the place / is / I.

The reasons / I / working / these / so / are / hard / why / like.

Ended / in / how / is / this situation / this / we / up.

### 3. Fill-in-the-blanks below:

Sammy: Do you know ( ) we need to go ( ) our speech practice?

Nomura Sensei: I'm not sure. It's only ( ) o'clock now and ( ) ( ) is the ( ) when we are supposed to start practicing.

Sammy: Oh okay. Who's in your group?  
Nomura Sensei: Sally. She is great ( ) speaking English and ( ) ( ) ( ) she is very ( ) ( ).

Sammy: That's great. This is ( ) ( ) have chosen to write our ( ). How have you chosen to write yours?

Nomura Sensei: We haven't decided yet!

### 4. Describe the pictures below using relative clauses:



## Running Dictation Answers

### 1. Make sentences out of these words and phrases:

- The project is what we call an investigation.
- Today is what I call a good day for a trip.
- My mother is friendly but what's more is she is hard working.
- Drink only what is good for your health.

### 2. Unjumble the sentences below:

This is the place where I went to school.

5 is usually the time when I go home.

This is the restaurant where we celebrated my 21<sup>st</sup> birthday.

These are the reasons why I like working so hard.

This is how we ended up in this situation.

**\*The words highlighted in yellow are interchangeable. Students can write any time / adjective they like in these boxes.\***

### 3. Fill-in-the-blanks below:

Sammy: Do you know ( where ) we need to go ( for ) our speech practice?

Nomura Sensei: I'm not sure. It's only ( 3 ) O'clock now and ( 4 ) ( O'clock ) is the ( time ) when we are supposed to start practicing.

Sammy: Oh okay. Who's in your group?

Nomura Sensei: Sally. She is great ( at ) speaking English and ( what ) ( is ) ( more ) she is very ( reliable ).

Sammy: That's great. This is ( how ) ( we ) have chosen to write our ( speech ). How have you chosen to write yours?

Nomura Sensei: We haven't decided yet!

### 4. Describe the pictures below using relative clauses sentences:

China picture: this is how we get from Japan to China

Cafeteria picture: This is the place where we eat our lunch.

KFC picture: Don't eat what is bad for your health.

Phone booth picture: This is a place where we go to make phone calls.

Present picture: This present is what I have always wanted.

## Trial of Strength Questions Cards

<p>Question 1: Choose the correct verb to go in the following sentence: <i>The old lady (            ) over there is my grandmother.</i></p> <p>a. Sit b. Sat c. Sitting d. Passing</p>	<p>Question 2: Chose the correct verb to go in the following sentence: <i>This is a photo (            ) in Hawaii.</i></p> <p>a. Took b. Taking c. Taken d. Shown</p>
<p>Question 3: Choose the correct verb to go in the following sentence: <i>I kept (            ) until I couldn't run anymore.</i></p> <p>a. Running b. Ran c. Run d. Working</p>	<p>Question 4: Make a sentence out of the following words:  Imported / Japan</p> <p>Example Answers: This is a car <i>imported</i> from Japan. The <i>imported</i> Japanese car looked magnificent. My uncle had a car <i>imported</i> from Japan.</p>
<p>Questions 5: Make a sentence out of the following words:  Broken / Microwave</p> <p>Example Answers: I showed the <i>broken microwave</i> to my sister.</p>	<p>Question 6: Make a sentence out of the following words:  Covered / Snow</p> <p>Example Answers: The road had been <i>covered</i> in <i>snow</i>. He found the road <i>covered</i> with <i>snow</i>.</p>
<p>Question 7: Fix the sentence below: <i>I saw (Catherine, sitting, friend, my) in the movie theatre.</i></p> <p>Answer: I saw my friend Catherine in the movie theatre.</p>	<p>Question 8: Fix the sentences below: My elder sister (asked, continually, same, the) question.</p> <p>Answer: My elder sister continually asked me the same question.</p>

Question 9:

Describe the picture below to your partner. Let them make a sentence that describes the picture:



Question 10:

Describe the picture below to your partner. Let them make a sentence that describes the picture:



Question 9 Example Answer:

The man walking the dog is my husband.

I saw a dog walking in the park.

A dog came running towards us.

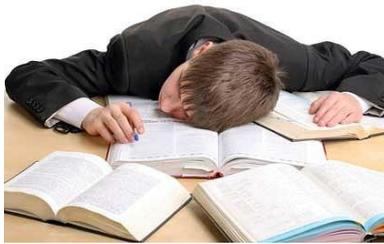
Question 10 Example Answer:

This is a picture taken in Kyoto.

I showed the photo I took in Kyoto to all of my friends.

Question 11:

Describe the picture below to your partner. Let them make a sentence that describes the picture:



Question 12:

Describe the picture below to your partner. Let them make a sentence that describes the picture:



Question 11 Example Answers:

The man continued studying until he fell asleep.

The man sleeping on the books over there is my father.

I saw a man sleeping on books in the library.

Question 12 Example Answers:

I saw the building falling down.

The building falling down was very scary.

The building that fell down will be repaired.

Question 13:

Fix the sentence below:

A boat (sailing, came, towards) us.

Answer: A boat came sailing toward us.

Question 14:

Change the verb into the correct tense:

The students (study) Japanese are taking a trip to Japan.

Answer: The students studying Japanese are taking a trip to Japan.

<p>Question 15: Change the verb into the correct tense: Our family stayed in an apartment (overlook) the ocean.</p> <p>Answer: Our family stayed in an apartment overlooking the ocean.</p>	<p>Question 17: Change the verb into the correct tense: The (rise) sun was very beautiful.</p> <p>Answer: The rising sun was very beautiful.</p>
<p>Question 18: Sammy (make) herself (understand) in English.</p> <p>Answer: Sammy made herself understood in English.</p>	<p>Question 19: We had our picture (take) in front of the statue.</p> <p>Answer: We had our picture taken in front of the statue.</p>
<p>Question 20: Describe the picture below to your partner. Then let them make a sentence that describes the picture.</p> 	<p>Question 20 Example Answers:</p> <p>Put the tomatoes in boiling water. I poured the boiling water over the noodles. I saw water boiling on the stove.</p>

## Trial of Strength Challenge Cards

<p>Challenge 1:</p> <p>Say the following tongue twister:</p> <p><i>I saw Susie sitting in a shoe shine shop. Where she sits she shines, and where she shines she sits.</i></p>	<p>Challenge 2:</p> <p>Say the following tongue twister:</p> <p><i>Send toast to ten tense stout saints' ten tall tents.</i></p>
<p>Challenge 3:</p> <p>Put the following verbs into past tense:</p> <ol style="list-style-type: none"><li>1. Buzz</li><li>2. Smash</li><li>3. Squeak</li><li>4. Hiss</li></ol>	<p>Challenge 4:</p> <p>Put the following verbs into past tense and use them with a noun. Example: Broken wristwatch</p> <ol style="list-style-type: none"><li>1. Squash</li><li>2. Tear</li></ol>
<p>Challenge 5:</p> <p>Say the following tongue twister:</p> <p><i>How can a clam cram in a clean cream can?</i></p>	<p>Challenge 6:</p> <p><i>I wish to wish the wish you wish to wish, but if you wish the wish the witch wishes, I won't wish the wish you wish to wish.</i></p>

## Jumbled Sentences

I've decided to visit the hospital .

I'd like you not to laugh so loudly .

I'm planning to meet my mother in San Francisco .

I don't know how to ride a bicycle .

I don't know what to bring .

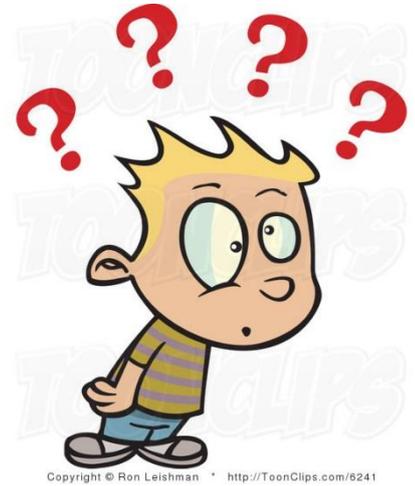
Tell me where to put this cabinet .

It wasn't easy for me to find that bus stop .

I have a lot of things to buy at the supermarket .

I decided not to study for the test .

I realized I didn't know who to ask when I arrived at my destination .



**Word Snap**

Desk	Disk	Neck	Knock	Leave	Left
Van	Fan	Thumb	Some	Theft	Kept
Light	Right	Lack	Rack	Clash	Crash
Rink	Think	Wide	Rise	Squeeze	Please
Time	Rhyme	Take	Steak	Fin	Fit
Alive	Arrive	Test	Rest	Got	Get
Page	Pays	Sweet	Sweat	Shack	Shake
Bad	Badge	Seat	Cheat	Drip	Drive
Pea	Bee	Lit	Let	Love	Dove
Hedge	Ledge	Knit	Knee	Pat	Pet
Cap	Cup	Keep	Keen	Sweep	Swipe
Dust	Crust	Lap	Snap	Pump	Lump
Cheap	Chip	Track	Trick	Save	Say
Lame	Name	Last	Lest	Felt	Smelt
Am	An	Head	Had	Jive	Chive
Sing	Thing	Fold	Cold	Cave	Came
Play	Pray	Fell	Fill	Sea	Seep
Lank	Rank	Kept	Slept	Drug	Dug
Lather	Rather	Trim	Limb	Cake	Cape
Draw	Door	Mass	Mash	Like	Lake

## Lesson Planning Template

Brainstorming:

Goals:

Materials  
Needed:

Warm-up:

Introduction:

Practice:

Production:

Review:

## Lesson Planning Template

Brainstorming:

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Review:



**Other  
Resources**

## Useful Websites

For ideas to make classes fun, visit the following websites:

- <https://www.eslcafe.com/idea/index.cgi?Games>
- <https://busyteacher.org/>
- <http://iteslj.org/c/games.html>
- <https://www.fluentu.com/>

For ideas on what to do when you have 5 minutes left at the end of class:

- <https://www.tefl.net/elt/ideas/games/scraps/>
- <http://www.how-to-teach-english-in-japan.com/esl-almost-no-prep-activities.html>
- <http://eslgames.com/no-prep-warm-up-activities/>
- <http://blackboardtalk.com/2017/08/27/5-easy-vocabulary-games-fill-extra-class-time-no-prep/>
- <http://iteslj.org/c/games2.html>

For keeping up-to-date with Japanese pop culture in English:

SoraNews24

AramaJapan

## **Pop Culture List**

### **Music**

#### **Japan**

- Kenshi Yonezu
- RADWIMPS
- Kana Nishino
- Bump of Chicken
- LiSA
- Miku Hatsune (Vocaloid)
- EXILE
- Arashi
- AKB48
- SMAP
- ONE OK ROCK

#### **South Korea**

- TWICE
- MOMOLAND
- BTS
- Big Bang
- EXO
- Seventeen
- GFriend

#### **The U.S. & Canada**

- Ariana Grande
- Austin Mahone
- Justin Bieber
- Red Hot Chili Peppers
- Bruno Mars
- Taylor Swift
- Lady Gaga
- Carly Rae Jepsen

#### **The U.K.**

- Ed Sheeran
- The Beatles
- One Direction

### **Anime/Manga**

**NOTE: Some titles could be popular in both sections.**

#### **Anime**

- Sword Art Online
- My Hero Academia
- One Piece
- Gintama
- My Hero Academia
- One Punch Man
- Doraemon
- Pretty Cure
- Yo-kai Watch
- Crayon Shin-chan
- Mr. Osomatsu
- Detective Conan
- Love Live
- Mirai of the Future
- Tokyo Ghoul:re
- Wotaoki: Love is Hard for Otaku
- Jojo's Bizarre Adventure

#### **Manga**

- Re:Zero -Starting Life in Another World
- KonoSuba: God's Blessing on this Wonderful World
- Attack on Titan
- Haikyu!!
- The Seven Deadly Sins
- Fairy Tail
- Cardcaptor Sakura: Clear Card
- Blue Exorcist
- Kingdom
- Magi
- Food Wars

# 1K: Lesson 14, “Hobbies”

## (SAMPLE LESSON PLAN with WORKSHEETS and RESOURCES)

### Goals:

By the end of the lesson students will:

- Be able to create their own sentences using gerunds in conjunction with the ‘to’-infinitive they learnt last week. These sentences will be created in both spoken and written forms.
- Remember and apply new vocabulary in spoken and written forms.

**Skills Practiced:** Reading, Speaking, Listening.

### Learning Styles Accommodated:

Aural

Visual

### On the board:

Today’s Lesson:

- Small Talk: Hobbies
- Homework Check
- Vocabulary
- Phase 10
- Review and Homeowrk

### Materials:

- 22 vocabulary sheets
- 5 Phase 10 word envelopes
- 5 Phase 10 rules sheets
- 5 packs of ordinary playing cards
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Warm Up	Small Talk: “Hobbies”.
Duration 5-7 minutes	Students have to talk about their hobbies. They need to start by using “My hobby is.....”. They could also describe the hobbies of their families and friends.

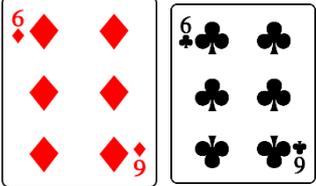
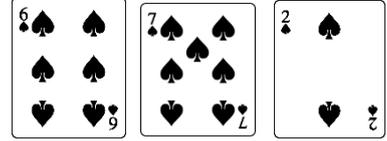
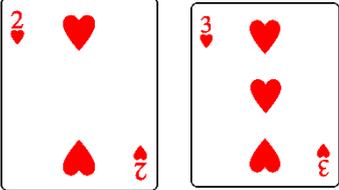
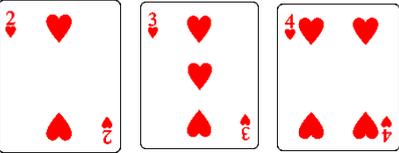
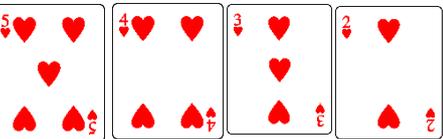
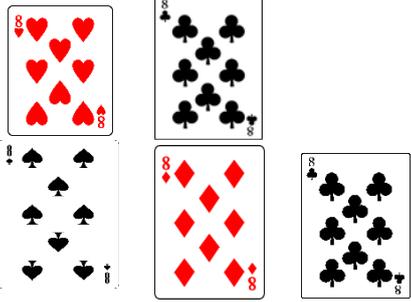
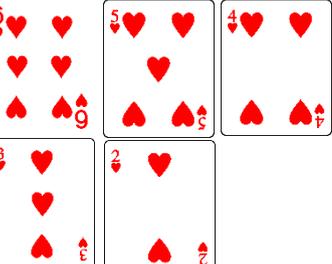
	<p>Students could also talk about what they enjoy. "I enjoy (verb – ing).</p> <p>A few students are elected to talk in front of the class.</p>
<p>Introduction</p> <p>Duration 15 minutes</p>	<p>Check Lesson 13 homework. Allot students to give each answer. Do this in rows. Bring names cards to pick students if needed.</p> <p>Students get given vocabulary sheets and Nomura-Sensei and I go through the new words together. Draw students' attention to how each of the words have been used in the textbook to give them ideas of the ways in which they can use words.</p> <p>I read sentences under Part A , Part B and Point and students repeat them after me.</p>
<p>Practice / Production</p> <p>Duration 30 minutes</p>	<p>Phase 10 with grammar questions included. Explain that students have to use the grammar on pgs 42, 44 and 46 of their Big Dipper textbook.</p> <p>Explanation may take 5-10 minutes. This gives students around 20 minutes to play.</p> <p>Rules for Phase 10:</p> <p>Students get split into groups of four. Each group of 4 does rock, paper, scissors to find out who starts the game.</p> <p>The person who has won rock, paper, scissors deals 10 ordinary cards to each player.</p> <p>Place the leftover cards next to the Phase 10 envelope of words.</p> <p>Turn the top card of the draw pile over and place it next to the pile. This is the discard pile.</p> <p>At the beginning of their turn players must draw a card from either the discard pile or the draw pile.</p>

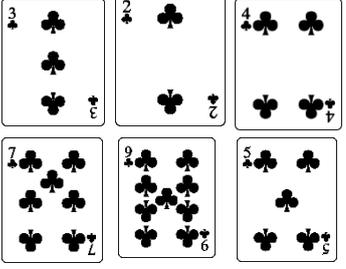
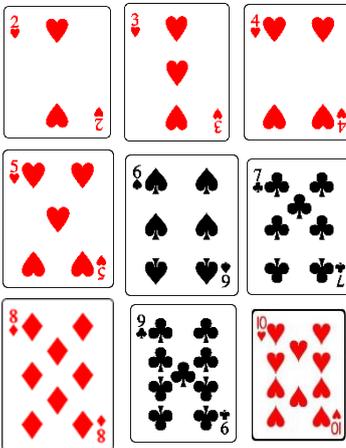
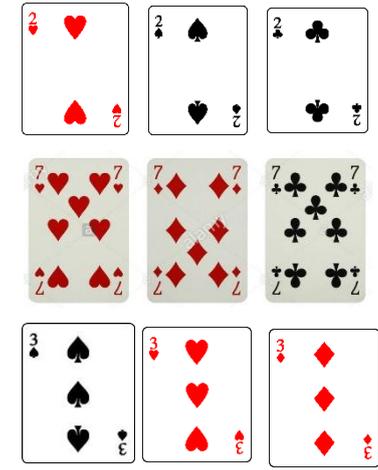




Stay (V)	Allow (V)	Decide (V)
Wander (V)	Avoid (V)	Warn (V)
Fix (V)	Give Up (V)	Abroad (Adv)
Make (V)	Help (V)	Destination (N)
Learn (V)	Ascend (V)	Advice (N)
Realize (V)	Descend (V)	Prescription (N)
Decide (V)	Refuse (V)	Household chores (N)
Warn (V)	Wander (V)	Cat (N)
Window (N)	Hit (V)	Place (N)
Door (N)	Photographs (N)	Historical (Adj)
Table (N)	Cook (V)	Run (V)
Lock (V)	Lunch (N)	Relax (V)
Open (V)	Restaurant (N)	Be careful (V)
Close (V)	Famous (Adj)	Quiet (Adj)

## Phase 10 Rules

Phase 1	<b>Set of 2</b> (Same number) + to infinitive. (Eg. <i>I've decided to learn about Japanese culture</i> ).	
Phase 2	<b>Set of 3 Spades</b> + interrogative (疑問詞) and to infinitive. (Eg. <i>I don't know how to complete this form</i> ).	
Phase 3	<b>Run of 2</b> (Same suit (柄), ascending order) + to - infinitive stating a purpose relationship. (Eg. <i>I woke up early to begin studying for the examination</i> ).	
Phase 4	<b>Run of 3</b> (Same suit, ascending order) + SVO to – infinitive. (Eg. <i>I wanted my mother to talk with my brother</i> ).	
Phase 5	<b>Run of 4</b> (Same suit, descending order) + gerund. (Eg. <i>My father's hobby is cooking dinner</i> ).	
Phase 6	<b>Set of 5</b> (Same number) + to infinitive. (Eg. <i>I remember seeing her yesterday</i> ).  You must use one of the following verbs: Decide, Hope, Wish, Plan, Refuse, Enjoy, Mind, Give up, Stop, Avoid, Remember, Forget.	
Phase 7	<b>Run of 5</b> (Same suit, descending order) + to – infinitive. (Eg. <i>I'm going to live in Gifu City</i> ).	

Phase 8	<p><b>Set of 6 Clubs</b> + gerund.  (Eg. <i>I don't like her writing on the whiteboard like that</i>).</p>	
Phase 9	<p><b>Run of 8</b> (Any suit, ascending or descending order) + to infinitive.   You must use one of the following verbs:  Decide, Hope, Wish, Plan, Refuse, Enjoy,  Mind, Give up, Stop, Avoid, Remember,  Forget.</p>	
Phase 10	<p><b>3 Sets of 3</b> (3 of 3 cards) + gerund.</p>	









## PLAN B-TECHNICAL DIFFICULTIES

*Always have a non-tech version of your lessons*

- Use the textbook
- Print off pictures

*Worksheets with partners*

Can be used as idle time as you prepare your computer



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## PLAN C-BOREDOM

Utilize games

- Games that involve moving around
- Games that involve collaboration

Speaking practice

- Have them stand up and move around
  - Conveyor Belt
- Give them cards or topics to talk about



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## PLAN D-CONFUSION

Confidence Boosting Games

- Games like musical envelopes

Teach an easier lesson (If all else fails)

- Review of a previous lesson



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## IN CONCLUSION

- Even your best planned and most thoroughly prepared lessons will go badly sometimes.
- Experiment and learn from the failures.
- “Fake it ‘til you make it” is...in fact...a thing...
- BE POSITIVE AND HAVE FUN!!

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