

# ① Introductions Between Friends

**Goal:** Students will learn how to introduce their friends.

**Engage** – How do you get your students interested in this lesson?  
(Teacher – Student or Student – Student Interaction)

**Study** – Meeting the goal of the lesson!  
(Teacher – Student Interaction)

Topics:

- Greetings: Hello, What's your name? Nice to meet you, Where are you from?
- Answers: My name is~, I'm from~, Nice to meet you too.

**Activity** – Students learn through activities!  
(Student – Student Interaction)

- \*Students will pair up. Each pair will receive 5 cards. They will write their names on the cards. (It's good to have the dialogue on the cards too). On the back of each card are stamps. Each stamp is worth different points (ex: an elephant stamp is worth 3 points and a zebra stamp is worth 2 points). *The students don't know how much each stamp is worth until the end of the activity.*
- \*Students will first introduce their friends.
- \*One person from each pair will *janken*. The winners take one of the losers' cards.
- \*Students who lose all of their cards must sit down.
- \*Once most of the class has *janken*, the activity should end.
- \*The pair with the most points wins.

**Notes:**

The back of the card



= 5 points

## ② INVITATIONS

**Goal:** Students will learn how to invite people for activities such as shopping, eating out, and attending events.

**Engage** – How do you get your students interested in this lesson?

(Teacher – Student or Student – Student Interaction)

**Study** – Meeting the goal of the lesson!

(Teacher – Student Interaction)

Topics:

- How to ask for someone to go with you somewhere (please see below).
- How to answer (Yes; No; Sorry, I'm busy; I wish I could, but~, Thanks for the offer).

Please teach the differences between:

- Can you go shopping with me tomorrow? (casual, command)
- Will you go shopping with me tomorrow? (polite, command)
- Would you (like to) go shopping with me tomorrow? (formal, polite)

**Activity** – Students learn through activities!

(Student – Student Interaction)

- \*Each student will receive a card with one event (go to Sports Day) or activity (go shopping).
- \*Students will *janken* each other. Winner asks the target question using their card's event/activity.  
Example: The card says, "go shopping, tomorrow", so the student will ask, "Would you go shopping with me tomorrow?"
- \*The loser answers and signs their name on the winner's card.
- \*At the end of the activity, ask students how many signatures they have. The student with the most signatures is the winner.
- \*To make this activity more real, you can make an invitation (envelope and *laminated* card) with an RSVP.
- \*For variation, you can ask the students to pick a character they like and make a short presentation with their characters' personality.
- \*A presentation can be added to this activity by asking the students to pair up with their last *janken* partner. They will do the dialogue in front of class.

**Notes:**

### ③ My School Life

Please pick one ALT's school life from their home country.

**Goal:** Students will learn about \_\_\_\_\_'s school life in \_\_\_\_\_.  
(ALT's name) (ALT's home country)

**Engage** – How do you get your students interested in this lesson?  
(Teacher – Student or Student – Student Interaction)

**Study** – Meeting the goal of the lesson!  
(Teacher – Student Interaction)

The ALT will give a short presentation about their school life in their home country.

Topics to talk about:

- Class Periods (the length of each class and break)
- Lunch (what you ate for lunch)
- Subjects (what the requirements for graduation was, what you took when you were in school)
- Clubs (the kind of clubs you were in and what clubs were available at your school)
- Sports (the kind of sports you were in and what clubs were available to you)

**\*To the teachers:** It's important to make a note that the schools in one area differ in your home country.  
(This is the case in the U.S.).

**Activity** – Students learn through activities!  
(Student – Student Interaction)

- \*This can be a group activity or pairwork activity. (Pairwork keeps too much talking to a minimum).
- \*After each section (ex. class periods, lunch time, subjects, clubs, sports), ask students random questions about the ALT's school life.
- \*Give the students a chance to discuss what they think about school life in the ALT's home country. This should take around 2-3 minutes per discussion part.
- \*When the ALT's presentation is finished, the students in their groups/pairs will write a few sentences in English about what they think about the ALT's school life.
- \*Groups/pairs will present their sentences in front of class or to the ALT.

**Notes:**

## ④ talking on the telephone

**Goal:** Students will learn how to greet people and answer the telephone in English.

**Engage** – How do you get your students interested in this lesson?  
(Teacher – Student or Student – Student Interaction)

**Study** – Meeting the goal of the lesson!  
(Teacher – Student Interaction)

In this part, it's OK to use the book dialogue since most books use similar dialogue.

Topics:

- Greeting (Hello. Goodbye. See you later.)
- Asking for someone (Is Maki there? May I speak to Maki?)
- Answering (Sorry, he/she isn't here. Can I take a message? This is Maki.)

**Activity** – Students learn through activities!  
(Student – Student Interaction)

- \*Pass out worksheets to each student.
- \*Students will pick one of the characters from the worksheet and paste it into the box: "My Character".
- \*Do a model dialogue using the worksheet material.
- \*Students will do the dialogue between each other using their character's personality (ex. Pikachu has a high voice).
- \*Once the students have finished the dialogue, they will sign each other's paper.
- \***To the teachers:** It's important to monitor the students in this activity since sometimes they just sign their papers without doing the dialogue.

**Notes:**

## ⑤ BUYING THINGS

**Goal:** Students will learn the language used to buy things (clothing, shoes, etc.).

**Engage** – How do you get your students interested in this lesson?  
(Teacher – Student or Student – Student Interaction)

**Study** – Meeting the goal of the lesson!  
(Teacher – Student Interaction)

Topics:

- Numbers and money in English (\$ = dollars, bucks; ¢ = cents)
- Questions: How much does it cost? Do you take credit cards/cash? Can I see this in a bigger/smaller/different size? Is this in blue/green?
- Answers: About \$28. Yes, we take credit cards/cash. No, we don't. Yes, there is a bigger/smaller/different size. Yes, this is in blue/green.

\*Culture points:

- Pronunciation in native American English can be slightly different (ex: \$28.50 = twenty-eight dollars and fifty cents = twenty-eight, fifty).
- More vocabulary is good to teach for advanced classes (ex: discount, tax, tip, type of material [silk, etc.], colors, change [お釣り, *otsuri*]).

**Activity** – Students learn through activities!  
(Student – Student Interaction)

- \*Set up the room like a marketplace (each desk is a booth).
- \*Half the students will be the sellers. The other half of students will be the buyers.
- \*The buyers will have a set of cash (fake yen is OK). They will go to each buyer and “buy” something.
- \*The buyer can't spend more than what they already have.

**For advanced classes:**

- \*Each item has an English word on it. For example, the T-shirt seller will “sell” (paper) T-shirts with the word “buy” on it. The hat seller will “sell” (paper) hats with be-verbs on it.
- \*The students will make target sentences with the items.
- \*The students who can make the most English sentences (and NOT spend all of their cash) will win.
- \*Once the activity finishes for half the class, the sellers will become the buyers and the buyers will become the sellers.

**Notes:**

## ⑥ ORDERING food

**Goal:** Students will learn how to order food from a restaurant.

**Engage** – How do you get your students interested in this lesson?  
(Teacher – Student or Student – Student Interaction)

**Study** – Meeting the goal of the lesson!  
(Teacher – Student Interaction)

In this lesson, it's OK to use the book dialogue.

Topics:

- How to order from a fast food restaurant (I'd like two hamburgers and a small order of fries.)
- How to answer questions (What size (fries) would you like?)

\*Each country has a different way of ordering food. For example, in the U.S., people order food at McDonald's by number (I'd like a number 3).

**Activity** – Students learn through activities!  
(Student – Student Interaction)

\*In pairs, students will write their script (based on the book dialogue). *\*Please make sure that the students use different foods than what the book has.*

\*The students will do a live skit with props using their script.

**Notes:**

## ⑦ GIVING DIRECTIONS

**Goal:** Students will learn how to give directions in English.

**Engage** – How do you get your students interested in this lesson?  
(Teacher – Student or Student – Student Interaction)

**Study** – Meeting the goal of the lesson!  
(Teacher – Student Interaction)

\*In this lesson, please make sure to test the students' understanding.

Topics:

- Vocabulary (right, left, straight, turn, cross over ~, corner, street, signal, light, stop sign)
- Places (grocery store, convenience store, movie theater, gym, arcade, etc.)
- Useful expressions (You'll see ~ on your ~, Go along this street, You'll come to a ~, etc.)

**Activity** – Students learn through activities!  
(Student – Student Interaction)

\*In pairs, students will be given a worksheet with a map and 2 places on a strip of paper.

\*Students will write directions in English from Place A to Place B.

\*Students will tell the teacher(s) the directions in English.

\*Students will tell the JTE(s) the directions in Japanese.

\*Teachers will give a stamp or sticker to completed directions. They will give students a new strip of paper with 2 places.

\*For bigger classes (30-40 students), the students don't have to give the directions in Japanese (unless the ALT understands Japanese).

**Notes:**

## ⑧ Celebrating Holidays

\*Please pick a holiday you would like to celebrate with students.

**Goal:** Students will learn about the \_\_\_\_\_ holiday.

**Engage** – How do you get your students interested in this lesson?

(Teacher – Student or Student – Student Interaction)

**Study** – Meeting the goal of the lesson!

(Teacher – Student Interaction)

\*The ALT will give a presentation about the holiday using pictures and simple language.

Topics:

- When is the holiday?
- What do people eat on that holiday?
- What do people do on that holiday?
- What do people wear on that holiday?
- Why is that holiday important?

Example:

スペイン語: *Día de los Muertos* (ディアデロスムエルトス)

日本語: 死者の日, *shishanohi*; 死んだ人の日, *shindahitonohi*

英語: Day of the Dead (celebrated in Mexico, the Philippines, and Spain)

This holiday is from October 31<sup>st</sup> to November 2<sup>nd</sup> (3 days).

The holiday is like a Mexican *obon*. People's ancestors come back.

People eat *pan de los muertos* for this holiday. (Did you know *pan* in Spanish is the same as *pan* in Japanese?)

People make candy skulls and decorate them.



**Activity** – Students learn through activities!

(Student – Student Interaction)

\*This activity is open to anything since every holiday is different.

Example: Day of the Dead

\*Students will decorate their own skulls (頭がいこつ, *zugaikotsu*).

**Notes:**