

Interactive English

for

Elementary Schools



March, 1997

The Board of Education, Kyoto City

Nagamatsu Memorial Education Center

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Note : PR - Physical Response / VR - Verbal Response

All syllabus were written by Setsuo Nakamura, 1996-97.

All activities were field-tested in Rakuchu Elementary School by Matthew John Lindsay , 1996-97.

Communicative Functions were based on *"Threshold Level"* by van Ek, 1976.

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Special thanks to Jun Kitamura who dedicates himself to designing a new pedagogy.

Communicative Functions : **When meeting people.**

Activities : **Coming to the front and shaking hands.**

1. ***"Hello! My name is Matthew John Lindsay."***

Write your name on the chalkboard. The students don't know the alphabets, but they will understand that it's your name.

2. ***"Call me Matt."*** Make underline ***Matthew*** and repeat ***"Matt"*** several times slowly and clearly.

3. ***"I'm from Perth, Australia."*** Show the national flag and the world map on TV. Repeat ***"Australia"*** and ***"Japan"*** pointing to each other. Remember that most of the students have never seen the national flag of Australia or the world map. Even though they may not understand what you say, some students will find something out of your words.

4. ***"You can see the Southern Cross in Australia."***
We are never able to see the Southern Cross in Japan. Instead of the Southern Cross, you can add some topics about Australia.

5. ***"I'm twenty seven years old."*** Write 27 on the chalkboard. If they don't understand what the number means, you can count up from 1 to 27, or 1969 to 1996.

6. ***"I like surfing."*** Show the students some pictures of big waves. Explain how you catch the wave and ride on the board by gesture.

7. ***"Next, we're going to divide our class into three groups. These are group 1, 2,..."*** Touch each member of the groups and let them stand up telling them ***"You're group X."***

8. ***"Raise your hand, group X."*** Check the members of each group. As the students don't know the sounds of ABC, each

group name must be pronounced slowly and clearly.

9. ***"Group X, come to the front and give me your name."*** The students will not understand what the words mean. Let each group come to the front and point to their name tags saying ***"May I have your name?"***, or ***"Your name, please."***, or ***"Name?"***.

10. ***"Hello, (student's name)"*** Handshake adding their name when they answer their names well. If the students cannot say anything, just say ***"Hello."*** to them.

11. ***"Thank you, group X. Go back to your seat."*** If you have enough time at this point, call the students' names again.

12. ***"It's time to finish. Good-bye."*** Elementary school students would rather use good-bye than sayonara. Some students may recognize good-bye as a Japanese word.

Note : Group 1-3 will be decided on staff meeting.

Communicative Functions : **Expressing agreement and disagreement (1).**

Activities : **Simple commands ; Stand up. Sit down.**

1. ***"Hello! My name is...? My name is Ma...?"***

Some students will remember your name, but some will not. Praise them when they answer correctly.

2. ***"Group X, raise your hand."*** At this point, it isn't requested for the students to hear and to comprehend the phrase ***"Raise your hand."*** But, check the students' response to a sound of each group's name. They may react to your action.

3. ***"Stand up."*** Show the students what to do when you request to stand up. Bring a chair to the front of the classroom, remain seated silently for a while. Then you stand up saying ***"Stand up."*** Repeat this action twice.

4. ***"Sit down."*** The same way as above.

5. ***"Everybody, it's your turn. Stand up. Sit down."***

Each command must be given when the students are ready for it. If the students need your gestures, you can do them with your commands. You may check their understanding of these actions ; (1) Stand up. Sit down. Stand up. Stand up. (2) command with reverse gesture (3) adding to some commands that they don't know.

6. ***"Next, here are your photographs."*** Show the students' photos on TV. Probably some students laugh at the photo of classmates. Give them caution if they won't stop.

7. ***"This is____."*** Guess the students' names. For girls, just as Megumi, Kumiko, and Mai. For boys, just as Yusuke, Tetstuya, and Yuta. It will be impossible for any teachers to remember more than 20 students' names at the 2nd lesson. The

students will help you to guess their names. There will be an interactive language lesson.

8. ***"Yes, or no?"*** Tell the students to answer yes or no. Some students may correct the wrong names in Japanese.

9. ***"This is____."*** Repeat the checked student's name using yes/no. Write the name on reverse sides of the photos. Ask the students that all of their photos have shown. If you have enough time, show the photos calling their names again, or try some yes/no questions.

10. ***"That's all for today. Good-bye."*** The younger children like to hold their tutor's hands. Some will jump around you, some will touch your body. You can satisfy them by your eye-to-eye talk to them.

Communicative Functions : **Instructing or directing others to do something (1).**

Activities : **A Song with simple actions / Head, shoulders, knees, and toes.**

1. ***"Hello! Stand up, please. Thank you. Sit down."***

Try these commands without gestures. If the students don't remember what to do, repeat ***"Stand up,"*** two or three times. Your gesture doesn't have to be given to the students until they try to remember what to do.

2. ***"Today we will sing a song. So let us move the chairs in circle."*** It's very important for the students to know the rules of activity before they start to play. However long it takes time, explain how to push the desks back and how to move the chairs in a big circle. You may draw a big circle on the chalk board.

3. ***"Back to your seats. Look at me. This is my head."*** The students are not requested to repeat the new words or to sing a song today. They will touch the parts of the body, when they catch your words : HEAD / SHOULDERS / KNEES / TOES.

4. ***"Touch your head. Touch your shoulders. Touch your knees. Touch your toes."*** These actions will be played ; (1) all together (2) in a group (3) by a student who wishes to try. The students will find that it's a game. They will be excited and try to win the game. Sometimes you will succeed in teaching new words by playing games, but, sometimes you won't. Because games are usually played too fast to catch the new words clearly.

5. ***"I will sing a song called HEAD, SHOULDERS, KNEES, AND TOES. First, just listen."*** Probably you find there are some students who can sing the song of head

shoulders... They will say "sitte iru" in Japanese. Ask them "Do you know this song?" in English.

6. ***"Eyes and ears and mouth and nose..."*** When the students touch their mouth, they must not put their fingers into mouth. Write "O-157" on the chalk board, they will easily understand what is prohibited.

7. ***"We will watch the video."*** Perhaps we don't have enough time to teach these words ; eyes, ears, mouth and nose. The students will play as the cat plays in the video.

8. ***"Time is up. See you next week. Good-bye."*** The lessons of introduction are finished. Would you tell me what you think of these three lessons? Thank you.

Communicative Functions : **Instructing or directing others to do something (2).**

Activities #1 : **A guessing game / Where is the candy?**

Activities #2 : **Around-school tour / Where is the swimming pool?**

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| <p>1. "Hello! Today we will play a game." Show the students a candy. Put the candy on the teacher's desk. Pointing to the candy say "This is a candy." The students may move if they cannot see the candy.</p> <p>2. "I will hide the candy." Put three cups up side down. Pick up one cup and hide the candy in it. After shuffling the cups, ask the students "Where is the candy?". The students will point to one of the cups.</p> <p>3. "This is an eraser. This is a ball." Add an eraser and a small ball. It will make it easy to point that you put the cups apart.</p> <p>4. "Hello, Mr. Sugimoto. Come in, please." Mr. Sugimoto will come to the class room at 3:00p.m.. He will bring some sheet of paper.</p> <p>5. "Well, what is this?" Mr. Sugimoto will go with the words "Ask your students, please.". Draw a big "?" on the board.</p> <p>6. "Won't you help me?" Read the paper that Mr. Sugimoto passed you. It is written in Japanese. Ask some students "What is this?". As it is written in easy Japanese, they can find easily what to do next. Pass them the paper and wait for their requests, sitting on a chair.</p> <p>7. "Stand up? Yes? No?" Group #1&2 will come to you and say something to you. If they request you to stand up, you have to stand up and wait for their next words.</p> <p>8. "Go? Stop?" Ask the students where to go pointing to the window or to the door. Walk to the place where the students point to. You may keep on walking until the students say "Stop," to you.</p> | <p>9. "Go up? Go down?" When you reach to the stairs, ask the students to go up or down.</p> <p>10. "Turn right? Turn left?" At every corner, ask the students which way to go.</p> <p>11. "Thank you, Group #1&2. Group #3&4, next please." Group #3&4 will switch to Group #1&2 and take you to the next place.</p> <p>12. "Group #5&6, please. Group #7&8..."</p> <p>13. "Go back to your class room." Point to our home room on the 2nd floor.</p> <p>14. "Today you learned many words." Review the words with gestures. "Please / Thank you," "Walk / Stop," "Right / Left."</p> <p>15. "Thank you. See you next week. Good-bye."</p> |
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Communicative Functions : Expressing want, desire.

Activities #1 : A role playing : Having fast food at Matt's Dining.

Activities #2 : Cutting paper and pasting it : Making cards of food.

For the 1st grade

1. **"Hello! Welcome to Matt's Dining! I cook hamburgers, hot-dogs, onigiris, and everything you like!"** The students will be happy to see you with your apron and a white cap. Put the cards of food on the board by Scotch tape. Practice the names of the fast foods. About 5 minutes later, Mrs. Kamimura will come to your shop.
2. **"May I help you?"** Mrs. Kamimura will say "Yes, please.". She will point to some cards and ask you what they are. She will say, "Spaghetti, please."
3. **"Here it is. Your spaghetti. Thank you."** Pass her small picture paper. She will cut it and paste it to a thick paper.
4. **"Hello, Mr. Yorioka. May I help you?"** Mr. Yorioka will come and say "No, thank you. Good-bye.". He's just joking...
5. **"Now it's your turn. Group #3, stand up."** Let the students stand in a line. Ask every students **"Hello. May I help you?"**. When the students say nothing to you, let them point to the card that they want to have. Let them go back to their seats and start to make cards of food.
6. **"Use your scissors and paste."** The students have their own scissors and paste in their desks.
7. **"What's this?"** You may move to the students' desks after finishing the role playing.
8. **"Clean up your desks. Put your scissors and paste away. It's time to say good-bye."** If you have enough time, review today's words.

For the 2nd grade

1. (the same as 1st grade)
2. (the same as 1st grade)
3. (the same as 1st grade)
4. (the same as 1st grade)
5. **"Now it's your turn. Move your desks closer in each groups."** Make each groups sit face to face. The students know how to move their desks. Drawing on the board will be easier for the students to understand.
6. **"Cut the picture paper and paste it to the thick paper."** Pass the pictures and thick papers to each groups.
7. **"I'd like to have a hamburger and an onigiri."** Move to each groups and order them some foods. Remember to use the phrases ; **"Please."** and **"Thank you."**
8. (the same as 1st grade)

Communicative Functions : **Instructing od directing others to do something (3).**

Activities : **A Treasure Hunting : Where's Peter Pan?.**

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| <p>1. "Good afternoon! It's sunny today. So let us play in the playground. It's a game called A Treasure Hunting." Most of the students don't know how to play a treasure hunting. Before they go to the playground, they need to have some sample games as a demonstration in the classroom.</p> <p>2. "This is a picture card of Peter Pan. I'll hide it somewhere in this room. Close your eyes, please." Clip the card on the wall. For the first time, it should be clipped on the easy place to find.</p> <p>3. "Open your eyes. Where's Peter Pan?" Do some gestures to look for the card. Walk closer to the card slowly. The students will find the card soon.</p> <p>4. "Try again. Close your eyes." Make the sounds of walking backward or moving the dust box. These sounds will help the students to look for the card. Hide the card under the dust box.</p> <p>5. "Boys, stand up. Let's search for it. 3, 2, 1, start!" Hide the card again. For the second time, it should be put into the cabinet of the keyboard.</p> <p>6. "Girls, stand up. Let's search for it." If they can and can't find the card, say "Finish" to the students.</p> <p>7. "Here's your treasures' list." Pass the paper of orders to each leader of the groups. They are written in easy Japanese. Each group must find 12 cards. Let the students practice the words of "Start" and "Finish".</p> | <p>8. "We will go together." The students can walk in two lines. Take the students to the entrance of the library building.</p> <p>9. "All right. Are you ready? 3, 2, 1, start!" Wait for 5 minutes at the playground.</p> <p>10. "Finish! It's time to finish." It is not easy to make all the students come back to you. Let each leader call the members to come back.</p> <p>11. "Everybody, make two lines. Let's go back to the room." Let the students walk in two lines.</p> <p>13. "Let's review today's words ; Start. Finish. Peter Pan. Captain Hook. Superman. Tinker Bell." You may omit the oral pronunciation lesson if you don't have time.</p> |
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Communicative Functions : **Instructing or directing others to do something (4).**

Activities : **Playing with shadows**

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| <p>1. "Good afternoon! Today we will play with shadows. Before we start, let us practice new words." Walk backward and say "Go." Then stop and say "Stop."</p> <p>2. "Boys, stand up. Go backward." Touch some boys telling them "You're a boy."</p> <p>3. "Make a line." When the Japanese teacher wants to make students stand in a line, they sometimes do the action of stretching both arms in a line.</p> <p>4. "Girls, stand up. Go backward. Make a line."
The students know two ways to make a line ; height order / <i>hiragana</i> order.</p> <p>5. "Let's move to the science room on the third floor." There are 10 tables in the room. The large one is for the teacher. The other 9 are for the students. The tables are fixed as 3 x 3. The central row is the path for the beam. The right and left rows are for the boys and girls.</p> <p>6. "Just a moment. Girls go at first." Probably some boys will dash into the room to take seats they want to sit.</p> <p>7. "All right. Close the curtains, please." Some curtains on the north windows are too high for the students to reach. Turn on some lights in the room.</p> <p>8. "Group #1, move to the central row." Let the students sit facing to the wall. They must not look at the projector, because the strong beam will damage the eyes of the children.</p> <p>9. "Here comes the beam!" Turn off the lights in the room after turning on the beam. The students will excite to have the shadows</p> | <p>on the wall. Perhaps they will jump and wave their hands.</p> <p>10. "Jump! Stop!" As the other students want to play fast, review some words in a short time. "Touch your ... / Hands up. / Hands down."</p> <p>11. "Group #2, please." When the students are changing the seats, turn off the beam and turn on the lights in the room for safety.</p> <p>12. "Raise your right hand." It will be easy for the students to copy your actions. However, remember to check the pronunciation of "R". It is difficult for the Japanese ears.</p> <p>13. "Everybody go back to your seats." Make the shadow of yourself. Wave your hand and say "See you next week."</p> |
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Communicative Functions : **Identifying (1).**

Activities : **Coloring pictures.**

1. **"Good afternoon! Do you like cars?"** Do a small guessing game out of your driving action. The students will say *"jido-sha"* or *"kuruma"* in Japanese. Both words mean "Cars".
2. **"What color do you like?"** Put a black & white picture of a car on the board. Then paint it red just a little. It is enough for the students to understand the color.
3. **"Do you like a red car? We can paint it another color."** Put a new picture on the board. Paint it blue or green.
4. **"Do you want to paint it? Take your color pencils or crayons."** All the students have their own pencils and crayons in their desks.
5. **"Who likes sports cars? Who likes mini-vans?"** Show the students a sports car and a mini-van. Make the students stand in a line. Pass them a sheet of paper like doing at the shopping play.
6. **"What color is it?"** Move to the students. Ask them about the color they paint.
7. **"Have you finished?"** You will find some students finishing painting. Pick up their pictures and put them on the board.
8. **"Finish, please."** As some students will want to paint more, tell them it's time to finish. You may use the word **"Stop"** instead of **"Finish"** if they won't finish.
9. **"Put your pencils and crayons into your desk."** Review the words of colors. The students will be happy if you point to their pictures to learn colors.
10. **"That's all for today. See you next week."**

1. **"Good afternoon! Do you remember a kind of food?"** Draw a vertical line on the center of the board. 1) Put a card of a dessert on the one side of the board. 2) Put a card of a main dish on the other side. 3) Put the third card on the side you think correct.
2. **"This is spaghetti. Which is it belong to?"** The students may answer using the words "Right / Left". They may also answer pointing to right or left side. It is easy for them to collect things together. If you find some students want to answer in the front, you may call them and give them a chance to put the card on the board.
3. **"Are these OK? Good?"** Show the students a finger sign of "OK" or "good" when all cards have put on the board correctly.
4. **"Let's finish collecting food."** Put all the cards of food off and erase the center line.
5. **"Here are another cards. Can you tell me which things are making groups?"** It is not today's goal to teach the students all names of 9 items but to teach them the meaning of the words "Good" and "OK".
6. **"Take your scissors. Cut the paper along the line. You will have nine cards on your desk."** Show the students how to cut the paper. Let the students take and pass the paper backward.
7. **"Collect the things together."** It must be difficult for the students to understand the meaning of these words. So move to the students and show them what to do. Check the students who has done correctly.
8. **"Put your scissors into the desk. Will you tell me your way to collect?"** Draw one vertical line on the board again. Ask the students **"Is it good?"** or **"Who does say to need two lines?"**. Some students will try to divide in two groups. However, they could know in three is correct.
9. **"These are dinosaurs. These are animals. And these are transports."** After teaching the students one category, ask them if they find another category.
10. **"We can divide the cards in the other way."** There will be some students who find two categories to divide the cards. You may call them to the front and let them move the cards. Say **"Good!"** to the students when they have done well.
11. **"These are things in the air. These are things in the water. And these are things on the land."**
12. **"Let's finish today's lesson. The train is going. The airplane is leaving. And I must be going now. Good-bye."**

Communicative Functions : Asking (1).

Activities : Acting like a movie star.

1. **"Good afternoon! Look at me. Today I'm going to be a movie star. Guess what I'm acting."** Before starting your action, move the teacher's desk aside. Say **"Will you help me?"** to the students when you move the desk. Suppose you have a small stage in front of the board. Your roles are : 1) A truck driver. 2) A boxer. 3) A baseball player.

2. **"It's a lot of fun. Why don't you play a role?"** Let the group #1 move to the stage. Make them stand in a line. You are a movie director. Show them a small card of a role written in *hiragana*. These students must not read it aloud.

3. **"Stand by the action. Ready. Action!"** You may sit on a student's chair. Say **"Cut!"** in a few seconds after their acting. If the students don't understand these movie terms, it's O.K. to say **"Start!"** and **"Stop!"** instead of them.

4. **"What did they do?"** The students will answer during doing the action. They will speak in Japanese, so give them the answer in English. The students' roles are :
1) Being bitten their back by a mosquito.
2) Taking a bath to wash their hair.
3) Winning the 100 meter-race at school.
4) Waking up in the morning and brushing their teeth.

5. **"Well done. We'll take next scene."** The next scenes are : 5) Asking Matt to give me another sheet of printings. 6) Asking Matt if I may go to a toilet now. 7) Asking Matt if I can borrow an eraser.

8) Asking Matt to take me to the nurse's office.

6. **"Splendid! The last scene will be difficult to play. Everybody, make your own act."** The last one is as : 9) Asking Matt what he wants to tell.

7. **"Who wants to play?"** The last scene must be played alone. Call a boy or a girl who raises hand. Voices can be added at the final scene.

8. **"The End is coming. I'm dreaming of the day that I can enjoy your movies. Good-bye."**

Communicative Functions : Expressing want, desire (2).

Activities : What fruit is this?

1. "**Good afternoon! Oh, it smells good!**" You will bring three boxes to the class room. There are nothing in the boxes but they smell like some kinds of fruits-flavor : 1) melon, 2) strawberries, 3) orange.

2. "**Will you tell me what these are?**" Put the boxes on the teacher's desk and the side table. Be careful not to put the boxes too close and not to mix each smell up. Let the students catch the smell of fruits one by one.

3. "**What's this?**" Take one of the boxes and ask the students what it smells like. If the students can or cannot answer correctly, show them the cards of fruit. The cards are: 1) melon, 2) cherries, 3) peach, 4) strawberries, 5) grapes, and 6) orange.

4. "**Connect the numbers and fruits. Draw the lines on your printing.**" Write the number on the board as written in the printing. Put the cards of fruits in the same way. Draw a line on the board for an example. The students may try to catch the smell again.

5. "**Who wants to draw the line?**" Call a student and pass he or she a chalk. Help them to draw the line if they can't reach the numbers.

6. "**Is it OK? May I open the boxes?**" The students will be surprised at seeing nothing in the boxes.

7. "**I will show you the magic. Who likes melon?**" Let the students who like melon stand in a line. Take their hands and give a drop of melon flavors.

8. "**Who likes strawberries? Who likes orange?**"

You may ask the students what it smells like.

9. "**Today we had a lot of sweet smell. Oh, I remember my sweet home. See you next week.**"

Communicative Functions : **Identifying (2).**

Activities : **Language Exchange.**

1. ***"Good afternoon! I'd like you to tell me what you're studying. I found some kanji cards in your class room."*** Show the students the card of 木(tree). They will read it in loud voices. Repeat what they say in Japanese and ask them ***"What do you mean?"***.

2. ***"I don't know anything about kanji. Will you teach me some kanji?"*** You may repeat some Japanese words that the students try to teach you. Please do not say the phrases *"wakari-masen"* or *"wakara-nai"*. The students should know the phrases *"Sorry, I don't know."* or *"I don't know."*.

3. ***"Oh, 木 means tree."*** Put the card on the board. Draw a simple picture of a tree under it. It's better to draw in green and brown than to draw in white.

4. ***"I find shapes of kanji are similar to pictures. Will you draw me some pictures?"*** Put another *kanji* card on the board. Call three or four students to the front and pass them some chalk. Let them tell you the meaning of *kanji* by drawing pictures. Give them the English word after they finish drawing.

5. ***"It's interesting! You know a lot of kanji!"***
Most of basic *kanji* come from the shapes as : 山(mountain) 川(river) 木(tree) 竹(bamboo) 日(sun) 口(mouth). See *Note* for more information. The 1st grade students learned these *kanji* in September.

6. ***"You can change my action to kanji, now."***
Give the students some gestures they learned before. The students will put the gestures into *kanji* : 上(up) 下(down) 左

(left) 右(right) 手(hand). You may try more for the 2nd grade students : 赤(red) 黒(black) 黄(yellow) 男子(boy) 女子(girl).

7. ***"Today you taught me a lot of kanji. I hope you will study kanji more. See you next week."***

Note : Jack Halpern, *New Japanese-English Character Dictionary*, KENKYUSHA, 1990

Communicative Functions : **Expressing want, desire (3).**

Activities : **Clay works.**

1. ***"Good afternoon! Today, we will cook some food out of clay. Before we start, we will watch video."*** Play the video of "Sing-Along Mother Goose" for a while. Stop the video at the scene when a kitten goes asleep.
2. ***"What did the kitten say?"*** It is too difficult for the students to answer this question. Write "PLEASE" and "OK" on the board. Play the video again. Point to "PLEASE" when the kitten says "Just one more song, please". You don't have to teach the students about the spelling, "PLEASE".
3. ***"OK. Bring your clay box and your clay board to the desk, please."*** There are students' shelves at the back of the room. If the students don't understand the word "clay", you can teach it to the students and so go to the shelf to pick up a clay box.
4. ***"Can you cook these food for me?"*** Put the cards of food on the board. Put some samples of clay works on the desk. The food are : hot-dog, hamburger, pancake, pizza, cake and *dango*.
5. ***"I have some tools for your clay works. Please don't be afraid of asking me when you need them."*** Show the students how to use the tools : 1) Cans, 2) Strings, 3) Toothpicks.
6. ***"What tools do you need?"*** The students should say "Please" to you, however, they should not be forced to speak before they are ready.
7. ***"One hamburger, please."*** Move to the students and order them some food. Ask the

students what this is when you find them making something other.

8. ***"It's time to finish. Return the tools back. See you next week!"***

Communicative Functions : Expressing gratitude (1).

Activities : Writing cards.

1. ***"Hello! It's December. I'm looking forward to the Christmas days. Have you sent your Christmas cards?"*** The students don't know what the cards are. The new year cards are much more important for the Japanese people.

2. ***"Today, I'd like you to send me a card. You can choose the Christmas card or the new year card."*** Put some sample cards on the board. Let the students prepare their pencils and color pencils. Pass the students postcards. The students will ask you what they should write. They should write some greetings in *hiragana* or *katakana*. It's OK to draw some pictures.

3. ***"Start writing your Christmas card or new year card."*** Give the students some advice to write a card when they wonder which one to take.

4. ***"I have my Christmas cards for you. May I have your name again?"*** Pass the student your card with your signature and the student's name. These activities will be the review for "Please. / Thank you."

5. ***"Have you finished? Can I collect your cards?"*** Some students take a long time to finish their works. They may hand in the cards to their classroom teacher.

6. ***"What are you going to do on your winter holidays? I will return to Australia. I wish you, a merry Christmas!"***

1. ***"Hello! We will use computers today. It's a CD-ROM for children. It's a program called WAKU WAKU WORD."*** The program is a kind of English-Japanese dictionaries for children produced by NOVA. Please remember that speaking English is the goal for us and children. Using computers is not our goal but it's a chance to speak with children one by one.
2. ***"If you don't know how to use a computer, ask me, please. Say 'Help! Matt-sensi.' with your hand up."*** Show them a card of a boy who is in a trouble.
3. ***"OK. Let's go to the computer room! I remember it's on the 3rd floor."*** There are 7 computers in the room. Call the number of the groups from 1 to 7. Tell each groups which computers to use today. Each computer has 2 chairs. Let the other students stand and watch the computer display.
4. ***"Do you find WAKU WAKU WORD?"*** The computers are ready to start. Mr. Sugimoto has installed the program on computers. But sometimes it doesn't work well. If you find some cautions on the screen, you have to click "OK". Then it will work soon.
5. ***"It's too loud! A little more quiet, please."*** The volume control is on the front-right of the computer. The program doesn't require using of keyboard. It is very easy to play. Just click the left button of mouse.
6. ***"Is it LONG?"*** When you find the word "LONG" on the screen, you may talk the

student about the word. WAKU WAKU WORD has a menu page to select verbs, adjectives, colors, and etc.. The students will find it fun to know the English words.

7. ***"It's time to change."*** Perhaps the students don't have enough time to change each other. So we can continue this lesson next week.
8. ***"That's all for today. Good-bye."*** The computers need some procedures to quit. Please leave them as they are.

Communicative Functions : **Requesting assistance (2).**

Activities : **Calling a doctor, a policeman , a firefighter.**

1. ***"Hello! Do you remember the word 'HELP'?"***

What would you do if you met a burglar?" Call a boy to the front. Take a toy knife and say him "Hold up!". Perhaps he won't say a single word. Tell him "Say HELP!". You may try this role-playing for two or three students.

2. ***"Group #1, stand up. Are you ready? Hold up!"*** Make each group say "HELP!" in loud voices.

3. ***"What would you do if you had a fire in your class room? OK. Let's see a video."***
The video is an animation for children. A fox bakery had a fire in his kitchen. Pig firefighters came and put out the fire.

4. ***"Who did the fox call for help?"*** Show the students some picture cards ; a policewoman, a doctor, a firefighter, a policeman, a farmer and etc.. Practice the name of the workers.

5. ***"Yes. The fox was calling firefighters."*** See the video again.

6. ***"Help! Help me!"*** Ask the students who you are calling. Show the students some gestures as ; 1) Getting a sudden heart attack. 2) Driving a car, your car crashed by a truck.

7. ***"Take your pencil. Draw some lines and connect the cars and the workers with."***
Put the cards on the board in the same order as the printing.

8. ***"If you have any questions, say HELP to me."***
Some students will not be able to find the correct answer. A police car must be lined to a policeman and a policewoman.

9. ***"Who wants to draw a line on the board? Hand up, please."*** Use some color chalk to make it easy to know the answer.

10. ***"OK. Let's finish. Help me to clean the board, please."***

Communicative Functions : **Identifying (2).**

Activities : **Guessing game.**

1. ***"Good afternoon! Today, we will do a guessing game. Move your desks to sit face to face in each groups."*** The students move their desks into groups like their doing at the school lunch. So you can explain the students to move the desks *KYUSHOKU* (school lunch) style.

2. ***"Before we start this game, look at some pictures."*** Show the students some pictures of stationery. When you show them the pictures, you don't have to give the students the names of stationery in English. Deliver each group the answer sheet.

3. ***"Question #1. Listen carefully. It's a thing to write. It's made of wood and lead. It looks like a stick. It's long. You use it when you write KANJI or HIRAGANA or KATAKANA. Guess what it is."***
Pick up one of the picture cards, but do not show the students the picture side.

4. ***"Are you ready? Show me the thing I said. 3-2-1, give me your answer."*** After the students showed you the thing they guessed, turn the picture card round to give the students the answer.

5. ***"Check your sheet that you're wrong or right. "***
You may give the students some gestures on next question if the students don't understand what you said.

6. ***"Question #2. Listen carefully. It's a box that you keep pencils, erasers, and scales. Its colors are red, blue, black and etc.. Guess what it is."*** The items are ; eraser, color pencils, scissors, notebook, ruler, and etc..

7. ***"How many questions did you answer correctly?"***

Count the number of correct answers."

Let the students move their desks as they were before. If you have enough time to review, give the students some questions about stationery.

8. ***"It's time to finish. See you next week."***

Language Functions : Asking (2).

Activities : Telling the annual events in Japan.

1. **"Good afternoon! Today, you will learn some words to ask."** Show the students word cards ; WHO / WHAT / WHEN. Let the students repeat each word after you. Please remember to pronounce the sound of 'WH' slowly and clearly.

2. **"We will start from the word 'WHEN'. Can you tell me in Japanese when it will be?"** Show the students date cards ; February, 3rd (*ni-gatsu, mikka*) / March, 3rd (*san-gatsu, mikka*) / May, 5th (*go-gatsu, itsuka*) / July, 7th (*shichi-gatsu, nanoka*). Let the students practice these dates both in English and Japanese.

3. **"Next, we are going to have the word 'WHAT'. Can you tell me what event we will have on these days?"** Show the students some picture cards of items for the Japanese annual events ; peas and measure-cup (*setsubun*) / candle stand and rice lozenge (*hina-matsuri*) / carp flag (*tango-no-sekku*, or, *kodomo-no-hi*) / bamboo with prayer tags (*tanabata-matsuri*). Ask the students each name of these events.

4. **"The last word is 'WHO'. Can you tell me who will come on these days?"** Perhaps the students will not need picture cards to answer. These people will be the answers ; *Oni* (Feb.) / *Odairi-sama* & *Ohina-sama* (Mar.) / *Kin-taro* (May.) / *Hiko-boshi* & *Ori-hime* (Jul.).

5. **"You can tell me the meanings of 'WHEN', 'WHAT', and 'WHO' in Japanese."** Let the students put '*itsu*' or '*nani*' or '*dare*' into English.

6. **"Do you understand today's target words? I will test your understanding. Be quiet, please."** Show the picture of the full moon and *dango*. Ask the students 'WHAT' or 'WHEN' or 'WHO'. The answers are *otsuki-mi* or September 15th (*ku-gatsu, jugo-nichi*) or *usagi* (rabbit).

7. **"Well done. See you next week."**

Note : Layout sample for the board

WHEN	Feb. 3rd	Mar. 3rd	May 5th
WHAT	Setsubun	Hina-matsuri	Kodomo-no-hi
WHO	Oni	Ohina-sama	Kin-taro

Communicative Functions : Asking (3).

Activities #1 : A Role Playing.

Activities #2 : Coloring Pictures.

1. **"Hello! How are you? Today, we will play a small drama."** Show the students picture cards ; a running rabbit / a walking turtle. It's a famous story called *USAGI-TO-KAME* from Aesop's Fables.
2. **"Who wants to play a turtle?"** Pick one student up to play the turtle. Pass the student a hat of a turtle. If the student ask you "Help, please.", help him fasten the belt of the hat.
3. **"I am a rabbit. Hello, Mr. Turtle."** The turtle student will reply "Hello, Mr. Rabbit." to you.
4. **"You walk slow. I run fast. Let's have a running match."** Ask the turtle student YES or NO. If he say NO to you, pick another student up for the role.
5. **"Where is the goal?"** Everybody will answer that the mountain will be the goal. So put the picture of a mountain on the wall or the back board. Remember to put a picture of a tree at the middle of the road.
6. **"Who wants to be a judge?"** Pick three students up as the judges. One is a starter and the others are umpires at the goal.
7. **"Are you ready, Mr. Turtle?"** The starter will call "Ready? Go!". You have to take a rest under the tree. Sleep until the turtle pass the tree away.
8. **"Whrer is Mr. Turtle? Oh, he is coming to the goal!!"** Wake up and run to the goal.
9. **"Change the roles."** Let the students play the drama two times more.
10. **"Let's finish the drama. Take your color pencils, scissors, and glue."** Give the

students some verbs to make pictures of *USAGI-TO-KAME*.

11. **"If you have questions, ask me HELP PLEASE."** Perhaps the students don't know where to put the cards of a rabbit and a turtle on.
12. **"It's time to finish. Complete the picture at home."** Please do not use the word *SHUKUDAI* (homework). The students and NAKAMURA hate homework.

Communicative Functions : Asking (4).

Activities #1 : Telling A Story.

Activities #2 : A Role Playing.

1. **"Hello! How are you? Today, will you tell me a Japanese fairy tale, Momo-taro?"** Write "MOMOTARO" as the title of today's lesson on the left top of the board. It shows that the story start from left and continue to right.
2. **"Once upon a time, there were an old man and his wife. Who were there?"** When you ask the students who, show the white side of two cards (an old man / an old woman). The students will answer you "o-ji-i-san" and "o-ba-a-san". Put the cards on the board.
3. **"Where did the old man and woman live?"** You may use o-ji-i-san (the old man) or oba-a-san (the old woman)" if the students don't understand your question. Show the students the word card of "WHERE". Show the students a kanji card of 町 (town) and 村 (village). Practice the word "village" two or three times.
4. **"Where did the old man go?"** The students will answer you "yama" for the old man, "kawa" for the old woman.
5. **"What do you say 'yama' in English? What do you say 'kawa'?"** Show the students some kanji cards. The students will find the correct kanji easily. Put the cards at the right side of the old man and the old woman. Draw an arrow from the old man to 山 (mountain), from the old woman to 川 (river).
6. **"What fruit did the old woman see?"** If the students answer you "momo", ask them again for some English words. Put the picture card of a peach on the board.
7. **"Who came out of the peach?"** Show the students the word card of "WHO". If the students answer you "Momo-taro", show them a card of a baby within a peach. Please always remember to give the students English words.
8. **"Is it a boy or a girl?"** This will be the last question for telling the story.
9. **"Let's play the drama of Momo-taro. I'll play Momo-taro."** Put the mask of Momo-taro on your head. Take a sword hang on your belt.
10. **"Who will come to Momo-taro? Yes, a dog."** Pick a student up to play the dog.
11. **"Hello, Mr. Dog."** Ask everybody what the dog said to Momo-taro.
12. **"I will go to Oni-ga-shima to win bad Oni. Good-bye, Mr. Dog."** If the student says good-bye to you, change the role of the dog. If he says "Dango, please.", give him dango.
13. **"Who will come to Momo-taro?"** Continue the drama to meet a monkey and a pheasant.
14. **"What transport did Momo-taro take? Yes, a boat."** Perhaps the students don't know the word "boat".
15. **"Who lived in Oni-ga-shima? Yes, Oni."** Pick two students up to play Oni.
16. **"I'll punish you, Oni!"** Take the sword to fight Oni. Ask everybody what Oni said to Momo-taro. Review the word "Help!".
17. **"Here are some cards for you. Be strong, everybody."** Give the students picture cards of Momo-taro.

Communicative Functions : **When taking leave.**

Activities : **Writing a letter.**

1. "**Good-bye! Today is the final lesson of the grade.**" The students will be surprised to hear you say good-bye.
2. "**When did we start learning English?**" Write the starting date of our learning English on the board. It was September 11th (1st grade) or 13th (2nd grade).
3. "**What the month of the year today?**" Write the date on the board. Draw a long arrow from 9 (September) to 3 (March). Add the numbers (10, 11, 12, 1, 2) above the arrow.
4. "**Today, I have to say good-bye to you.**" If the students don't understand what you say, put the cards of a running race.
5. "**I was happy to start teaching you English.**" Put the picture card of a happy man under the starting day. Show the students the video of our first lesson.
6. "**I'm sad today.**" Put the picture card of a sad man under March.
7. "**What do you feel today?**" Show the students some picture cards for feeling : happy, sad, and angry.
8. "**Who is happy today?**" Maybe some students prefer playing in the playground to learning English in the room.
9. "**Who is sad today?**" Many students will be sad to say goodo-bye because they love you.
10. "**I will return in May.**" Perhaps the English class will start again in May. Write the numbers 4 (Apr.) and 5 (May). Put ~ (no class) on 4. Put ü (start again) on 5.
11. "**Will you write a letter to me?**" Pass the students letter sheet. Let the students write to you in *hiragana*.

12. "**Thank you. See you again in May.**" Pick each group to the front. Shake hands as our first day. Thank you very much.