

Lesson Procedure — Main Sentence >> Let's Talk (1)

Stage	Textbook Part	How to facilitate the class	Participant
Introduction 5 minutes	[p.64]	<p>1. Before the students look at the textbook, have them guess what sightseeing spots are popular among foreign tourists. Imagine. What do you think is the most popular sightseeing spot in Japan among foreign tourists?</p> <p>Expected answers from the students</p> <p>Kinkakuji, Kyoto Mt. Fuji Okinawa Asakusa, Tokyo Miyajima, Hiroshima</p> <p>Hint Get the students engaged in the topic by having them name as many tourist spots as possible.</p>	Altogether
	Picture	<p>2. Simply explain the topic using the picture.</p> <p>Today, I would like to introduce one of the most popular sightseeing spots in Japan among foreign tourists. This is Kamakura. Kamakura is easily accessible from Tokyo, and it has both the sea and mountains. Also, there are a lot of shrines and temples.</p>	Altogether
		<p>3. Present the goals for the lesson.</p> <p>In this lesson, your goal is to be able to guide a foreign tourist in English to the place he/she wants to go. Also, you can learn how to use 助動詞.</p> <p>Hint By presenting the clear goals in the beginning of the lesson, students can clarify what they should study in the lesson.</p>	Altogether
Stage 1 10 minutes	Picture	<p>1. Have the students open their textbook and look at the picture.</p> <p>Everyone, open your textbook and look at a picture on page 64. This is a picture of Kamakura.</p>	Altogether
	Q 1 Q 2 Q 3	<p>2. Have the students pair up and take turns asking each other the three questions.</p> <p>Pair up. Students on the window side, Question 1. Students on the hallway side, Answer 1. Students on the hallway side, Question 2. Students on the window side, Answer 2 ... Go.</p>	Pair

		<p>Hint Encourage the students to speak up and not be afraid of making mistakes.</p> <p>3. Show the model answers to the students and have them check their answers. If you have more time, ask them further questions.</p> <p>Let's check the answers. Question 1. Where's Mai? This question goes to (NAME).</p> <p>I have some more questions. Please listen and answer.</p> <p>Further Q&A</p> <p>Q4. What is written on the T-shirt the foreign tourist is wearing? And what does it mean?</p> <p>A4. It's "Bonsai." It's the art of growing a pine tree in a small tray.</p> <p>Q5. What does the boy on the right have?</p> <p>A5. He has a camera.</p> <p>Q6. Tell me more about the picture.</p> <p>A6. The gift shop in the background is selling interesting T-shirts.</p> <p>A6. Mai is wearing a casual shirt today.</p>	Altogether
Stage 2 25 minutes	[p.65] WORDS & PHRASES 本文 ↓ Q 4 Q 5	<p>1. Have the students look at "Words and Phrases" and have them practice pronunciation and also check the meanings.</p> <p>Everyone, look at Words and Phrases on page 65. Repeat after me.</p> <p>2. Have the students close the textbook and listen to the conversation and think about the answers to the two questions, Q4 and Q5.</p> <p>Listen to the conversation. Then answer the questions on the board (screen).</p> <p>3. Have the students pair up and take turns asking each other the questions.</p> <p>Pair up. Students on the window side, Question 4. Students on the hallway side, Answer 4. Students on the hallway side, Question 5. Students on the window side, Answer 5 ... Go.</p> <p>4. Ask some students the two questions and have them check their answers while showing the model answers.</p> <p>Let's check the answers. Question 1. What does Mai advise the traveler to do? This question goes to (NAME).</p>	Altogether Individually Pair Altogether

		<p>5. Have the students open their textbook and listen to the conversation while reading the text.</p> <p>Open your textbook on page 65. Read the conversation silently while listening.</p>	Altogether
		<p>6. Showing the translation in Japanese, have them check whether they understand the meaning of each sentence correctly. The teacher explains important grammatical rules and vocabulary wherever needed.</p> <p>Ex. How do you say “Go straight ahead.” in Japanese? Tell me some examples of “natural disasters”?</p> <p>Hint Point out the difference of pronunciation between “can” and “can’t.”</p> <p>Hint It is convenient to use PowerPoint slides or handouts.</p>	Altogether
		<p>7. Ask the students if they have any questions. Then have them repeat after the teacher or recorded audio.</p> <p>Do you have any questions? Listen to the conversation and repeat.</p>	Altogether
		<p>8. Have the students pair up and do the conversation. One student will read Mai and the other will read the tourist. Once finished, have them change their roles and repeat the process.</p> <p>Pair up. Students on the window side, you are Mai. Students on the hallway side, you are a tourist. After you finish, switch your roles. Go.</p>	Pair

Lesson Procedure — Main Sentence >> Let's Talk (2)

Stage	Textbook Part	How to facilitate the class	Participant
Review of the last lesson 10 minutes	[p.66] Useful Expressions	<p>1. Have the students repeat the sentences in “Useful Expressions” and check the basic expressions. Everyone, look at Useful Expressions on page 66. Repeat after me.</p> <p>2. Use the following activities, choose the appropriate ones based on the students’ abilities and how much time is remaining.</p> <p>2-1. Have the students make pairs. One student reads the English sentences and the other translates them into Japanese. Pair up. Students on the window side, English. Students on the hallway side, Japanese. At random and with eye contact. Go. Hint Encourage the students to speak up and not be afraid of making mistakes.</p> <p>2-2. One student reads the Japanese sentences and the other translates them into English. Students on the hallway side, Japanese. Students on the window side, English. At random and with eye contact. Go.</p> <p>2-3. The teacher reads the Japanese sentences and the students translate them into English without looking at the text. I’ll say Japanese. 1, 2, 3. Look up. You’ll say English. For example, I’ll say, “お困りですか？” 1, 2, 3. Look up. You’ll say, “May I help you?”</p>	Altogether Pair Pair Altogether
Stage 1 5 minutes	Word Bank	<p>1. Have students look at the “Word Bank” and match the words with the illustrations. Everyone, match the pictures with English phrases on page 66.</p> <p>2. Check the answers and have students repeat. Everyone, look at Word Bank again, and repeat.</p>	Altogether Altogether
Stage 2 20 minutes	[p.67] Let's Talk Step 1	<p>1. Have the students pair up and take the role of either Mai or the tourist and practice the conversation. Once they finish, they should change roles and repeat.</p>	Pair

	<p>Step 2</p> <p>TRY</p>	<p>Pair up. Students on the window side, you are Mai. Students on the hallway side, you are the tourist. After you finish, switch roles. Go.</p> <p>2. Have the students practice the conversation again changing the underlined parts with words or expressions from the table in Step 2. Once they finish, they should change roles and repeat.</p> <p>Look at a table on page 67. Change the underlined words in the conversation with the phrases from the table. Example 1, students on the hallway side, you are Mai. Students on the window side, you are the tourist. Example 2, students on the window side, you are Mai. Students on the hallway side, you are the tourist. If you finish, change the roles. Go.</p> <p>3. Have the students do the role-play activity, using their own places and routes. When they finish, have them change roles and repeat.</p> <p>Create your own conversation with your partner. Students on the window side, you are Mai. Students on the hallway side, you are the tourist. After you finish, change roles. Go.</p> <p>Hint Have them use a handout with a map if possible. Encourage the students to speak spontaneously and use as many words and expressions from the lesson as possible.</p>	<p>Altogether</p> <p>Pair</p>
<p>Reflection 5 minutes</p>		<ul style="list-style-type: none"> Have the students evaluate themselves using the rubric sheet. Everyone, evaluate yourself with the rubric sheet. 	<p>Individually</p>

Lesson Procedure — Grammar for Speaking and Writing

Stage	Textbook Part	How you facilitate the class	Participant
Explanation of the grammar point 10 minutes	[p.68] Examples	<p>1. Have the students repeat the example sentences after the teacher or the recorded audio. Then the teacher explains each sentence.</p> <p>Please repeat after me.</p> <p>Hint Introduce a read-and-look-up activity and use PowerPoint slides. Have the students reproduce the sentences. Use sentences with blanks to facilitate the activity when possible.</p>	Altogether
Exercise 20 minutes	[p.69] Exercise 1 2 3	<p>1. Have the students do Exercises 1-3 by themselves.</p> <p>Answer the questions in Exercise 1. I'll give you 1 minute. Go.</p> <p>2. Have the students make pairs and compare their answers. (For Exercise 3, one student reads Japanese and the other says the English.)</p> <p>Pair up and compare your answers. Students on the window side, read your answer for No. 1 Students on the hallway side, read your answer for No. 2 sentence. Go.</p> <p>3. Check the answers.</p> <p>Let's check the answers. Question 1 goes to (NAME).</p> <p>* Repeat the process for all three exercises.</p>	Individually Pair Altogether
Stage 1 10 minutes	Exercise 4	<p>1. Have the students write their own sentences for Exercise 4.</p> <p>Make your original sentences with 助動詞. Write them in your notebook. I'll give you 2 minutes.</p> <p>2. Have the students pair up present their sentences to each other. Students should write down their partner's answers. If time allows, have them change partners and repeat the process.</p> <p>Pair up. Take turns reading your sentences. Write your partner's sentences in your notebook.</p> <p>3. Have some students share their answers with the whole class.</p> <p>Could you tell us your sentence? How about (NAME)?</p>	Individually Pair Altogether

		<p>Pair up. Students on the hallway side, you are A - the foreign tourist. Students on the window side, you are B- the local person. After you finish, switch your roles. Go.</p> <p>Hint Some students might not know a lot about the geography of Kyoto but encourage them to use their imagination and have fun talking.</p>	
Stage 2 15 minutes	TRY	<ul style="list-style-type: none"> Give the students a map of their town. Have them pair up and take the role of either a foreign tourist or a local guide. Have them make a conversation using the map. <p>This is a map of our town. Create a conversation with the map.</p> <p>Pair up. Students on the window side, you are a foreign visitor. Students on the hallway side, you are a local person. After you finish, switch your roles. Go.</p> <p>Hint Encourage the students to use the vocabulary words they have learned, make eye contact and use gestures when they talk.</p> <p>Hint If a local map is not available, use the map of Kyoto and have the students change partners and repeat the process.</p>	Pair
Reflection 5 minutes		<ul style="list-style-type: none"> Have the students evaluate themselves using the rubric sheet. <p>Everyone, evaluate yourself with the rubric sheet.</p>	Individually