2014 SDC SHS Idea Share Submissions

Thank you to everyone who contributed to this year’s idea share. The following lesson plans are grouped by textbook lesson, then presented in alphabetical order by surname. Both the JHS and SHS Idea Share Handbooks can be found online at www.kagoshimajet.com/team-teaching-tips/.

Lessons

All Aboard! Communication English: I Lesson 10: Memories on Trees, pp. 87-92

All Aboard! Communication English: I
Lesson 10: Memories on Trees, pp. 87-92

Name: Takuto Arikawa, Sensatsu Seishukan SHS
Textbook Lesson: All Aboard! : Memories on Trees(lesson 10)
Objective: Make students think about what are ‘gifts’ for you and for others
Lesson Plan:

Greeting

Warm Up (~10 minutes)
1. Ask students a question.
   ‘What do you want to buy now?’ (favorite things, shoes, clothes, bags, notebooks, etc.)
   Make them write answering sentences.
2. Get them to make groups and tell each other what they want to buy.
3. Make them list the things they want in groups and choose one best thing they want to be given as a gift.
4. Present the ideas to their group members.

Main Lesson (~35 minutes)

• Read 1st paragraph
  1. Repeat after the ALT
  2. ALT will ask students two questions
     ‘What country did you find in 1st paragraph?’
     ‘What are four famous things about Finland?’
• Focus the word ‘Santa Clause’
  1. Students will talk about what is ‘Santa Clause’ in groups. (An old man, gifts, a sleigh, etc.)
  2. Students will ask what they want to be given as gifts by Santa Clause.
  3. Students will choose one best thing to be given as a gift among three things written in the textbook, ‘saunas‘ ‘auroras‘ ‘forests’.
  4. Students will exchange the ideas why he or she chose that one as the best gift to be given.
  5. Students will think about what the people in Finland would choose as the best gift among those three.
• Read the whole passage
  1. Find which topic was chosen in this lesson.
  2. Find 4 main reasons why forests and trees are important for Finnish people
  3. Students will exchange the ideas in groups why forests and trees are important.
  4. Present the group’s ideas to the class

Closing Remarks / Students Feedback (~5 minutes)

• Make students think same thing again
  1. Choose one best thing to be given as a gift among these three, ‘saunas‘ ‘auroras‘ ‘forests’

Greetings
Name: Jayne Arnold, Meiokan SHS  
**Textbook Lesson:** All Aboard, Lesson 10: Memories on Trees  
**Objective:** Familiarize the students with comparison grammar.  
**Lesson Plan:**  
**Greeting**  
**Warm Up** (10 minutes)  
1. The JTE will introduce the topic of comparison words (as~as, ~er than, and the ~est).  
2. Sentence examples with cards. (Ex. Whale and mouse. The mouse is smaller than the whale. The Great Wall and Big Ben. The Great Wall is as famous as Big Ben.)  
**Main Lesson** (35 minutes)  
- The ALT will introduce new vocabulary. The students will repeat the vocabulary. (Santa, aurora, Finland, carve, birth, etc.)  
- The JTE and ALT will use image cards of the lesson’s vocabulary and create comparison sentences with the students. (Ex. Finland is smaller than Japan. Trees are the greatest gifts to the Finnish people. The population of Finland is as large as that of Hyogo Prefecture.)  
- Split the students into teams. The JTE will hold up two cards. The teams must create comparison sentences faster than the other team. The first team to raise their hand and say the sentence correctly gets a point. The JTE and ALT will check to make sure the sentences are correct. (Example: cottage and apartment - The cottage is bigger than the apartment.)  
**Closing Remarks** (5 minutes)  
(Extra time)  
- Give the students the chance to write their memories on a tree. A tree worksheet will be provided.

Name: Dylan Cooper, Makurazaki High School  
**Textbook Lesson:** All Aboard! Communication English, Chapter 10: Memories on Trees (Lesson 10)  
**Objective:** The student will become more familiar with and will be able to use the comparative degree.  
**Lesson Plan:**  
**Greeting & Warm Up (+- 10 minutes)**  
Have pictures of countries placed on the board and have ‘labels’ with the countries names on separate pieces of paper.  
1. Introduce Finland and read through the passage in Lesson 10. (+- 10 minutes)  
   - Ensure that students understand the passage by explaining the meaning of key words.  
   - Have a ‘fill in the blank’ sheet ready for students so that they can test their comprehension.  
2. Explain the structure for the comparative degree. (+ 5 minutes)  
   - adjective +er than / more + adjective + than / the + adjective +est /  
   - as + adjective + as  
3. Line students up against the blackboard and have them mark their heights on the board. Have them also put their name and age under their height. (+- 15 minutes)  
   - Have students return to their seats and give them examples on how the comparative degree is used.  
   - e.g. In our class John is taller than Michael. Jane is as tall as Julie. Jim is the tallest.  
4. Test the students understanding by having them go through the passage in Lesson 10 and try to find when the comparative degree is used. If a group finds all instances of the grammar point, then they are rewarded with a treat. (+- 10 minutes)  
5. Have students work through the exercises on page 91 to 92 for homework.

Name: Odain Cunningham, Tanegashima SHS  
**Textbook Lesson:** All Aboard! Communication English: 1 “Memories on Trees” Lesson 10  
**Objective:** To get students’ to understand the superlative forms and to familiarize themselves on how to use each form. This is to be done using practical examples from everyday life. Also, to demonstrate how well they understand by making presentations inside classroom.
Lesson Plan:
Greeting   [5 minutes.]
Small talk in English- General discussion on current topics.
Warm-up Activity [10 minutes]
(a) Explain the activity (Students’ in each row must arrange themselves in a line with the tallest person at the back)
(b) Review the order in which they are standing by explaining tall, taller and tallest to give them a brief introduction of the lesson.
(c) Short question and answer quiz on Finland, Trees, forests etc.
   Ex. Where is Finland located? Are forests important?
Lesson [30 minutes]
  ➢ Introduction of the topic
  ➢ Review new words and phrases
  ➢ Reading Practice
Explanation of the key grammar points by the JTE and ALT:
  ➢ Use objects from inside the classroom to explain the key points. Ex (small/ smaller/ smallest) (large/ larger/ largest) etc.
  ➢ Ask students to tell their age and then use this information to explain Ex. (old/ older/ oldest)
Presentation:
The students will be given a graph sheet with information about people, places and things. Ex Population size of some cities around the world. Students will then compare and contrast using the superlative forms. Each group will make a short presentation.
Lesson Review [3 minutes]
The ALT will give a quick summary of the lesson using simple English for students’ to understand.
Closing Remarks [2 minutes] The JTE and ALT will give their feedbacks.

Name: Nicole Ehlers, Kawanabe & Satsunan Technical High School
Textbook Lesson: All Aboard I – Lesson 10: Memories on Trees
Objective: Have the students understand the different degrees of comparison – Positive, Comparative and Superlative – through the comparison of Finland and Japan as laid out by the textbook
Lesson Plan:
Greeting
Warm Up (~10 minutes)
   · Ask questions regarding direction and geography and have the students come up to answer on a laminated world map on the board, finishing with the identification of Finland.
   · Present facts on Finland including area, population and percentage of land covered by forest, with parallel facts about Japan.
   · Have the students compare using mathematic symbols greater than (>), smaller than (<) and equal to (=).
Main Lesson (~40 minutes)
   · Learn the new vocabulary.
      o Learners, two at a time, come up to the front of the class and look up the English word in English-Japanese dictionaries provided and then match the word with a translation or picture available on the board.
   · Read the passage twice:
      o First time pointing out the new vocabulary every time it appears.
      o The second time, straight through, students reading a sentence each.
   · Do Read Out activity sentence by sentence and refer to the words on the board if they appear as new vocabulary.
   · Referring back to the symbols used to compare Finland and Japan, introduce the target grammar including table hand out on how words change from positive (as… as), comparative and superlative.
Closing Remarks/ Student Feedback   · Assign exercise on page 91 as homework.
Name: Naoko Hiji, Kagoshima Gyokuryu Senior High School

Textbook Lesson: All Aboard! Communication English I Lesson 10 Memories on Trees Section 1

Objective: 1. Think about the theme of this lesson and become familiar with the expressions and phrases in the textbook.
2. Getting used to phrases used for explanations using the worksheet

Lesson Plan:

<table>
<thead>
<tr>
<th>Time</th>
<th>Procedure</th>
<th>JTE’s work</th>
<th>ALT’s work</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Warm-up</td>
<td></td>
<td>Have a short talk about Finland and some other countries.</td>
</tr>
<tr>
<td>5</td>
<td>Get Ready</td>
<td>Confirm today's aims.</td>
<td>Pronounce and let them repeat today's expressions after ALT.</td>
</tr>
<tr>
<td>5</td>
<td>New words and phrases</td>
<td>Check the meaning of them.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Reading</td>
<td>Read the passage in the textbook.</td>
<td>Read the passage in the textbook.</td>
</tr>
<tr>
<td>20</td>
<td>Task (as explained below)</td>
<td>Introduce today's task and help students do the task.</td>
<td>Introduce today's task and help students do the task.</td>
</tr>
<tr>
<td>5</td>
<td>Closing</td>
<td>Give comments to students.</td>
<td>Give comments to students.</td>
</tr>
</tbody>
</table>

Task: What country am I talking about?

Worksheet: (Students prepare this sheet before the class using the social studies textbook.)

<table>
<thead>
<tr>
<th>What country am I talking about?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imagine a land of _____________.</td>
</tr>
<tr>
<td>This country is _______________.</td>
</tr>
<tr>
<td>The population of this country is ___________.</td>
</tr>
</tbody>
</table>
| Compared with that of Japan, it is ___________. (double/half/one-third…)
| What country am I talking about? |
| (If nobody can guess the answer,) |
| I will continue the explanation. |
| A popular dish in this country is ___________. |
| It is made from ___________. |
| The people living in this country speak ___________. |
| What country am I talking about? |
| (If nobody can guess the answer,) |
| I will continue the explanation. |
| The capital of this country is _______. |
| This country is famous for its _______. |
| For example, |
| What country am I talking about? |

Students have learned a lot about other countries in social studies. The aims of this task are to link the information they have learned to the expressions used in the textbook and to explain them to other students.
**Name: Christopher Ho, Kaiyo SHS**

**Textbook Lesson:** All Aboard! Communication English, Chapter 10 Comparative expressions: positive, comparative, and superlative degree.

**Objective:** Get the students comfortable with comparative expressions and speaking.

**Lesson Plan:**

**Greeting**

**Warm up (~10 minutes)**

1. The JTE and ALT stand in front of the class next to each other. The ALT asks the students what’s the difference between the JTE and ALT.
2. You’ll probably get wild and off-topic answers or blank faces. When that happens start throwing out hints: who’s taller, shorter, etc.

**Main Lesson: (~35 minutes to the end of class)**

1. Introduce the target lesson on page 90.
2. Write down a list of comparative adjectives on the board. Explain each one if necessary.
3. Have students practice each adjective in the positive, comparative, and superlative degree.
   (The next step you'll need to do some preparations before class. Find a series of pictures online that you can use to practice comparative expressions. You can do this by googling comparative adjectives, superlative adjectives, etc. Celebrity pictures are also fun to use. I prefer to show pictures on the projector but you can also print them out.)
4. Show the pictures and have students use the comparative expressions they have just learned to describe the situation.
5. If there's time, randomly pick out two or three students and have them stand in front of the class while other students compare them using what they have learned.

**Closing remarks and feedback**

---

**Name: Shinsaku Imatoku, Kushikino SHS**

**Textbook Lesson:** All Aboard!, Lesson 10 “Memories on Trees” first period

**Objective:** Get the students familiar with the new words and expressions. Help them to know what Finland is like.

**Lesson Plan:**

**Greeting**

**Warm Up**

An activity conducted by ALT to get the students familiar with new words by asking following questions.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is the old man wearing red clothes and living in Finland?</td>
<td>Santa Claus</td>
</tr>
<tr>
<td>What is it that very hot inside and we sweats a lot there?</td>
<td>saunas</td>
</tr>
<tr>
<td>What is it that people in northern countries see in the sky at night?</td>
<td>auroras</td>
</tr>
<tr>
<td>What is the name of the place including UK, France, Italy, Greece, etc.?</td>
<td>Europe</td>
</tr>
<tr>
<td>What is the number of people living in a certain place?</td>
<td>population</td>
</tr>
</tbody>
</table>

**Checking New Words**

Listening to the model reading by ALT (page 88)

Grabbing the topics by asking following questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where does Santa Claus live?</td>
<td>/ Can Finnish people see auroras in Finland?</td>
</tr>
<tr>
<td>Can they enjoy saunas?</td>
<td>/ Where in Europe is Finland?</td>
</tr>
<tr>
<td>Which is smaller, Finland or Japan?</td>
<td>/ How large is the population of Finland?</td>
</tr>
<tr>
<td>Why are Finland and Japan similar?</td>
<td>/ ALT will ask the questions and JTE add explanations</td>
</tr>
</tbody>
</table>
Reading practice by using following task sheet

<table>
<thead>
<tr>
<th>( ) a land of Santa Claus,</th>
<th>大地を想像してみてください。</th>
</tr>
</thead>
<tbody>
<tr>
<td>saunas, auroras, and ( ).</td>
<td>サンタクロース、サウナ、オーロラ、そして森の</td>
</tr>
<tr>
<td>Which ( ) has all of these?</td>
<td>これらのすべてがあるのはどの国ですか。</td>
</tr>
<tr>
<td>The answer is ( ).</td>
<td>答えはフィンランドです。</td>
</tr>
</tbody>
</table>

- Students make pairs and reading each line in turn
- Students practice reading until they can read the whole section by themselves

Getting familiar with positive / comparative / (superlative) form

- Finland is as cold as Hokkaido. / Saunas are as hot as summer beaches.
- Finland is colder than Japan. / Aurora are more beautiful than fireworks.

Closing Remarks / Student Feedback

- Make the students sure to prepare for the next section at home.

Name: Rhiannon Knecht, Kajiki Technical High School

Textbook Lesson: All Aboard! Communication English I Lesson 10 Memories on Trees

Objective: For students to review the content of the chapter, to work together in groups and to have fun with English.

Lesson Plan:

1. Greetings / Introduction of today's lesson - review class (3min)

2. Vocabulary: (15min)
   a. Review textbook vocabulary, have students repeat after ALT (pronunciation) and provide Japanese translation (JTE check)
   b. Have students make groups of 4. Give each group a set of English Karuta cards to spread in front of them. First round, ALT says words in English. Second round, JTE says words in Japanese. Third round, collect English Karuta cards and replace with Japanese Karuta cards. ALT says words in English.

3. Reading Comprehension (15min)
   Provide students with a worksheet containing a graphic organizer.
   a. Have students independently read the textbook story and then compare and contrast Finland and Japan using the graphic organizer (Venn diagram).
   b. Have the students' share/compare their findings with their group and after with the class (draw a big Venn diagram on the blackboard to fill in).
   ALT and JTE wander the classroom and assist students where needed.

4. Comparisons game (15min)
   a. JTE quickly reviews grammar point with students (whilst ALT sets up the hint cards around the room).
   b. ALT gives each group a worksheet with a picture of 5-6 different people on it and explains the game to the students (with assistance from JTE where need be) – each group chooses one person to be the scribe (they cannot leave the desk to read the hints). Other students are to go read the hints and report back to the scribe. The students in each group work together to work out who each of the people in the picture are. Example hints: Sarah is taller than Mike but shorter than Julie. Julie’s hair is as long as John’s hair. John is wearing the biggest glasses etc.

5. Wrap up the class (2min)
Name: Yoko Kosugi, Kagoshima Girls High School
Textbook Lesson: All Aboard! I, Chapter 10: Memories on Trees
Objective: Familiarize students with comparatives and superlatives. Enable students to correctly identify comparatives and superlatives from the textbook. Have students apply their knowledge in a writing and listening activity.

Lesson Plan:
Greeting
Warm Up (~10 minutes)
- Introduce the topic of adjectives
- Brainstorm a list of adjectives on the board with the class
- Using these adjectives review the structure of comparatives and superlatives
  - One syllable adjectives Ex: Tall → Taller → Tallest
  - One syllable adjectives ending in “e” Ex: Nice → Nicer → Nicest
  - One syllable adjectives ending in consonant-vowel-consonant Ex: Hot → Hotter → Hottest
  - Two syllable adjectives ending in “y” Ex: Pretty → Prettier → Prettiest

Main Lesson (~35 minutes)
- Have students identify sentences using comparatives and superlatives from the textbook p.88-89 (~5 minutes)
- The activity (~30 minutes)
  1. Students make pairs.
  2. Each pair draws the name of a country from a box. Tell students they must not divulge the name of their country with the other teams.
  3. Students will compare their country to Japan.
  4. Students have 15 minutes to write at least 5 sentences using the grammar structures illustrated in the textbook (This country is ~er than, as ~ as, ~est)
  5. Collect the written portion and read the best examples aloud.
  6. Students listen carefully and attempt to guess the name of the country. **Clarify students may not guess the answer for their own work

Closing remarks/Student Feedback (~5 minutes)
- Review any common mistakes made during the exercise Ex: Irregular adjectives Ex: Bad → Badder
  Worse → Worst
- If time permits, introduce the comparative and superlative forms for two or more syllable adjectives Ex: Beautiful → More beautiful → The most beautiful

Name: Yuki Kobayashi, Kajiki Technical HS
Textbook Lesson: All Aboard! Communication English, Lesson 10 Memories on Trees
Objective: This lesson offers students the chance to learn about Finland. Through reading this article, students will learn the unique culture between Finnish people and trees. The grammatical point is comparative and superlative form.

Aim of this lesson:
1. To let the students grab the main points of this reading.
2. To help the students memorize new words.
3. To help the students work in pairs and groups.

Lesson Plan:
Allotment:
1st: introduction *this period 2nd : read in detail 3rd: grammar & exercises 4th: Review

Teaching Aids: handout, pictures( Santa Claus, sauna, auroras borealis), map etc.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Students’ Activities</th>
<th>Teachers’ Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greeting</td>
<td>Greeting</td>
<td>Greeting</td>
</tr>
<tr>
<td>Warm Up (15min.)</td>
<td>Answer the questions in English(13 mins)</td>
<td>ALT: show three pictures and ask about them(p.87) e.x. Who is he? Where does he live?</td>
</tr>
</tbody>
</table>
Name: Saori Komaki & Misao Arimura, Kokubu Chuo High School
Textbook Lesson: All Aboard! Communication English 1: Memories on Trees (Lesson 10)
Objective: Enable students to describe places using comparative vocabulary and get them comfortable with communicating descriptions of places to others.

Lesson Plan:

Greeting

Warm Up (~15 minutes)
1. ALT introduces hometown in simplified form using Powerpoint or flashcards. For example: “Southampton is in the south of England. It is famous for being the place where The Titanic set sail. It is not very beautiful and is one of the biggest cities in southern England.”
2. JTE/ALT reviews and introduces additional describing vocabulary using Japanese or English prompts. For example: north, south, east, west, beautiful, big, small, wet, cold, hot, safe, dangerous etc.
3. Students form small groups to do a wordsearch containing relevant descriptive words. [This can be made competitive by awarded a prize to the fastest team!]

Main Lesson (~30 minutes)
- Students work in pairs to make simple sentences about a place that they know. Students may choose the place or be given a place, depending on the ability of the group. For example: Kirishima is in the south of Japan / Kajiki is famous for its spider fighting festival / Kagoshima City is very big / Okinawa is very wet.
- JTE/ALT explain comparative descriptions using previous vocabulary and example sentences. For example: Bigger/smaller (Kagoshima is smaller than Tokyo) etc.
  Show the students examples of two places on the board and give them some facts about those places (for example: size, population, average high temperature, average low temperate and so on). Ask some simple comparative questions like ‘Is London bigger than Tokyo’ or ‘Is Tokyo hotter than London?’
- Students develop a comparative sentence to use in their place description.
- Students present their place descriptions to the class, either individually or as pairs, reading aloud.

Closing Remarks / Extra time (~5 minutes)
- Prompt students to give their opinions on the places we have talked about: Do you like this place? Would you like to visit this place?

<table>
<thead>
<tr>
<th>Presentation of new material (30min.)</th>
<th>Answer the question</th>
<th>What is this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ss ask questions each other. (2 mins)</td>
<td>Open the textbook and read it silently</td>
<td>JTE/ALT: Check Ss answers</td>
</tr>
<tr>
<td></td>
<td>Answer the questions alone</td>
<td>JTE: Let Ss ask each other about the questions below.</td>
</tr>
<tr>
<td></td>
<td>Work in pair/group</td>
<td>e.x. Do you believe in Santa Clause?</td>
</tr>
<tr>
<td></td>
<td>Answer and Check their answers</td>
<td>Have you ever seen bear? Where?</td>
</tr>
</tbody>
</table>

Close Class (5min.)

Listen and take memo.

JTE: announce today’s homework
Name: Namie Kuroiwa, Amami SHS
Textbook Lesson: All Aboard! Communication English, Lesson 10: Memories on Trees
Objective: Full understanding of the three target grammar structures present in lesson 10.

Lesson Plan:
Greetings
Warm Up (10 minutes)
1. Have the students review the new vocabulary words and general content of the chapter reading.
2. Play the “ball game”. JTE passes two balls to two different students and turns on a music CD. Students pass the balls around until the JTE stops the music at random times. The students left with the balls have to answer a question. Repeat this process for a while until the warm up is over.
Main Lesson (~35 minutes)
1. Students review the target grammar lesson learned last class.
2. Students make groups of 6. Each group is given a different picture (ex. family, room, park, city etc.). Students work together to create sentences describing their pictures following the three grammar structures. Students try to come up with as many sentences as they can.
   Ex. Emma is as tall as Robert.
   The blue ball is bigger than the tennis ball.
   Amy is the youngest of the family.
3. After 10 minutes, one student from each group presents their groups’ sentences.
   JTE checks each sentence for any errors.
4. Next, rotate the pictures giving each group a new picture. Again, students will present their sentences.
Closing Remarks (~5 minutes)
1. Review the 3 grammar points one final time to ensure students’ comprehension.
   (Extra time)
   • Have students rotate pictures around as many times as necessary.

Name: Alberto Martinez, Sendai Shoko Technical High School
Textbook Lesson: All Aboard! Communication English, Lesson 10
Objective: Familiarize the students with comparing two or more objects and show that something is the highest degree by using the (-est) form of speech.

Lesson Plan:
Greetings
Warm-Up (10 Minutes)
• All the students must stand up.
• The ALT will give an English word and the first student to raise their hand and give the Japanese meaning of the word can sit down.
• Next, the JTE will give a Japanese .
Main Lesson (35 Minutes)
• Have the student open their books to pg. 90 and provide a brief 5-10 minute explanation of the grammar and write a few example sentences on the board.
• Next, bring out a variety of items and show them to the students. (10-12 items is best)
• Now, have the students stand up and divide into pairs. In pairs each student must compare 4 items to their partner under the supervision of either the ALT or JTE. (If there are more than 20 students in the class assign half of the pairs to the JTE and the other half to the ALT.)
• Once the students have completed the activity using the assigned grammar they can sit down.
• For students who have finished the activity and are waiting for other pairs to finish, have them memorize the English and Japanese meanings of the new vocabulary.
Closing (5 Minutes)
• Repeat the warm-up activity but this time the students should give you a “comparative” sentence like the one they did during the main activity.
• You can also quiz them on the Japanese and English meaning of the vocabulary if you wish.
Name: Mayumi Maeda, Kamou SHS
Textbook Lesson: All Aboard! Communication English, Lesson 10: Memories on Trees
Objective: To get used to the usage of “a comparison” by speaking and listening activities. To familiarize themselves with the names and places and other information of the countries.

Lesson Plan:
Allotment of This Lesson:
1st period: Introduction, Part 1
2nd period: Part 1 ←this period
3rd period: Part 2

<table>
<thead>
<tr>
<th>Time (min.)</th>
<th>Procedure</th>
<th>Students’ Activities</th>
<th>JTE’s and ALT’s Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greeting</td>
<td>Exchange greetings</td>
<td>Exchange greetings</td>
</tr>
<tr>
<td>8</td>
<td>Warm-up</td>
<td>Review the last lesson. Have a look at a sheet. Answer the teacher’s question.</td>
<td>Have the students review the last lesson. Give them a comparison list sheet and ask them the structure. (-er, -est, the-, etc)</td>
</tr>
<tr>
<td>30</td>
<td>Comprehension Activities</td>
<td>Listen to the teachers carefully. Learn the information. Practice pronouncing in pairs.</td>
<td>Introduce today’s topic showing a big map of a world. Introduce countries’ name, the place, etc. ALT introduces his/her own country. Introduce new vocabulary. Give the pronunciation model to the students. (prefecture, Europe etc)</td>
</tr>
<tr>
<td>10</td>
<td>Consolidation</td>
<td>Produce their own sentence. Share with partner or class.</td>
<td>Have students produce their own sentence. Share with partner. Some students share with the class.</td>
</tr>
<tr>
<td>1</td>
<td>Close</td>
<td>Exchange good-byes</td>
<td>Exchange good-byes</td>
</tr>
</tbody>
</table>

4th period: Part 2, Consolidation

Name: Tomo Migita, Iwagawa SHS
Textbook Lesson: All Aboard! Communication English I Lesson 10
Objective: Get the students comfortable with comparative grammar.

Lesson Plan:
Greeting
Warm Up (~10minutes)
1. Introduce topic of countries (the country where you want to go etc)
2. Review the structure of comparative grammar
3. Play “larger than game” with comparative grammar. For example, students will make a group of 5 or 6. One student will start the game by saying “A dog is larger than a pencil.” The next student will make a sentence by saying “An elephant is larger than a dog.” The group that makes the most sentences will win.

Main Lesson (~35minutes)
1. Introduce topic of Finland using pictures
2. Introduce new vocabulary (Santa Claus, sauna, aurora)
3. Have the students discuss which country they would prefer to live in, Finland or Japan. Divide the students into two groups and have each group give the other five reasons why they selected Finland or Japan using comparative grammar. 

Closing Remarks / Student Feedback (~5 minutes)

Name: Jess Noonan, Kokubu SHS
Textbook Lesson: All Aboard Communication English: I - Lesson 10: Memories on Trees
Objective: Getting students to understand comparisons using er, est and as ~ as

Lesson Plan:
1. Start off with a read through of the text. ALT will read aloud to the students once, then the students will read along the second time.
2. The JTE will go over the text to check for comprehension.
3. Next, introduce the key grammar points: er, est and as ~ as. Do this by having comparison pictures (a picture of two people "She is taller than her. She is shorter than her", a picture of an elephant and a house "the elephant is as big as a house" etc.) Try to explain mostly in English, but the JTE can fill the gaps with Japanese if things aren’t quite connecting. As you go over these phrases, write examples of the sentence structures on the board.
4. Break the students up into groups. Have several new comparison pictures on the board. The ALT will point to a picture. The team that raises their hand first will have to make a sentence using one of the grammar points about the picture. If they are correct, they gain a point. If they are incorrect, the chance moves to the next team who is ready. The JTE will be watching for hands and giving the students the go-ahead. The team with the most points in the end will win the most coveted of prizes, stickers! (especially panda stickers!)

Name: Matthew O'Boyle, Kagoshima Higashi SHS
Textbook Lesson: All Aboard Communication English: I – Lesson 10 Memories on Trees
Objective: Learn about tourism and other countries.

Lesson Plan:
I. Greeting-2 minutes-5 minutes
II. Warm Up (~10-15 minutes)
1. Give students worksheets with 10 different countries and their international tourist information. Then ask students, “which country has the greatest tourism?”
2. When students can’t answer, explain grammar point on the board.
   a) as ~________ as
   b) ~ ________er than
   c) the ~______ est
3. Use 3 examples questions.
   1) Which country has the greatest amount of tourism?
   2) Which city has about as many people as _______?
   3) Does ______ have a greater population than ______?
Finally, ask the students, “Where do you desire to go?” and explain the meaning of the word desire. (Use dictionaries). List 5 of the places on the board.
III. Main Lesson (~20-30 minutes)
1. Write down 5 of the places they say and use the list to demonstrate sentence structures.
   “I have the greatest desire to visit (Name)”
   “I desire to visit (Name) as much as (Name)”
   “I have a smaller desire to see (Name) than (Name)”
   “I have the smallest desire to see (Name),”
2. Ask the students to make their own list of 5 countries or cities that they would like to visit and place them into the same example sentences on the worksheet.
3. After they have completed their list, the JTE and ALT will swap lists. One will ask the other “Do you desire to visit (Name)?” and the other will reply with one of the example sentences.
4. Have the students break off into pairs and compare their example sentences with a buddy. Have them gather the lists from their partners by asking them where they desire to visit.
5. If there is time, ask some of the students to read their sentences and tell us about where their buddy desires to visit.
Name: Fumiko Okura, Kushira Commercial High School
Textbook Lesson: All Aboard! Communication English: I Lesson 10 (Memories on Trees), 1st period p.88
Objective: (1) To get to know more about Finland  (2) To understand the comparative expressions
Lesson Plan:

<table>
<thead>
<tr>
<th>Warm-up (7 min.)</th>
<th>JTE’s Guidance</th>
<th>ALT’s Guidance</th>
<th>Students’ Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Have a small talk about the country ALT traveled with ALT</td>
<td>Have a small talk with JTE</td>
<td>• Listen to the talk</td>
</tr>
<tr>
<td></td>
<td>Check Ss’ understanding</td>
<td>Ask some questions about the talk</td>
<td>• Answer the ALT’s questions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Introduction (10 min.)</th>
<th>JTE’s Guidance</th>
<th>ALT’s Guidance</th>
<th>Students’ Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Have Ss close text-books</td>
<td>Ask Ss the following questions about this lesson and check their answers Q.1) Guess what country are we learning about? (Give some hints)</td>
<td>• Listen to JTE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Q.2)Where is the country? (Show Ss a map)</td>
<td>• Listen to ALT and try to answer the questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Q.3)What is the capital? Q.4)Which is bigger, Finland or Japan?</td>
<td>• Understand and practice with ALT</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practice Comprehension (15 min.)</th>
<th>JTE’s Guidance</th>
<th>ALT’s Guidance</th>
<th>Students’ Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Check Ss’ understanding</td>
<td>Ask some questions and show the correct answers</td>
<td>• Listen to JTE’s explanation</td>
</tr>
<tr>
<td></td>
<td>Give supplementary explanation</td>
<td>Help Ss</td>
<td>• Listen to ALT and answer the questions</td>
</tr>
<tr>
<td></td>
<td>Hand out the dialog script, focusing on the comparative</td>
<td></td>
<td>• Try to practice the dialog in pairs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pair-work (10 min.)</th>
<th>JTE’s Guidance</th>
<th>ALT’s Guidance</th>
<th>Students’ Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Choose some pairs to perform in front of the class</td>
<td>Make brief comments</td>
<td>• Watch and listen to the pairs chosen</td>
</tr>
</tbody>
</table>

Name: Aya Osako, Kagoshima Minami SHS
Textbook Lesson: All Aboard Communication English, Lesson 10 Memories on Trees
Objective: To use comparisons
Lesson Plan:
1st grade senior high school
Key Expression: Finland is smaller than Japan. / Mike is as tall as Emma.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
<th>Instructor’s activities</th>
<th>Students’ activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Review</td>
<td>Have the students talk in a group. The topic: Which do you like better, dogs or cats? and why? Ask questions about p.88-89. ① Is Finland bigger than Japan? ② Is the population of Finland is smaller than Hyogo Prefecture? Have the students practice pronunciations the target sentences.</td>
<td>Share their ideas. Review p.88-89. Practice pronunciation of target sentence and get familiar with them.</td>
</tr>
<tr>
<td>17</td>
<td>Work with Group</td>
<td>Show the students a model conversation with the ALT and JTE. Teachers use the expressions with comparison. Then, break the students into 6 groups and give them some cards. Have the students match the cards correctly.</td>
<td>Understand how to do the activity and try to match the cards correctly.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>20</td>
<td>Express opinions</td>
<td>Have the students express their own ideas in a group by using key expressions on the handout. After the task, keep the ideas on the handout.</td>
<td>Share their ideas by using key expressions.</td>
</tr>
<tr>
<td>5</td>
<td>Conclusion/ Evaluation</td>
<td>Show the answers and have the students keep the score they get on the sheet.</td>
<td>Check the answers and keep the score on the sheet.</td>
</tr>
</tbody>
</table>

Materials Needed  
• picture cards per group  
• handout

**Name: Andrea Petersen, Kanoya Nogyo SHS**

**Textbook Lesson:** Lesson 10: Memories on Trees

**Objective:** Introducing new chapter: Lesson 10: Memories on Trees  
Encouraging critical thinking and group work  
Practicing using comparisons in English

**Lesson Plan:**

**Greeting**  
(8 mins) (game omitted if 45 min lesson, then revert to simple greeting)  
Line game to practice daily focus (date, season etc.): lead by ALT

**Warm up**  
(7 mins)  
Students put into groups of 5-7 students (depending on class size)  
Group ‘speaker’ is nominated (Use Janken if slow to choose)  
Picture of Finland put up. Students given 2 minutes to discuss in their groups as to where it is.  
After 2 minutes, they are to give an answer in English to the class and there is class discussion lead by ALT and JTE to introduce topic/ lesson.

**Main lesson**  
20 minutes  
Each group is given a worksheet to complete as a group. Also need dictionaries/ textbooks.  
Worksheet has comparison columns of Japan and Finland, with picture of country outline and flag (can colour if they finish early), as well as vocab words of which to put under either heading (Sauna, onsen, Yen, Euro, Europe, Asia, Santa Claus, Kumamon, 127 million people, 5.4 million people etc.) There are also several sentences with blanks to complete (Japan’s population is ____ times the ____ of Finland), to focus on use of new vocab and to encourage comparison of the two countries.  
Students may ask JTE and ALT for assistance but first encouraged to use dictionary and ‘have a try’. JTE and ALT constantly moving around the room, spending time with each group and ensuring effort is being made by the students. Only English used as much as possible!

**Closing**  
(15 mins)  
Go through answers, calling on each group to contribute/ encourage questions. Reiterate comparison sentences and use further examples on the board (JTE and ALT).  
Give remarks on students’ effort and thank them.

**Name: Natusmi Sako, Kagoshima Minami SHS**

**Textbook Lesson:** Memories on Trees Lesson 10 (From All Aboard! Communication English

**Objective:** To use comparisons

**Lesson Plan:**

Grade: 1st senior high school

Key Expression: Finland is smaller than Japan. / Mike is as tall as Emma.
2. Introduction
- Students work in groups for 5 or 6.
- They look at five pictures (Santa Claus, saunas, auroras, forests, and Moomin World) and think where they want to visit and why.

| 3. Comprehension | 18 | Students understand the different and same between Japan and Finland using comparison with blank map and some pictures. |

| 4. Communicative activity | 20 | Students write down a worksheet where they want to visit the best and why with the comparative degree. Then, they work in pairs.
- After working in pairs, 2 groups work together and each group performs each dialog.
- Some groups perform their dialogs in front of all students. |

| 5. Consolidation | 2 | Students review today’s comprehension. |

| 6. Greeting | 1 | Students greet to JTE and ALT. |

---

**Name:** Tetsuro Suehara, Kanoya Girls’ High School  
**Textbook Lesson:** All Aboard! Communication English: I Lesson 10 (Memories on Trees)  
**Objective:** Introduce the students familiar with the comparative degree  
Get the students understand the differences between Finland and Japan

**Lesson Plan:**

<table>
<thead>
<tr>
<th>Stage</th>
<th>JTE</th>
<th>ALT</th>
<th>Students' activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greeting</td>
<td>2</td>
<td>Greet the students</td>
<td>Greet ALT and JET</td>
</tr>
<tr>
<td>Warm-up</td>
<td>2</td>
<td>Dialogue with ALT about 6 countries</td>
<td>Listen to the dialogue between ALT and JET</td>
</tr>
</tbody>
</table>

| Quiz | 6 | Ask the students about 6 countries names and other things | Guess the countries names |

| Main Lesson | 39 | Explain today's points about Japan and Finland | Answer 6 countries names |
| Explanation | 1 | Explain about the comparatives in Japanese | Answer them |
| | 6 | Help the students to use the comparatives | |

| Task 1 | 8 | Help the students to make comparative sentence | Make sentences of famous artists with the comparatives |
| Practice | 6 | Help the students to make comparative sentence | Announce their sentences in class |
| | 5 | Help the understanding of the students | Listen to ALT |

<p>| Task 2 | 5 | Read the textbook | Tell what they noticed |
| Task 3 | 3 | Help the students to Pronounce new words | Repeat after ALT |
| | 3 | Help the students to | Pronounce aloud |
| | | | Look for words |</p>
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Pronounce new words</td>
<td>Explain the meanings of difficult words</td>
</tr>
<tr>
<td>2</td>
<td>Read again</td>
<td>Corresponding to the ALT’s definitions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read again thinking about</td>
</tr>
<tr>
<td>Closing</td>
<td>1</td>
<td>Tell about assignments</td>
</tr>
<tr>
<td></td>
<td>Listen to the assignments</td>
<td></td>
</tr>
</tbody>
</table>

Name: Tara Suprunowicz, Amami Technical SHS

Textbook Lesson: All Aboard! Communication English: I Lesson 10 (Memories on Trees)

Objective: Reviewing and applying the three target grammar teachings from lesson 10.

Lesson Plan:
Greeting

Warm Up (~10min.)
- Line Game: Pick a student and they choose either the row or column that will stand with them. ALT/JTE asks questions or says a vocab word (students need to translate). If the student answers correctly they sit down, but if not they remain standing.
  - Play using new vocabulary, as well as reviewing old

Main Lesson (~40min.)
- Grammar Target:
  - 1. as~as (I am as tall as Yuki.)
  - 2. ~er than… (I am taller than Yudai.)
  - 3. the ~est (I am the tallest in the class.)

First use some examples in the classroom, such as comparing students’ heights and other things around the classroom. After giving various examples, explain the meanings in more depth (Japanese translations).

- Grammar Application: (Grammar Gamble)
  - First have the students form groups of 5-6. Each Group receives a set amount of "money" before the game starts. The ALT/JTE write a sentence on the board. The groups must correctly fix each sentence within a given time. Groups make their corrections on a piece of paper and wage a certain amount of money. ALT/JTE check each groups’ corrections and add/subtract their wages respectively. Repeat the process with a new sentence.
  - Sentences should reflect the grammar learned in today’s lesson.
    - Ex.
      - Finland is small than Japan. → Finland is smaller than Japan.
      - I am as tall Saori. → 1 am as tall as Saori.
      - Daichi has shortest hair in class. → Daichi has the shortest hair in the class.

Closing

Name: Yuko Takahashi, Hayato Technical SHS

Textbook Lesson: All Aboard! Communication English I Lesson 10 Memories on Trees (pp.87-92) Chapter 1 (Page.88)

Objective: Students can:
1. learn about Finland.
2. get familiarized with the comparative degree.
3. acquire an appreciative attitude of other countries.

Lesson Plan:
Greeting

Warm up

- Questions & Answers
  1. What’s the name of this country? / Where is Finland? (With the map of Europe)
  2. Where is Santa Clause from? / Where is Moomin from? Etc. (With some pictures)
  3. Tell us anything you know about Finland.
• Small talk about Finland

Main Lesson
• Introduce new vocabulary
• Reading Practice (Chorus / Pair / Conversation)
• Question & Answers on page:88

• Activity
  1 Give students a European counties list containing information such as the population, where
the capital is, the average temperature and so on.
  2 Students choose one country from the list and make some sentences describing it. They have to
use the comparative degree at least once or twice. (If students seem to have trouble with making
sentences, we can give them some examples like “The population of this country is larger than that
of Finland.”)
  3 Students walk around the classroom to find a partner, and then do *Jankento* decide who will tell
his or her information first. They should alternate between telling and listening, and guess which
country their partner is describing. Students who get the answer first are the winners and can go
find their next partner. Students who lose twice have to sit down.

Closing remarks / Students Feedback

Name: Satoshi Tanaka, Satsunan Technical High School

Textbook Lesson: All Aboard! Communication English I, Memories on Trees (Lesson 10)

Objective: Learn new words

Lesson Plan:

<table>
<thead>
<tr>
<th>Time</th>
<th>Procedure</th>
<th>Students' Activities</th>
<th>Teachers’ Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greetings</td>
<td>Greet teacher and ALT.</td>
<td>Greet students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&gt; JTE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&gt; ALT</td>
</tr>
<tr>
<td>15</td>
<td>Line Game</td>
<td>Answer questions about what they have studied in the previous lessons through a “columns and rows” game.</td>
<td>Ask questions relating to work covered in previous lessons.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&gt; JTE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&gt; ALT</td>
</tr>
<tr>
<td>6</td>
<td>Review Work</td>
<td>Repeat after the teacher.</td>
<td>Read the words, phrases and expressions to be covered in the coming lesson.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Answer questions about meanings of words, phrases and expressions.</td>
<td>&gt; ALT</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Check the understanding of the words, phrases and expression.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&gt; JTE</td>
</tr>
<tr>
<td>23</td>
<td>Understanding Today’s Lesson</td>
<td>Listen to the explanation of the lesson and look through the list of words on page 88 to be aware of what to listen for. Write English sentences. Take notes of the content and fill in the blanks with Japanese. Answer the words in the blanks. Take notes and listen to the explanation.</td>
<td>Explain today’s focus: Finland and their forests.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&gt; JTE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Write down the English content on the board.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&gt; ALT</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Provide some translations as well as sentences with blank spaces.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ask students to fill in the blanks.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Write and explain key expression in the script.</td>
</tr>
<tr>
<td></td>
<td>Pronunciation Drill</td>
<td>Repeat after the ALT.</td>
<td>Demonstrate the pronunciation.</td>
</tr>
<tr>
<td>---</td>
<td>---------------------</td>
<td>-----------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>3</td>
<td>Self-evaluation</td>
<td>Check their own sheets for all notes.</td>
<td>Help them check that their notes are complete.</td>
</tr>
<tr>
<td></td>
<td>Submitting and Farewell</td>
<td>Hand in notes and bid farewell to the instructors.</td>
<td>Give students the instruction to collect the notes and bid farewell to the students.</td>
</tr>
</tbody>
</table>

**Name:** Shoko Tsuruda, Suyoshi SHS  
**Textbook Lesson:** All aboard! Communication English 1 Lesson 10  
**Objective:** Students understand what Finland is like and also introduce Japan. Students get comfortable with comparative grammar. Students try to communicate with their friends and teachers effectively.

**Lesson Plan:**

**Greeting**

*Warm Up* (~15 minutes)

*Ask the students some questions such as “What do Finnish people think of the forests, and why?” or “What do Finnish people do in the forests?” to make sure they understand the gist of the text.

*Get the students to pick up one city or one prefecture in Japan, and introduce it to the ALT. For example, students can say, “Kagoshima is famous for Mt. Sakurajima. It is an active volcano. We don’t like ashes from Mt. Sakurajima, but some people produce cosmetic products from the ashes.”*

**Main Lesson** (~35 minutes)

* Play ‘Find someone who is the number one in the class.’
  1. Each of the students decides a subject, such as ‘money they have now’ or ‘how long they used a mobile phone last night’.
  2. Students ask a question like ‘How much money do you have with you now?’ and find someone who has the most money in the class now.
  3. After students ask each other, they show the result of the interview using 3 types of comparative grammar. For example, “Miki has as much money as I do.” “Takuya has more money than I do.” “Taro has the most money in the class.”

**Closing**

**Name:** Haruka Ushirogata, Kagoshima Higashi High School  
**Textbook Lesson:** All Aboard! Communication English I Lesson 10 Memories on Trees  
**Objective:**  
- The students will learn to compare two things in English.  
- The students will learn to gather information in English.

**Lesson Plan:**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Target Skills / Aim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greeting</td>
<td>Positive attitude towards communication.</td>
</tr>
<tr>
<td>Small Talk</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2-5 min</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. Greeting  2minutes-5minutes
II. Warm Up (10-15minutes)
1. Give students worksheets with 10 different countries and their international tourist information.
   Then ask students, “which country has the greatest tourism?”
2. When students can’t answer, explain grammar point on the board.
   a) as _______ as
   b) _______er than
   c) the _______ est
3. Use 3 examples questions.
   1) Which country has the greatest amount of tourism?
   2) Which city has about as many people as _______?
   3) Does ______ have a greater population than ______?

Finally, ask the students , “Where do you desire to go?” and explain the meaning of the word desire. (Use dictionaries). List 5 of the places on the board.

I. Main Lesson (20-30 minutes)
1. Write down 5 of the places they say and use the list to demonstrate sentence structures.
   “I have the greatest desire to visit (Name)”
   “I desire to visit (Name) as much as (Name)”
   “I have a smaller desire to see (Name) than (Name)”
   “I have the smallest desire to see (Name),”

2. Ask the students to make their own list of 5 countries or cities that they would like to visit and place them into the same example sentences on the worksheet.

3. After they have completed their list, the JTE and ALT will swap lists. One will ask the other “Do you desire to visit (Name)?” and the other will reply with one of the example sentences.

4. Have the students break off into pairs and compare their example sentences with a buddy. Have them gather the lists from their partners by asking them where they desire to visit.

5. If there is time, ask some of the students to read their sentences and tell us about where their buddy desires to visit.

Name: Ashley Visvanathan, Oshima Kita SHS
Textbook Lesson: All Aboard! Communication English 1 (Lesson 10)
Objective: Introduce the use of comparatives and superlatives to students. Have students express comparisons in a practical way.

Lesson Plan:
Warm-up: (~7 minutes)
   Have students silently arrange themselves in a line in front of the room from shortest to tallest.
Using comparatives and superlatives, ALT will make statements about the students in the line. Students repeat statement after ALT.
Example: (Student) is the tallest in the class. (Student) is shorter than (Student). (Student) is as tall as (Student). Students return to their chairs.

Main Lesson: (~43 minutes)
Text book: ALT reads pages 88-89 to the class.
JTE explains “Target” portion of the lesson. ALT reads sentences in English.
ALT reads “Practice” and “Exercises” A and B. JTE checks for comprehension. Ask the students to volunteer answers for the “Practice” and “Exercise” portion.
Activity: Students are divided into groups and are given a table of questions to fill out about themselves and group members.

Sample Survey:

<table>
<thead>
<tr>
<th>Survey</th>
<th>Your Name</th>
<th>Name</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Number of Sibling Distance to Class</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sharing/Wrap-Up: When the table is complete, students write sentences comparing information on the table using comparatives and superlatives. Students then read aloud some of the sentences they have formed about their group members.
Example: I am the oldest in the group. I wake up earlier than (Student). I have more siblings than (Student). Survey Table Idea From: www.teach-this.com

Name: Natalie Wissler, Kakusho SHS

Textbook Lesson: All Aboard! Communication English I, Chapter 10: Memories on Trees

Objective: Get the students to review and practice comparatives/superlatives, as well as improve the ability to create English sentences and understand the content of the text.

Lesson Plan:

Greeting

Warm Up (~10 minutes)
1. Ask the students to name as many adjectives that they can think of, and write them down in a list on the board. Then do the same thing with names of places.
2. Have all of the students stand up. They must raise their hands and make either a comparative or superlative sentence using an adjective and the places listed on the board. If they are correct, they may sit down. Continue until all students are seated, correcting mistakes along the way.

Main Lesson (~35 minutes)
• Introduce the activity “Dash Off the Answer.”
• Prepare a sheet of questions either containing comparatives (“Which is bigger, an elephant or a cat?”) or related to the text (“Where in Europe is Finland?”). Adjust the difficulty of the questions depending on the level of your students.
• Hand out a blank answer sheet to each student.
• Explain how to do the activity, which is as follows:
  1. The students are split into as many teams as there are columns facing the teacher.
  2. Ask any question on your sheet. As soon as you ask the question, say a number, for example, 3. All of the students sitting in row 3 (not column 3) must go to the board immediately and write their answers on the board. When they finish, they must raise their hand and say “Finished!” The first student to do so, and have a correct answer, gets two points for their team (column). The second student gets one point. They cannot change their answer after they have raised their hand. The students who are not in the row called must write their answers on their answer sheets.
  3. The answers must be complete in order to be correct. One-word answers (ie “Elephant” to the example question above) do not earn any points.
4. Correct any errors that you see. Students will make the same ones frequently in the beginning, but should improve along the way if you point out common mistakes.

5. Continue playing until time is up. The team with the most points wins!

Closing Remarks/ Student Feedback (~5 minutes)
Name: Aneika Angus, Okuchi High School

Textbook Lesson: Power On Communication English 1, Lesson 7: Furoshiki-The Magic Cloth

Objective:
- For students to communicate positively about eco-friendly practices used in Japan.
- For students to express their views about the story
- For students to understand why Wangari Maathai was impressed.

Lesson Plan:

<table>
<thead>
<tr>
<th>STAGE</th>
<th>TIME</th>
<th>STUDENT'S ACTIVITIES</th>
<th>INSTRUCTOR'S ACTIVITIES</th>
<th>ALT’s ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greetings</td>
<td>1</td>
<td>Greet Instructor and ALT</td>
<td>To greet the students</td>
<td>To greet the students</td>
</tr>
<tr>
<td>Introduction</td>
<td>7</td>
<td>-Listen keenly -Complete worksheet</td>
<td>-*Explain the Noble Peace Price. -Demonstrate with ALT about conservation</td>
<td>-Demonstrate with JET. -Oversee activity -Check answers</td>
</tr>
<tr>
<td>Today's Goals</td>
<td>2</td>
<td>-Listen Keenly</td>
<td>-Explain the concept of mottainai</td>
<td>-Assist JTE when necessary</td>
</tr>
<tr>
<td>Comprehension (Listening &amp; Scanning)</td>
<td>15</td>
<td>-Listen keenly, -Read text After ALT -Underline the difference between paper bags and furoshiki</td>
<td>-Explain NEW words to students -Hand students worksheet -Check student’s worksheet</td>
<td>-Pronounce New Words, -Read the text aloud, -Check students answers</td>
</tr>
<tr>
<td>Comprehension (doing the task through Q &amp; A)</td>
<td>12</td>
<td>-To answer the questions</td>
<td>-Ask students questions -Share answers via EWB</td>
<td>-Ask the students questions. -Check the answers</td>
</tr>
<tr>
<td>Expression (writing and sharing)</td>
<td>12</td>
<td>-In groups, discuss and write about how they practice “mottainai” at home and at school -Share this with the class.</td>
<td>-Show examples of “mottainai” via EWB -Oversee the activity -Comment about the students presentation</td>
<td>-Oversee the activity, -Comment on Student's presentation</td>
</tr>
<tr>
<td>Greetings</td>
<td>1</td>
<td>Farwell to instructor and ALT</td>
<td>Farewell to students</td>
<td>Farewell to students</td>
</tr>
</tbody>
</table>

*A video exert showcasing Malala Yousafzai’s speech on the importance of education will be shown to the students. She will receive the Noble Peace Prize on December 10, 2014 and will be the youngest person to do so. She is 17 years old and will share the award with Kailash Satyarthi. A work sheet will be given for students to complete the famous quote she made to the UN delegation. “One Child, One Teacher, One Pen and One Book can change the world.”

EWB- Electronic White Board with magnetic Pens and Paper for each group.

Name: Richard Becker, Soo SHS

Textbook Lesson: Power On Communication English 1, Lesson 7: Furoshiki-The Magic Cloth

Objective: Review contractions and encourage speaking through the use of the present perfect continuous tense.
Lesson Plan:

Greeting

Warm-up (~10 minutes)

1. Review contractions

2. Play the Contraction Relay Card Game. Before class, the JTE and ALT write various contractions on index cards, emphasizing the Subject + Auxiliary Verb (have) + A.V. (been) pattern. The students form teams with a minimum of four members. An identical set of cards is given to each team. The cards should be placed on the final desk in each column (the one nearest the back of the classroom). The cards may be arranged as the students see fit. The JTE and ALT will call out subject/auxiliary verb compounds such as “you have been” and the like. When a student locates the corresponding contraction card, he or she grabs it and passes it along his or her column to the front of the classroom. The final person in the column raises the card in his or her hand and calls out the contraction. Points can be awarded for correct answers and to the most rapid team(s). After three or four different compounds have been called out, have the students rotate to another desk. Make sure that every student has had a chance to search for the correct card and call out the contraction for at least one round. If teams would have an uneven number of members, allow students to call out subject/auxiliary verb compounds as part of the rotation.

Main Lesson (~35 minutes)

1. Explain to the students how and when the present perfect continuous is used. Be sure to explain how the sentence pattern differs between statements and questions.

2. Since Part 1 of Lesson 7 presents the furoshiki as an eco-friendly item, encourage the students to form small groups and state what they have been doing to reduce waste or help the environment. (I’ve been eating with reusable chopsticks instead of disposable ones. She’s been turning off the lights when she leaves the room, etc.). Have the groups share their ideas with the rest of the class.

3. Play “What have you been putting in your furoshiki?” with the class. To prepare for this lesson, it is necessary to have one furoshiki (or similar cloth item) per team and good number of various small, commonplace school supplies such as mechanical pencils and erasers. The ALT calls out five days of the week, one at a time. After each “day” is stated, give the groups 10 seconds to secretly put an item into their furoshiki. Up to two different items can be placed into it during any given “week.” After the fifth day is called, the JTE calls out “It’s (day), what have you been putting in your furoshiki?” Students turn to other groups and say “You’ve been putting (x and x) in your furoshiki” in an attempt to guess its contents. Award points to the teams that guess correctly.

Closing Remarks (~5 minutes)

Briefly review contractions and their use in daily life, especially with the present perfect continuous tense.

Name: Jonathan Belcher, Tokunoshima Senior High School


Objective: This is a group Reading Comprehension practice for A-level High school students. I invented this plan to help students understand summarization and learn to extract important information.

Lesson Plan:

- At this point the students have already read the story in Lesson 7, Furoshiki-The magic Cloth.
- Begin by dividing the class into as many as five (5) groups. Their first task is to decide on a group name. This activity builds cooperation and gives each group an identity.

Each group must read each paragraph carefully and decide on what the important information is. These are some questions they should ask themselves.

- Are vocab words mentioned?
- Are there any locations?
- What other important information is there in the story?

As a group students have 10 minutes to discuss possible summaries of each chapter. Then a representative for the group writes the summaries on the board. They must be one to two sentences long. Also, each group must write down the other sentences from the other groups, and the corrections that I make to them. I will also write examples of good summaries when students have finished.

I might give out a prize to the group with the best summary for each paragraph. Some of the words they are hearing for the first time, so it can be challenging but the Japanese Teacher of English and I walk around the
classroom to help students form the summaries. The students seem to have fun creating the summaries and it helps them break down and understand the reading.

-Here is an example of what the work sheet might look like.

Name: Laura Boville, Kanoya Technical SHS  
Textbook Lesson: Power On: Communication English I: Lesson 7: Furoshiki- The Magic Cloth  
Objective: Have students practice the use of the present perfect continuous tense through listening, writing and speaking activities. Introduce reuse practices in the U.S. and how they compare to Furoshiki in Japan.

Lesson Plan:

Greetings: How are you today? What day is it? What is the weather like? Etc.

Warm Up (~15 minutes)
1. Quickly review use of Present perfect continuous tense verb tense (pg. 85), explaining it is used to talk about actions that start in the past and are continuing now, usually paired with an amount of time (ex. Since, for, etc.). Give some examples- Have been running, have been eating
2. Split the class into two teams (or in rows for larger classes with each row acting as a team) and do board races to put verbs into the present perfect continuous tense.
   a. Each of the teams line up in front of the board where you have written a list of verbs. The first person for each team runs to the board and writes the correct conjugation of the first verb (with their teams help), and passes their chalk to the next person. First team to finish correctly wins, or is given points according to who finishes first. Do this for 4-6 verbs.

Main Lesson (~30 minutes)
· Introduce topic of donation stores (ex. Salvation Army, Good will) and show an example in easy English. Talk about examples that may be near where you live in Japan. Emphasize these are a way for Americans/other countries to donate unwanted clothes, furniture, toys etc. so they may be used by other people/used again in the future.
· Ask follow up questions
How does donating clothes help the environment?
Who benefits from donating clothes and other items?
How is donating clothes similar to furoshiki?

In pairs or groups of three, have students brainstorm 2-3 items they have been using, wearing, playing, reading etc. for 1 year, 2 years, 5 years-Items they would be willing to donate so that others might use them.

Have each groups role play donating one of their items using the following dialogue (ALT and JTE do a model first)

- Donation center worker: “Hello! What will you be donating today?”
- Student: “My ________. I have been __________ it for 3 years.”

Closing Remarks/ Student Feedback (~5 minutes)

As a wrap up, tell the students you will mime an activity you have been doing recently, and they must guess what it is (still in their groups). Ex. You mime eating, and they yell out “You have been eating!”. Next, tell the first person in one group to mime an action to the person behind them, while the others turn around. The second person mimes to the third, and so on until the last person/whole class guesses- “You have been running!”

Name: Sarah Cole, Ijuin SHS


Objective: Use the grammar points “how” and “what” as they are introduced in the textbook ("what you should"; "how I should"). Familiarize the students with giving and receiving simple instructions in English, and holding a natural short conversation.

Lesson Plan:

Materials and Preparation:
- Interview worksheet: B4 size paper, one half with pictures of common appliances, each labeled in English. (Examples: rice cooker, washing machine, microwave) The other half of the paper has prompts for an interview with other students and spaces to write the gathered answers.
- Between 5 and 10 large pieces of paper with simple 3-step instructions in English on how to use a common appliance, but no picture or word for the appliance.

Greet
Introduction (about 10 minutes)
- JTE and ALT introduce the topic of the lesson.
- ALT shows the large papers with instructions and gives a brief explanation of each object in simple English.
- Have students repeat after the ALT to practice saying the instructions for 2 or 3 of the objects.
- ALT tapes the large instruction papers up in different areas in the classroom while JTE hands out the worksheet.

Main Lesson (about 40 minutes)
- Assign students by row to go to different instructions. They must copy down the instructions and circle the appliance that it describes on their worksheet.
- Students check with other students in their row that they circled the correct object.
- JTE and ALT give a demonstration of how to collect the instructions from other students (Example: A: “I have a (object).” B: “I have a (object).” ALT and JTE mime writing down the information)
- Students must find two different partners who have a different object and record the instructions for how to use the new object on their worksheet.
- JTE and ALT demonstrate a dialogue. This time, the example object should be something that is not one of the objects the students are using. The teachers can use the example from the textbook.
- Students seek out two new partners for a dialogue, giving instructions for their object.
- JTE and ALT demonstrate the dialogue one more time, this time with a final reaction added. (Example: B: “~Third, tie the ends together.” A: “Thanks for explaining it to me!” / “That's a useful item.” / “Now I understand.”)
- Students find one more partner to add the reaction to their dialogue.
- JTE and ALT call on 2 or 3 pairs of students to demonstrate their dialogues for the class.
For any extra time:
Students write down a short paragraph telling what they learned from one of their partners, and their reaction. Encourage students to come up with simple 3-step instructions for a new object on their own.
Say Goodbye

Name: Maui Comite, Kajiki SHS
Textbook Lesson: Power On, Communication English I / Lesson 7: Furoshiki.(Part 1 & 2)
Objective: Get students to collaborate with each other. Make sure they understood grammar, vocabulary and content through a series of exercises. The class should be familiar with the text and hopefully have worked on it at home or in class prior to this lesson.

Lesson Plan:
Activity: Have students sit in pairs. Give the worksheet previously prepared by the ALT & JTE (example below) to each student. They should all have their own handout to work on. Each part of the worksheet worth points and must be completed in a certain amount of time. 10 minutes before the end of the class, the sheets will be switched with another pair's sheets for marking.
The ALT & JTE then give students the answers, they should mark their classmates' paper and count the points.
The winning pair is the one who has the person with highest score.

WORKSHEET EXAMPLE:
(5 min) PART 1 - Vocabulary & Text search.
Word search. Find the words below in your text and highlight then:
Environment - Wrapped - Customs
Eco-friendly - Public bath
(15 min) PART 2 - Quiz [2 points per question. Usually 5 questions. Students must use the book]
1. What impressed Wangari Maathai when she visited Japan?
2. Why is the cloth called furoshiki?

(10 min) PART 3 - Put the sentence in the correct order. [This part worth 2 points per sentence. Usually 3 sentences. Students cannot use the book.]
1. wrapped / in / them / clothes / they / then / their

(5 min) PART 4 - Dictation. Spell the dictated words correctly. [1 point each. Usually dictate 5 words from their vocabulary]
(5 min) PART 5 - Scrabble/Translation. Find the words using the letters given on the blackboard.
Scrabble:
Ex. LUKEIN [ALT writes on the board] = [students write on their sheet] unlike
Translation: Usually a sentence from their grammar point.
Ex: "Over and over again"

(10 min) PART 6 - Correction

Name: Peter Duncan, Shibushi Senior High School
Objective: Students become familiar with describing an object, and asking questions using the passive tense.

Lesson Plan:
(Prior to the class, all students had to bring in an object from their home, wrapped in a furoshiki cloth, and make notes of answers to questions about their items, eg: what it is made from, what it can be used for, and possible questions for other students, eg “Can it be used for writing?” “Can it be used for sport” etc).

Greeting.
Warm up.
The teacher and ALT have also brought their own objects to class.
Students are invited to ask questions (“What is it used for?” “What is it made from?” etc).
The teacher and ALT then reveal what they have brought, and say what it is used for, eg: “This ~ can be used for~.”

(10 minutes).

Main lesson.

In pairs, the students ask each other questions about their objects they have brought. (10 minutes).

Students reveal their objects.

Each student writes down sentences describing their partner’s object. (15 minutes).

Some pairs come to the front of the class, and read their sentences about their partner’s object. (15 minutes).

Closing remarks/student feedback.

If there is any extra time, students can practice the pronunciation of “cloth” and “clothes”.

---

**Name:** Megumi Fukuzaki, Makurazaki SHS  
**Textbook Lesson:** Power On Communication English Course (Tokyo Shoseki) Lesson 7 (pp.83-92)  
**Objective:**  
1. To help the students review the content of Part 1 including the vocabularies  
2. To have the students practice expressions using present perfect progressive

---

**Lesson Plan:**

<table>
<thead>
<tr>
<th>Allotment:</th>
<th>Students JTE ALT Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&quot; &amp; 2nd lesson</td>
<td>Part 1(pp.84-85)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Procedure</th>
<th>Students</th>
<th>JTE</th>
<th>ALT</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>~10</td>
<td>Greeting and Warm-up</td>
<td>Students in each line stand up and compete in teams</td>
<td>Assist ALT, writing the letters on the blackboard</td>
<td>Give students instructions</td>
<td>‘Spelling Bee’ on the vocabularies in Part 1</td>
</tr>
</tbody>
</table>
| ~5 | Review of the previous lesson | Listen and answer accordingly | - Explain the grammar points  
- Call out some students to volunteer to answer the questions on p.85 | Assist JTE with example sentences |
| ~15 | Focus on Grammar | -Listen to teachers and take notes  
- Answer the grammar questions on p. 85 | -Put a few picture cards on the board  
- Provide a handout for students to write down the sentences  
- Demonstrate a dialog with JTE  
- Help students practice the dialogue and fill in the handout | Prepare:  
1. a few picture cards showing some situations  
2. taking a nap  
3. watching *Doraemon*  
4. eating some snacks  
5. (students’ original) etc.  
2. a handout for students to write down the sentences |
| ~15 | Activity  
-Speaking  
-Writing | -Practice a short dialogue on the phone using ‘What have you been doing?’ – ‘I’ve been …ing’ looking at the picture cards on the board  
- Write down the sentences on the handout | -Give extract of the lesson and announce for the next one | Give comment on the class |

| 5 | Consolidation, Evaluation and Greeting | -Listen and evaluate themselves  
- Greet teachers | | Greet students |

---
Name: Akihiko Harada, Izumi Technical High School
Textbook Lesson: Power On, lesson 7: Furoshiki—The Magic Cloth
Objective: Get the students comfortable with the present perfect progressive. Interest students in furoshiki by showing some Japanese furoshiki and know the furoshiki are very convenience and beautiful things.
Lesson Plan:
Greeting
Warm Up (~10 minutes)
1. Introduce topic of the present perfect progressive.
2. Review the present perfect which students already learned by using some easy questions.
Main Lesson (~35 minutes)
• Introduce topic of furoshiki and show an example.
• Introduce new vocabulary (environmentalist, receive, impress, express etc.)
• Explain to students in easy English using the present perfect progressive… Show pictures of many kinds of furoshiki as they don’t know.
• Get students to solve some question about present perfect progressive.
• Get students to make something by using some furoshiki.
Closing Remarks/Student Feedback (~5 minutes)
(Extra time)
• Allow students to learn the reason why we call that kind of cloth a furoshiki?

Name: Yuka Hidaka, Shoyo SHS
Textbook Lesson: Power on Communication English I Chapter 7: Furoshiki—The Magic Cloth (Chapter Review)
Objective: 1) Get the students comfortable with using process-showing expressions such as “first”, “second”, and “third”.
2) Have students introduce the Japanese cultural idea of “Mottainai” to a foreigner by using other examples.
3) Make students aware of the importance of taking good care of things around them.
Lesson Plan:
Greeting
Warm Up (~10 minutes) Furoshiki Wrapping Competition
1. Prepare some furoshiki and instructions on how to wrap things.
2. Have students make groups and follow the instructions to wrap various things.
3. The group which wraps things the most beautifully wins the game.
Main Lesson (~35 minutes) Slip Back to Edo!!
1. Take a quick review on how to introduce things in English, using the expressions from the textbook.
2. Have students imagine that they are living in the Edo period, and their ALT is a visitor. Have them introduce Japanese eco-friendly ways of living in Edo era to their ALT.
   (1) In groups, let the students choose a topic out of four choices: Kimono, Geta, Washi, and Kome.
   (2) Have students make a plan for a presentation. Have them use the expressions from the review as a guide for writing scripts.
   (3) Give each group a large piece of paper and let them write or draw a picture.
   (4) Have each group make a presentation. The speakers have to wear Samurai-wigs to make it fun. The ALT and JTE act as a foreigner who is visiting Edo, and a shogunal official.
   (5) Have students share their opinion on Edo people’s ways of living and what we should learn from them.
Closing Remarks/Student Feedback (~5 minutes)
Let the students vote for the best presentation, and have them evaluate themselves, too. Make some comments.
Name: Shawn Hodge, Kanoya SHS  
**Textbook Lesson:** Lesson, 7: Furoshiki- Part One  
**Objective:** Get the students comfortable with using the grammar point. Have students use the textbook in order to explain a part of Japanese culture.

**Lesson Plan:**  
**Greeting:**  
**Warm up:** 10-15 minutes  
- Explain the [have/has been V~ing] grammar point.  
- Explain and demonstrate the activity.  
- Then have students make pairs and pretend to be old friends who haven’t seen each other in a while. The students should use the grammar point to explain what they have been doing.

**Main Lesson:**  
- **Pronunciation practice:** (10-12 min)  
  - Repeat new vocabulary with the ALT.  
  - Read part one of the lesson part by part with the ALT.  
  - Have the students take turns reading sentence by sentence (two times).  
- **Explaining furoshiki to Wangari Maathai (23-30 min)**  
  - Using the worksheet, have students find advantages of using furoshiki.  
  - Using the worksheet, have students make a dialogue in which one a Japanese student explains the advantages of furoshiki to a visiting foreigner, Wangari Maathai.  
  - Students will take turns using their dialogues in pairs.  
  - Finally, the JTE and ALT will choose some pairs to demonstrate their dialogue in front of the class.

**Closing Remarks**

---

Name: Yayoi Ikejiri, Ijuin Senior High School  
**Objective:** The students will:  
1. Get familiarized with the expression ‘have been ~ing.’  
2. Be able to explain the good points of some eco-friendly activities or goods.  
3. Try to use English without being afraid of making mistakes.

**Lesson Plan:**  
**Allotment:**  
1st period Part 1  
2nd period Part 2  
3rd period Part 3  
4th period Part 4  
5th period Review and Communication (This period)

**Procedure:**

<table>
<thead>
<tr>
<th>Time (min.)</th>
<th>Procedure</th>
<th>Students’ activities</th>
<th>JTE’s activities</th>
<th>ALT’s activities</th>
<th>Criteria of evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>2. Small talk with ALT</td>
<td>Have a talk with ALT.</td>
<td>Help students if necessary.</td>
<td>Give students some questions and have a talk with them.</td>
<td>A-① C-①</td>
</tr>
<tr>
<td>15</td>
<td>3. Listening to ALT’s story</td>
<td>Listen to the ALT’s story. Answer the questions.</td>
<td>Give students some explanation about the words and phrases. Ask some questions about the story and check the students’ understanding.</td>
<td>Give a speech about eco-friendly customs in her country. First time, tell the whole story. Second time, paragraph by paragraph.</td>
<td>A-① C-①</td>
</tr>
</tbody>
</table>
### 10 Brainstorming about eco-friendly customs and goods.

- Think about what eco-friendly customs and goods they have in Japan. Exchange their ideas.
- Have the students think about the eco-friendly customs and goods around them.
- Ask students what eco-friendly customs and goods they have in Japan.

### 18 Dialogue activity

1. **Listen to the teacher’s explanation and see the demonstration.**
2. **Make pairs.**
3. **Choose one eco-friendly custom or eco-friendly item.**
4. **Make a dialogue using the worksheet.**
5. **Have a conversation.**
6. **Make a presentation.**

### Criteria of Evaluation

<table>
<thead>
<tr>
<th>(A) Interest, Motivation, Attitude</th>
<th>(B) Expression</th>
<th>(C) Understanding</th>
<th>(D) Knowledge Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>① Try to understand ALT’s story.</td>
<td>① Can express their own ideas in English.</td>
<td>① Can understand teachers’ story and direction.</td>
<td>① Acquire the pattern ‘have been ~ing’</td>
</tr>
<tr>
<td>② Try to exchange ideas</td>
<td>② Can make conversation with their partner.</td>
<td>② Can understand other students’ ideas.</td>
<td>② Learn how to explain their ideas.</td>
</tr>
<tr>
<td>③ Try to express their own ideas.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Work Sheet

**Task**

1. Choose one eco-friendly custom or item.
2. Make a conversation using the following pattern.
3. You must tell about:
   - ① What idea you have.
   - ② Two good points of your idea.
   - ③ Conclusion

**Worksheet**

A: What have you been doing all this while?
B: I've been looking for this. (You show a picture or goods.)
A: What's that?
B: This is __________.
A: What are the good points of it (that custom / item)?
B: Well, first ________, and second, ________,
A: I'm really surprised that you're so interested in environmental problems.
B: __________
Name: Suguru Imabeppu, Meiokan SHS
Textbook Lesson: Power On, Lesson7: Furoshiki - The Magic Cloth (Section1)
Objective: Students will be able to recognize the Japanese traditional things such as a furoshiki once again.
Lesson Plan:
Greeting
Warm Up (~5 minutes)
Show students a skit about furoshiki.

| JTE: Have you ever seen this cloth? |
| ALT: I think it is a scarf! |
| JTE: No, it's a furoshiki. This is the Japanese traditional wrapping cloth. |
| ALT: How do you use it? |
| JTE: We use it to carry things and we use it like this. Unlike paper, we can use it over and over again. |
| ALT: Oh, that sounds great. Using a furoshiki seems to be good for the environment. |
| Why do you call it furoshiki? |

Main Lesson (~40 minutes)
- Read the text and ask students to mark slashes for each phrase.
- Introduce new vocabulary
  1. Read the new words and phrases together.
     ( environmentalist, receive, impress, express, respect, spread, eco-friendly, custom, square, unlike, ever since, throw away, every time S+V, over and over again )
  2. Check the meaning of the words.
  2. Ask students to make pairs and check the pronunciations of the words in pairs
- Give the students the handout and ask them to answer the questions about section 1.
  1. Students must underline the sentences.
  2. Ask students to exchange their answers in pairs.
  3. Check the answers.
- Ask students to read the section 1.
  1. Chorus reading
  2. Blanked text reading
  3. Shadowing
- Ask students to write about the merit of a Japanese traditional thing such as sensu, tabi and origami in English.

Closing Remarks (~5 minutes)

Name: Yuana Jinnouchi, Kikai SHS
Objective: Be introduced to lesson 7 part 1
Lesson Plan:

<table>
<thead>
<tr>
<th>Time (min)</th>
<th>Learning contents</th>
<th>Students’ learning contents</th>
<th>JTE’s guidance</th>
<th>ALT’s support</th>
<th>Evaluation standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>5’</td>
<td>Greeting warm-up</td>
<td>○To watch the mini skit about mottainai</td>
<td>○To show the mini skit with ALT</td>
<td>○To show the mini skit with JTE</td>
<td>○To watch the mini skit and be able to listen to what they talking about</td>
</tr>
<tr>
<td>0’</td>
<td>Mini Skit (with furoshiki)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Name: Emiko Kamihata, Kagoshima Chuo High School  
**Textbook Lesson:** Power On, Communication English: 1 Lesson, 7: Furoshiki- The Magic Cloth part 3  
**Objective:** Get the students to comprehend the many usages of furoshiki. Get them to appreciate Japanese traditional culture, beauty, and older people’s wisdom.

**Lesson Plan:**

**Greeting**

**Warm Up & Review (10 minutes)**
1. Vocabulary building game (in pairs) (Part 1,2)
2. What are good points of furoshiki? (Part 1,2) (in pairs)

**Main Lesson (35 minutes)**
1. Introduce new vocabulary (crest, design, realize etc.)
2. Check comprehension of the 3rd good point of furoshiki (Furoshiki are works of art.)
   Q&A in English
3. Presentation of good points of furoshiki (in pairs)
   * Furoshiki is eco-friendly and handy, and beautiful.
   * The partner must repeat the content of the other.
4. Presentation in front of the class

**Closing Remarks / Student Feedback (5 minutes)**
(Extra time)

Have the students think of other things --- like furoshiki--- that Japanese people have used wisely.
Name: Yuki Kanada, Kajiki Industrial SHS  
Textbook Lesson: Power On, CE I Lesson 7: Furoshiki- The Magic Cloth  
Objective:  
1. To allow the students to experience Japanese tradition, furoshiki, through English.  
2. To allow the students to have the opportunity to participate in pair and group activities.  
3. To help students be able to write and speak about their thoughts and ideas through experiences.  

Lesson Plan:  
Lesson Survey: This lesson offers students the chance to appreciate their own traditional culture again. It also offers an explanation of how to use present perfect progressive and relative adverbs.  

Allotment:  
Teaching Aids: handout, furoshiki, jubako, Pet bottle, volleyball, etc.  

<table>
<thead>
<tr>
<th>Activities</th>
<th>Students' Activities</th>
<th>Teachers' Assistance</th>
<th>J=JTE</th>
<th>A=ALT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greeting</td>
<td>Greeting</td>
<td></td>
<td>J/A</td>
<td></td>
</tr>
</tbody>
</table>
| Warm Up (10min.)                |                      | * Listen to the dialogue.  
|                                 |                      | * Answer questions.  
|                                 |                      | * Pair work  
|                                 |                      | * Today’s lucky person count the number and tell his/her impressions.  
|                                 |                      | * Answer questions.  |
| Presentation of new material (20min.) |                      | * Understand this lesson’s theme.  
|                                 |                      | * Check the key words  
|                                 |                      | * Group Work  
|                                 |                      | Try to use furoshiki to wrap objects reading directions written in English.  |
| Output (15min.)                 |                      |                      | J/A   |       |
|                                 |                      | * Write down what Ss have wrapped with furoshiki and their impressions.  |
| Close Class (5min.)             |                      |                      | J/A   |       |
|                                 |                      | * Listen to teachers.  |

Name: Yujiro Kasamo, Shibushi High School  
Textbook Lesson: Power on I Lesson 7 Furoshiki - The Magic cloth  
Objective: To be able to make a plain explanation.  
Lesson Plan:  

<table>
<thead>
<tr>
<th>activity</th>
<th>students</th>
<th>ALT</th>
<th>skill</th>
<th>min</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Greetings</td>
<td></td>
<td></td>
<td>S/W</td>
<td>5</td>
</tr>
<tr>
<td>* Introduction</td>
<td>Try to make explanation about Ema.</td>
<td>Encourage the students to make explanation.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

32
you explain *Ema* to people from abroad? Let’s make an explanation about *Ema*!

### · Review

Teacher informs students that Lesson7 has many useful phrases and techniques to explain things. Encourage them to find such phrases by answering the questions ALT ask.

Write each answer on black board.

=① “A furoshiki is a square piece of cloth.”
=② “Furoshiki can be used over and over again.”
=③ “You can wrap almost anything with furoshiki, even if your items are in different shapes.”
=④ In the old days, ~ in them. (Part2 Line3-8)
=④ First, spread out ~ Third tie the end together.

### · Show Techniques

Using the sentences student found before, teacher introduce the techniques which are used in each sentences.

① =paraphrase in broader concept.
②, ②’, =explain the reason why it is used.
③ =show its background.
④ =show how to use.

Read aloud the sentences in a handout.

Read aloud the other expressions which is useful to use the techniques.

Show the other examples of the phrases.

### · Games 【Guess Who I am (with ALT)】

Guess the name of the thing which ALT explained.

Give some explanation using the techniques above, but can’t say its name.

### · Complete Today’s task.

Try to explain *Ema* again.

Share the expressions with other groups.

### · Games 【Guess Who I am (with each group)】

Draw a card, they find a picture of Japanese unique thing in the card.(eg; *kimon*, *sushi*, *Yosakoi*, *miso* etc.)

Then they make an explanation about

Help students make a quize.
Handout Print for Lesson 7: Furoshiki - The Magic Cloth.

~Try to make an explanation about Ema~

■ Useful Techniques and Phrases used in the textbook.

No.1 Paraphrase in broader or similar concept.

(上位互換・より一般的な物/似ている物への言い換え)

- A furoshiki is a square piece of cloth that you use to wrap things in. (Part1, Line 14)
- Using furoshiki is one of eco-friendly customs in Japan. (Part1, Line 9)

Useful expressions for this Technique.
- It is a kind of ~ (それは〜の一種です。)
- A is a B (which/who/that) ~ (A は〜な B です。)
- It is similar to ~ (それは〜に似ています。)

No.2 Explain the reason why it is used. (理由を伝える)

- Furoshiki can be used over and over again.
- You can wrap almost anything with furoshiki, even if your items are different shapes.
- Some furoshiki are works of art (=very beautiful.)

Useful expressions for this Technique.
- ..., because ~ (〜なので、...です)
- because of ... (〜であるために、...という理由で)
- The reason is ... (その理由は...です)

No.3 Add its background, history or rules. (歴史的背景や起源を加える)

- Part 2 の第一段落 (furo means bath, Shiki means to spread under something. In the old days ~) ex) Nou(能) was introduced from China about 1300 years ago.
- It is based on the culture in Muromachi period.

Useful expressions for this Technique.
- originally / nowadays (元々は / 最近は)
- ~ is based on... (〜は...に基づいている)
- ~ was found in... (〜は...で(に)見つけられる)

No.4 Show how to use. (使い方を見せる)

- First. Spread out a Furoshiki. Second. Place your item in it. Third. Tie the end together.
- ex) First. Insert coins, and choose backgrounds. Next. Hold poses toward the camera. Finally, write some comments on pictures. Then you will get your purikura from the machine.

Useful expressions for this Technique.
- Then (それから) · Next (次に) · After that (その後に)
- Finally (最後に) · Lastly (最後に) · In the end (終わりに)

★ For example. ~ What is Kotatsu?~

Kotatsu is a kind of low-table. It has a heater inside and comforter between its legs and table. All you have to do is sit around Kotatsu, and put your legs in it. Finally turn its switch on. Then the heater starts to work, so you can get warmth. It is found in winter season. It helps family get together and talk.

Question!! What is Ema?? Try to explain!!
Warm-up
• Students will make question sentences by ordering words and phrases in groups.

Main Lesson (35 minutes)
• Introduce vocabulary (paper fan, Japanese teapot etc. [Japanese tools])
• Explain format of lesson
  1. Students will choose one of the Japanese tools.
  2. Students must ask the other student about the tools which he or she chose by using question words. EX. “When do you use this?”
  3. Students must ask and answer each other.
  4. Students must report ALT or JTE on the information which they get.
     EX. “I asked him when he used a paper fan. And…”
     or “He told me when he used a paper fan. And…” etc.

Closing Remarks/ Student Feedback

Name: Tomomi Kowaki, Tanegashima High School
Objective: How to give instructions

Lesson Plan:

<table>
<thead>
<tr>
<th>Time</th>
<th>Task</th>
<th>JET's Role</th>
<th>ALT's Role</th>
<th>Students' Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 min.</td>
<td>Reading Review</td>
<td></td>
<td>1. Direct students to read the textbook passage of Part 2 aloud after ALT.</td>
<td>1. Read the textbook passage of Part 2 aloud after ALT.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Point out the key expressions to give instructions.</td>
<td>2. Focus on the key expressions to give instructions.</td>
</tr>
<tr>
<td>20 min.</td>
<td>Introduction &amp; Writing</td>
<td>1. Explain today’s goal and activity.</td>
<td>2. Show the model.</td>
<td>1. Listen to the explanation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Direct students to make the sentences to give instructions to use something.</td>
<td>3. Help the students.</td>
<td>2. Listen to ALT.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Show the conversation Model.</td>
<td>4. Show the conversation Model.</td>
<td>3. Make the sentences to give instructions to use something.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Direct students to make the conversation using the sentences they made in pairs.</td>
<td>5. Help the students</td>
<td>4. Listen to JET &amp; ALT.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5. Make the conversation using the sentences they made in pairs.</td>
</tr>
<tr>
<td>20 min.</td>
<td>Presentation</td>
<td>Direct students to present.</td>
<td></td>
<td>Listen to the presentation.</td>
</tr>
<tr>
<td>1 min.</td>
<td></td>
<td>Say good-bye.</td>
<td>Say good-bye.</td>
<td>Say good-bye.</td>
</tr>
</tbody>
</table>
### Name: Ryoko Maruyama, Kokubu SHS
**Objective:** Share ideas about paper.

#### Lesson Plan:

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Time</th>
<th>Students' Activity</th>
<th>Teachers' Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greeting</td>
<td>7'</td>
<td>1 Greeting each other</td>
<td>1 Greet students</td>
</tr>
<tr>
<td>Small Talk</td>
<td></td>
<td>2 Talking with their partner</td>
<td>2 Show them a model by ALT and JTE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>What did you do on the weekend?</strong></td>
</tr>
<tr>
<td>Check New Words and Phrases</td>
<td>3'</td>
<td>Check new words and phrases repeating after ALT</td>
<td>ALT reads new words and phrases and has them repeat.</td>
</tr>
<tr>
<td>Comprehension</td>
<td>20'</td>
<td>1 Listen ALT reading Part1 and repeat after ALT</td>
<td>1 ALT reads Part1 and have them repeat</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 Answer questions and sometimes underline answers in the text</td>
<td>2 Ask them questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>1st Paragraph</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>① Why was Wangari impressed by the word <em>mottainai</em>?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>② How long has it been spreading around the world?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>2nd Paragraph</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>① What should we remember in using paper?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>② What is the advantage of <em>furoshiki</em>?</td>
</tr>
<tr>
<td>Activity</td>
<td>12'</td>
<td></td>
<td><strong>What should we do not to use paper?</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Tell their opinion each other</td>
<td>1 Have them share their ideas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 Give friends feedback or ask them questions</td>
<td>2 Getting around the classroom supporting their conversation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 Write down friends' opinion</td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td>5'</td>
<td>Tell their favorite idea to everyone.</td>
<td>Ask some student to present their favorite idea</td>
</tr>
<tr>
<td>Closing</td>
<td>3'</td>
<td>Listen to the teachers</td>
<td>Let them know what they will learn in the next class</td>
</tr>
</tbody>
</table>

### Name: Yumi Matsumoto, Takeokadai SHS
**Textbook Lesson:** Tokyo Shoseki, Lesson7: *Furoshiki*-The Magic Cloth(Part1)  
**Objectives:** Have the students be able to express Japanese culture, especially eco-friendly one which shows the idea of “*mottainai*”, using present perfect continuous and relative pronoun.

#### Lesson Plan:

**Greeting**

**Warm Up (10minutes)**  
ALT ask students following questions, and they must tell ALT about “*furoshiki*”

- When do you use “*furoshiki*”?
- How do you use “*furoshiki*”?
- Do you often use “*furoshiki*”?  
- Since when has “*furoshiki*” been popular?

**Main Lesson (35minutes)**

1. Introduce today’s topic  
2. Introduce new vocabulary

Students repeat the following words after ALT  
environmentalist / receive / prize / express / respect /  
spread / square / a piece of ~ / cloth / unlike / custom
3 Ask questions about contents
After having the students read the passage silently, ask the students following questions.

• Who is “Wangari Maathai”? (Where is she from? What is she trying to do?)
• What does “mottainai” mean? Choose the expression that explains “mottainai” in Part 1.
• As one of the examples of “mottainai” in Japan, let’s think about “furoshiki?”
What is the difference between paper bags and “furoshiki”??

4 Have the students listen to passage and complete summary
(Summary )
The word (a ) show the attitude to ( b ) ( c ) in Japan. One of the eco-friendly customs in Japan which show this idea is ( d ) ( e ). It is made of a piece of cloth and used when people ( f ) things in. ( e ) can be also used ( g ) times.

5 Grammar
• Explanation of present perfect continuous
Present perfect continuous (have been ~ing) is useful when we are talking about something started in the past and has continued until now.

• Have students make pairs and ask questions each other (questions are prepared)
(Example)
A: What club activity are you a member of? B : Where do you live?
B: ___________________ A:
A: How long have you been playing _____ B: How long have you been living
B: ___________________ A:

Closing Remark (5 minutes)
(Extra time)
• Have the students write one eco-friendly custom in Japan which shows the idea of “mottainai.”
For example, carrying their own chopsticks, thermos. When they express the custom, they have to write in this format; ~ is a • • • that we use to ( ). People have been using ~ since ( ).

Name: Carson McBain, Koniya SHS


Objectives: to use English expressively to create short, original commercials while practicing using the “has/have been ~ing” grammar point
(Note: As it is this activity is best suited for higher-level students, but it could be adapted for lower levels)

Lesson Plan:

Greeting—
ALT and JTE briefly talk about our weekends or current news, and ask students about theirs. (up to 3 minutes)

Brainstorming Warmup—
Furoshiki is a unique product invented in Japan. Brainstorm (as a class or in groups, depending on the students) a list of other inventions/products that students often use, such as instant ramen, hairdryer, etc. For added motivation, you can reward the team that comes up with the most things. Students shouldn’t worry about spelling or saying the ‘right’ words. (3 minutes)

Introduction to Activity—
Explain in EZ English that now these products are so common that they are ‘normal’ for us, but in the beginning they were a new idea, and they had to advertise it to become popular. JTE and ALT briefly discuss commercials and each show a favorite commercial. Then review the grammar point “have/has been ~ing” giving examples from commercials, and teach a few phrases like “I can’t live without it.” “It’s cheap/easy/fun/beautiful.” “You should buy a _______ today!” (10-20 minutes)

Main Activity—
Make groups of 3-4. The students’ task is to come up with a product (new or existing), and write a short script for a commercial which they will later perform. Hand out a simple worksheet to help them decide their product and list 2 good points about it. Then they can begin writing their script. The rules are: every team member must have one line, and the grammar “has/have been ~ing” must be used at least once. (Example: “She has been eating Magicake for 2 years.” “I have been using my Kindle for one week.”) For lower-level classes, use a more structured, fill-in-the-blank worksheet, and for advanced classes allow for more creative freedom. JTE and ALT assist students. (25+ minutes, or remaining class time)

In a future class, after the teachers have checked the students’ scripts and given them a chance to practice them, each group takes turns performing their short commercial skit for the class. (If students are too shy to perform the skit in front of the whole class, maybe split the class into 2 big groups, with the ALT and JTE each helping one.)

Name: Tyne Mester, Kaseda Senior High School
Objective: Get the students thinking about recycling in their school and challenging current recycling structures. Engaging in discussion and debate between class members.

Lesson Plan:
Title: Reduce, reuse, and recycle
Greeting
What does mottainai mean in English? (waste not, want not)

Warm Up (10 minutes)
Read Furoshiki Part 1 as a class. Have the students stand and repeat each sentence after the teacher. Wangari Mattahi states, “Every time you use a paper, remember that it is a cut tree.” Do you think we use too much paper in school? Do we need to change that? How can we change that? Discuss.

Write the following on the board while discussing:
Vocabulary:
Reduce – to diminish in size
Reuse – to use again especially in a different way
Recycle – to take used materials to make new products
Upcycle – to take an old object and alter it to improve it
Compost – to take organic waste (egg shells, moldy food, banana peels etc.) and use it as a fertilizer for growing plants
Eco-friendly - earth-friendly or not harmful to the environment

Main Lesson (35 minutes)
Introduce vocabulary and give examples eg. Using a fukroshiki instead of plastic bag.
Introduce task. Give an example of how to reuse a pop can. eg. Make art from it or flatten for roof shingles.
Break the class into groups of four. Brainstorm – Each group is given a recyclable and has to come up with different ways to REUSE the object.
Students read aloud answers while teacher scribes on black board.
A group prize will be given to the most creative answers.

Closing remarks/Student Feedback (5 minutes)
Extra time:
Allow students to ask questions or further the discussion. Challenge question: Can the Japanese recycling system be improved and what can you do to change it?

Name: Matthew Miller, Kirishima SHS and Hayato Technical SHS
Objective: To practice the Present Perfect Continuous grammar point (has/have been ~ing) and get students thinking about ways to be more eco-friendly.

Lesson Plan:
Greeting/Warm Up (~ 5 minutes)
1. Greet the students. Ask them the date, how the weather is, and how they are doing today. Depending on the day of the week, ask them how their weekend was or what their weekend plans are (basic small talk to get them thinking in English).
Activity 1 (~ 20 minutes)
1. Review the material from page 84 (Part 1) about the eco-friendliness of using Furoshiki.
2. Divide the students into groups and hand out worksheet to students with names, pictures, and descriptions of other Japanese items that are eco-friendly like Furoshiki.
3. The students must match the names of the items to the pictures, and then match the pictures to descriptions about why the items are eco-friendly.
4. Poll the class to see who uses any of the eco-friendly items on a daily basis.

Activity 2 (~ 20 minutes)
1. Keep the students in their groups and review the present perfect continuous grammar point.
2. Hand out slips of paper to the groups that have several time phrases on them (for two weeks, since last year, for my whole life, etc.).
3. Each team must work together to write sentences about activities they do using the time phrases provided. The sentences must also, of course, include the present perfect continuous grammar point in their sentences. Do a demonstration sentence if necessary.
4. As the students finish their sentences they must write them on the board. The teams get points depending on how grammatically correct their sentences are.
5. Review the common grammar mistakes made by the various groups.

Closing (~ 5 minutes)
1. Collect all of the materials from the activities and congratulate them on their hard work.

Name: Ami Miyazono, Ibusuki SHS


Objective:
・ Have the students think about the good points of furoshiki.
・ Help the students express and share opinions on the topic.

Lesson Plan:

Greeting

Warm Up (~10 minutes)
・ Make groups of four.
・ Listen to the conversation between ALT and JTE and review the structure of the present perfect from lesson 5. Have the students answer the ALT’s questions with the present perfect form.
・ Introduce topic of furoshiki. Hand out different-sized furoshiki to each group. Have the students think about how to use the cloth. (Ex. put on the head, hang on a wall, put on the floor or on the table, use as a bandage)

Main Lesson (~37 minutes)
・ Give the students a worksheet.
・ Have the students make sentences to introduce furoshiki. (Ex. Furoshiki is useful because it can wrap anything.) Each group shows ALT their different ideas and get points depending on how many sentences they make.
・ Introduce new vocabulary and check the pronunciation. Explain or encourage the students to guess the meanings.
・ Listen to the text of Part 1 without their textbooks open. Students take notes and exchange information within the group.
・ Open their textbooks and read the text aloud.
・ Ask some questions about the content of Part 1 and have the students underline the answers in the text. Have the students read the sentences.
・ Pick up the key sentences and give more detailed explanations. ALT/ JTE paraphrase or explain the sentences in easy English.
・ Practice reading the whole text in various ways. (Chorus reading, Pair reading and peer check, Buzz reading)
・ Fill in the blank spaces in the summary on the worksheet. Read the summary out loud.

Closing Remarks / Student Feedback (~3 minutes)
(Extra time)
・ Introduce the structure of present perfect progressive. Practice the expressions orally.
Give the students an assignment. Have the students make sentences using perfect progressive and introduce one of the eco-friendly things that they actually use. (Ex. I have been using my own chopsticks for years.) (Ex. How long have you been in Japan? – I have been here for two years.)

Get the students familiar with present perfect progressive.

In pairs, the students ask their partner some questions with present perfect form and answer them.

Show the students four pictures and have them guess what is inside the cloth. (ex. books, lunch box, bottle, soccer ball) The students can ask Yes-No questions about the color and the size.

Open the textbook and listen to the text again. Have the students think about the most impressive sentence. Share their opinions in groups and decide which opinion is the best one. Share their opinions in the class.

by estimating from the shape of it.

(answers: lunch box, books, soccer ball, plastic bottle)

group work
How do you use the furoshiki?
excluding wrapping

Make sentences.
Furoshiki is __________________________ because
thesaurus
synonymize
paraphrase

Listen to the text.
Take memo
share their memo in the group

Listen to the words and take the correct cards.
It’s (color).
It’s (size).
It’s (shape).

What do you have on your head?
What are they doing?

since this morning
for two hours

Name: Makiko Mori, Kajiki SHS
Textbook Lesson: Power On Communication English I Furoshiki: The Magic (Lesson 7)
Objective: Get the students interested in the lesson. Get the students familiar with furoshiki

Lesson Plan:

Greeting
Warm Up (~10 minutes)
1. Give students some questions and have them guess the answers
   What is furoshiki?
   What are good points of furoshiki?
   What does furoshiki mean?

Main Lesson (~40 minutes)
1. Introduce topic of furoshiki
   Students think of the creative way of using furoshiki, write about it and share them in groups.
2. Have students read the text aloud. Each student reads one sentence. ALT or JTE corrects the pronunciation if necessary.
3. Introduce new vocabulary
   ALT gives students the meanings of some words in the text in English and students guess which word has each meaning.
4. Find the answers of those previous questions in the text.
   Students work in pairs.
5. Give students further questions about the text if there is time.
Name: Takuro Nishida, Kagoshima Shogyo High School

Textbook Lesson: Power On Communication English I Lesson 7 Furoshiki - The Magic Cloth (Part 2)

Objective: To make the students grasp the contents of Part 2. To make them know the origin of the name ‘Furoshiki’ and how useful the cloth is. Make their image more concrete by doing hands-on activities.

Lesson Plan:

Greeting
JTE and ALT say hello to the students and start the class.

Warm Up (10 minutes)
- ALT asks students simple questions about the contents of Part 1. (ex, Good points of Furoshiki)
- JTE makes students review the grammar structure of part 1. (present perfect progressive)
- Pair work – One student picks one thing from his partner’s desk and another student tries to make a sentence using present perfect progressive.

Main Lesson (35 minutes)
- Introduce today’s goal.
- Introduce new vocabularies (pronunciation practice with ALT)
- ALT tells students focus points before starting the model reading
- Model reading (ALT) — Students listen very carefully and grasp the content of new part. They put slushes between the chunks at another model reading.
- Students read the textbook with ALT chunk by chunk and practice with their own partner after it.
- ALT asks some questions about Part 2.
- Explain format of lesson
  1. JTE makes students separate some groups and give them a Furoshiki and something for wrapping
  2. Students try to wrap it watching sample picture with group members. (No hint)
  3. ALT tells them the process to wrap it in easy English using new words and expressions. (only words)
  4. ALT tells them the process again using Furoshiki and demonstrate to them how to do it. Then JTE assists when necessary.
- Show them the pictures of other examples.

Closing Remarks / Student Feedback (5 minutes)
(Extra time)
- Allow students to try other Furoshiki wrapping.

Name: Alex O’Brien, Kinkouwan SHS

Textbook Lesson: Furoshiki Part 1

Objective: Teach new vocabulary and grammar, and make sure students understand the passage

Lesson Plan:

Greeting

Warm Up (~10 minutes)
1. Review vocabulary and subject
2. Small Talk: short conversation between multiple students after demonstration from ALT and JTE.

"What do you think is the best eco-friendly custom in Japan?"
"I think (x) because it helps keep streets clean / less rubbish."

Main Lesson (~35 minutes)
1. Introduce topic
2. ALT reads text (page 84)
3. Pick students, asking what the more difficult vocabulary/grammar means.
4. Ask students to complete the questions on the opposite page (page 85) to check understanding of the passage.

Ending (~5 minutes)
1. Set homework, creative writing using the grammatical structures studied in the questions from page 85 (受身)
Name: Kosuke Otani, Okinoerabu SHS
Textbook Lesson: Power On Lesson 7: Furoshiki – The Magic Cloth
Objective: Think about Japanese effort or tradition for environment and introduce to ALT and all the students. Speaking skill and presentation skill will be required.
Lesson Plan:
Greeting
Warm Up
1. Name Japanese unique stuff
2. Name Japanese tradition or effort for environment
3. Think whether the things they named can be linked.
   We need 4 or 5 things at least in total from 1 to 3.
Main Lesson
- Make 4 or 5 groups and each group chooses what topic they are going to introduce to ALT. (All groups must choose different topic)
- Before they start, JTE gives them necessary information.
  (Ex. Shape, When do people use it, Why is it nice for environment, etc.)
- Group work, JTE and ALT help them.
- Presentation(including question time)
Closer
- JTE gives feedback. (should be as simple as possible)
- ALT gives feedback and his / her thought. (should be more specific than JTE’s)
  (Both feedback should be basically positive)

Name: Nicole Percy, Konan Senior High School
Textbook Lesson: Lesson 7: Furoshiki – The Magic Cloth (focusing on PART ONE)
Objectives: Have students practice using the subjunctive mood through the discussion of Furoshiki and other everyday ways of implementing the 3Rs (Reduce, Reuse, Recycle) and introduce the concept of “upcycling.” The goal is to have the students engage with the text’s meaning beyond its literal words and express their ideas about it.
Lesson Plan:
1.) Warm up: (10 mins) get students thinking about environmentalism with the 3Rs by and show examples.
   Discuss:
   ➔ What are examples of “Reducing”?
   ➔ What are examples of “Re-using”?
   ➔ What are examples of “Recycling”?
2.) Grammar Point (10 mins) Review the structure of subjunctive mood (“could”) by giving examples of its use in relating information from part 1 of the textbook lesson to the students. (Ie. “A single Furoshiki could be used over and over. What are some ways Furoshiki could be used?”) Have the students discuss amongst themselves the meaning of vocabulary and phrases from the text. Have the JTE explain items in the text that may be unclear.
3.) Introduce and explain the concept of upcycling (5 mins) through showing the students the cardboard Iphone projector:
   (http://www.upcyclethat.com/diy-smartphone-projector/5530/) – use the projector and an Iphone or Ipod to show students pictures of other upcycling projects (ex. schools in third world countries made from plastic bottles.) Alternately, print pictures of upcycles.
4.) Speaking Practice: Have the students discuss their own upcycled project (15 minutes for preparation, 10 for presentation of all groups.)
   - put students in groups and give each group an everyday item to be upcycled (easy things like jars/bottles)
   - Students discuss how the item could be used while providing a specific “key phrase” (ex. “This could be…”)
   - the JTE and ALT can walk around to help students with their English
   - Students designate a group leader through janken and have the leader tell the class their group’s idea

Name: Edward Pickering, Izumi SHS
Objectives: Introduce students to eco-friendly customs that are used around the world. Engage spatial and tactile learning along with speaking and listening.

Lesson Plan:

Greeting

Warm Up (~10 minutes)
1. Introduce the topic of the importance of being environmentally friendly.
2. Ask students to give some examples of environmentally friendly things they do.
3. Show a video on how to be environmentally friendly. (https://www.youtube.com/watch?v=bn8R_XqjiI0) *If need be you can explain the video to the students with simple English.

Main Lesson (~35 minutes)
- Introduce the topic of eco-friendly ideas and strategies used in daily life and give examples used in your home country.
- Introduce new vocabulary to help with their poster presentations (reuse, recycle, reduce, garbage, plastic etc.)
- Explain lesson format.
  1. Have students work together in groups (4-5) and have them write 5 ways they can make the school more environmentally friendly.
  2. Students will be given poster board and are asked to make a short poster presentation.
  3. Have the student's present their environmental strategies to the class.
  4. Then hang the posters outside in the hallway for all students to see.
  5. For homework have students conduct a survey of friends and family asking them where their garbage goes. Have them record peoples' responses and determine whether they are well informed. In class, discuss the survey results

- Closing Remarks/ Student Feedback (~5 minutes)

(Extra time / Homework)
As an alternative homework assignment ask students what do they think people threw away 100 years ago? Ask them to predict what we will throw away 30 years into the future. What would they expect to find in a landfill in another country (pick a country)? Ask students to compare these answers with Japan.

(Enrichment / Field trip)
Contact a landfill in your community and take a tour. Ask to hear about the different things are thrown in the garbage and the importance of recycling, etc.

Name: Saqib Qayum (QTS), Tsurumaru SHS


Objectives: See below

Lesson Plan:

<table>
<thead>
<tr>
<th>Title: Power On, Communication English: I – Lesson 7: Furoshiki – The Magic Cloth</th>
<th>Date: MM/DD/YYYY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
</tr>
<tr>
<td>– Pronounce and distinguish between [ei] and [æ] sounds</td>
<td></td>
</tr>
<tr>
<td>– To recall important information and answer questions correctly.</td>
<td></td>
</tr>
<tr>
<td>– To identify mistakes and order words correctly to form a question</td>
<td></td>
</tr>
<tr>
<td>– To listen carefully and respond accurately to questions</td>
<td></td>
</tr>
<tr>
<td><strong>Phonics:</strong></td>
<td>ALT to introduce 2 sets of phonemes to pupils. ALT to go through each phoneme and examples of words which include the phoneme being looked at and pupils will listen and repeat the words and sentences.</td>
</tr>
<tr>
<td>Pronounce</td>
<td>8 minutes</td>
</tr>
<tr>
<td>[ei] and [æ]</td>
<td></td>
</tr>
<tr>
<td>Distinguish</td>
<td>Word Tree - Pupils to listen to the words spoken by the ALT and follow the correct sounded word until they reach the end. Review answers.</td>
</tr>
<tr>
<td>[ei] and [æ]</td>
<td>5 minutes</td>
</tr>
<tr>
<td><strong>Main 1 Running Dictation</strong></td>
<td>Cut sentence strips (answers) and place them around the room. Split the class into groups. Each group must have a scribe and the rest of the group members are runners.</td>
</tr>
<tr>
<td></td>
<td>15 minutes</td>
</tr>
</tbody>
</table>
On GO!, the pupils in turns run to the sentences and read it. They then run back and tell the writer who records it under the correct question. The next "runner" goes and so on. The winner is the first group that gets all the answers correct – written exactly and under the correct question.

Reveal the answers by reading the text (Furoshiki – the Magic Cloth).

<table>
<thead>
<tr>
<th>Main 2</th>
<th>Independent – Pupils arrange words in the correct order to form questions that make sense.</th>
<th>7 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word order and conversation</td>
<td>Pair – Pupils circulate the classroom and ask three pupils the arranged questions and record their responses in full sentences. Game stops when 3 pupils have completed asking all questions.</td>
<td>8 minutes</td>
</tr>
<tr>
<td>Plenary</td>
<td>Share – Select some pairs to make conversation by sharing their questions and answers with the rest of the class.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Resources</td>
<td>Computer, PowerPoint presentations, [ei] and [æ] word tree, Running Dictation handout, word order and conversation handout</td>
<td>2 minutes</td>
</tr>
</tbody>
</table>

Name: Terry Rozmus, Sendai Senior High School


Objective: The theme of this lesson will focus on how Furoshiki are traditionally used. The students will learn the use of the words, what and how in sentences which introduce an explanation of a process. They will also learn how to explain the steps of a process in English.

Lesson Plan:

Warm Up (~8 minutes)
1. Greetings and Small Talk.
2. Write down some difficult words which share a common letter with the word Furoshiki prior to the lesson. Wrap them in one or more Furoshiki. Alternatively, these words could be some of the words they will drill on today.
3. Put students in groups of about eight. Have them Junken to see in what order they will compete.
4. For each group, write “Furoshiki” down the board (vertically).
5. Get each member in turn to write a word across (horizontally–Crossword style) which uses one of the letters in Furoshiki. Each member may only use one of the letters in Furoshiki. It can be a letter in the middle of their chosen word.
6. Assign points based on the length of the words.
7. Give extra points to the team or teams that have the longest genuinely English word.
8. After the activity, reveal the words hidden in the Furoshiki. Give further points to any teams who have written them.

Learning Activities (~25 minutes)
1. Word Drill (~2 minutes). The ALT will drill the students quickly in pronunciation of the words in the part and try to elicit meanings from them. The JTE will confirm whether they have the correct meaning and help them with the definition if necessary.
2. Reading and Comprehension (~10 minutes).
   a. Read out the two comprehension questions at the top of p.87 in the textbook to the students. Tell them to think about the answers when they read.
   b. Have the students read the passage after the ALT or silently.
   c. Let them discuss the answers to the questions among themselves.
   d. Pick two students at random to answer them.
3. Grammar Point (~10 minutes).
a. Assign students to groups and give them a cartoon or photograph showing people instructing others in how to do something, eg. fishing. Have the students explain to each other in the group what is happening using the target grammar sentence form on p.87.

- One or two could be some people instructing others how to use *Furoshiki*.
- Some could be someone explaining how we can protect the environment, such as by separating recycling.

b. Pick a few random students from different groups to explain what is happening in their picture using the sentence form.

c. Ask one further comprehension question related to the grammar point, such as, “The text tells you the correct way to do something. What does it say about this?” Let them discuss this and ask a random student to give an answer.

4. Additional Word Drill (~3 minutes). Drill the students in some vocabulary they may need for explaining *Furoshiki* tying methods, such as 'corner', 'edge', 'fold', 'half', 'pull', etc.

Expression Activities (~15 minutes)

1. Before class, prepare a set of instruction sheets which show the method for one of the styles of *Furoshiki* wrapping. Have an illustration at the top which shows the final result and a set of illustrations below which show the method.

2. Fold the paper so the groups can only see the top illustration.

3. Have each group choose a group leader to come up to the front and choose one of the *Furoshiki* tying methods.

4. Give each group a *Furoshiki*, if you have enough. Scarves, pieces of cloth or even crate paper may serve as alternatives for practice purposes.

5. Tell each group they may need to explain their method to the class at the end.

6. Allow each group to follow the picture instructions to tie the *Furoshiki* in the style on their sheet.

7. Allow each group to choose two people who will be presenters of the method and let the group discuss how to explain it. Tell them they must begin by saying, “We will show you how to…” or “We will show you what you should do to…”

8. Choose some groups at random and let their chosen people present the method. This may continue into the next lesson if time will allow.

Closing Remarks (~2 minutes)

Congratulate students on their efforts and comment on a few points that may help them explain a procedure better in future.

Name: Akimi Sakasegawa, Konan High School


Objective: · To have a conversation positively
· To understand the characteristics of a furoshiki and to make a summary
· To be familiar with new words and phrases

Lesson Plan:

1 Warm up(5)
   · Students have a conversation.
     The topic: “What ‘mottainai’ situation do you find?”

2 Review(5)
   · Ask some questions about part 1.

3 New Words(5)
   · Students practice the pronunciation of new words and phrases.
   · Students learn the meanings and some derivatives.

4 Comprehension(20)

   A furoshiki is handy
   · Students try to use a furoshiki and paper to wrap several kinds of items, such as notebooks, uniforms, shoes, lunch boxes.
   · Students explain how they wrap items with a furoshiki and paper starting with the phrase, “I will tell you how I wrap ~.”
   · Students compare a furoshiki and paper and explain how different they are in a group.

The origin of the word
Students understand how people in the past used a furoshiki by imitating their way.

5 Reading(5)
- Students read part 2 in several ways.

6 Summary(10)
- Students make a sentence by filling in blanks in a sentence.
  A furoshiki is (   ) because (                     ).
- Students share their sentence in pairs with the class.
- Students practice reading the sentence and memorize it.

Name: Tatsuya Sakima, Yoron High School

Textbook Lesson: “Power On” Communication English I (TOKYOSHOSEKI), Lesson 7 “Furoshiki-The magic Cloth” (pp.83-92)

Objective: The students should be able to:
  1. introduce eco-friendly items to other students in English
  2. understand the contents of other students’ presentations

Lesson Plan:

Allotment:
  1st period: Introduction and Part 1
  2nd period: Part 2
  3rd period: Part 3
  4th period: Preparation of each presentation
  5th period: Presentation (This period)

Evaluation
  Were the students able to:
  1. introduce eco-friendly customs to other students in English?
     E1: Ability to speak, E2: Ability to write
  2. understand the contents of other students’ presentations?
     E3: Ability to read, E4: Ability to listen

The marks E1, E2, E3, and E4 show the evaluating activities in the teaching procedure.

V Teaching Plan in Detail

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Instructor</th>
<th>Students’ Activities</th>
<th>Evaluation</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Greetings</td>
<td>To greet students</td>
<td>To greet their instructor</td>
<td>E4</td>
<td>1</td>
</tr>
<tr>
<td>2 Introduction</td>
<td>To have students understand this lesson’s aim</td>
<td>To understand this lesson’s aim</td>
<td>E1, E2, E4</td>
<td>5</td>
</tr>
<tr>
<td>3 Presentations in groups</td>
<td>To have students make groups</td>
<td>To make groups</td>
<td>E1, E2, E4</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>To let students introduce eco-friendly customs to other students in English in groups</td>
<td>To introduce eco-friendly customs to other students in English in groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>To have students listen to what other students introduce and understand them</td>
<td>To listen to what other students introduce and understand them</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Reading of other students’ presentation materials in groups and electing the representative of the group</td>
<td>To have students read silently other students’ presentation materials and check whether they were able to grasp the contents only by listening</td>
<td>To read silently other students’ presentation materials and check how much they were able to grasp the contents only by listening</td>
<td>E2, E3</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Presentations in front of the class</td>
<td>To have students elect the representative of the group</td>
<td>To elect the representative of the group</td>
<td>E1, E2, E4</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To let each group’s representative introduce eco-friendly customs in English in front of the class</td>
<td>To introduce eco-friendly customs in English in front of the class (each representative)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>To have students listen to what other groups’ representatives introduce and understand them</td>
<td>To listen to what other groups’ representatives introduce and understand them</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>To check whether listeners were able to grasp the contents of the presentations by giving them several questions about those presentations</td>
<td>To answer the questions about those presentations’ contents in English given by the instructor</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Self-evaluation and consolidation</td>
<td>To have students review today’s class</td>
<td>To review today’s class</td>
<td>E1, E2, E3, E4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To give a couple of comments on their activities</td>
<td>To listen to the instructor’s remarks</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Closing</td>
<td>To say good bye to students</td>
<td>To say good bye to their instructor</td>
<td></td>
</tr>
</tbody>
</table>

Name: Rumi Sakoda, Kakusho SHS

Textbook Lesson: Power On (Tokyo Shoseki) Communication English, 7 Furoshiki — The Magic Cloth

Objective: Get the students comfortable understanding the English words, the structure of “S+V+O1+O2” and the story of furoshiki.

Lesson Plan:

Greeting

Warm Up (~15 minutes)
2. Play ‘Touch the Word’. ALT and JTE put the vocabulary cards of Part 1 on the blackboard. 3 or 4 students come in front of the black board. The ALT explains the meaning of the words in easy English. If the students know the answer, they touch the word. If the answer is right, the student can go back to their seat. Next, different students come in front of the black board. Repeat the same things until all words are finished.

Main Lesson (~30 minutes)
• Read Part 2 and get the students to repeat loudly
• Introduce the new vocabulary of Part 2 (public, clothes, item, tie and handy)
• Explain the format of Part 2
  1. Give the students English questions about Part 2.
     Ex. “Where did Japanese people use furoshiki in the old days?”
     “Why are furoshiki so handy?” etc.
  2. The JTE explains the target sentences and grammatical points
     Ex. “I can tell you what you should do.”
• Try to make sentences using “S+V+O1+O2”.
  1. Check the sentences students make.
  2. Get some students to present their sentence to the class.

Closing Remarks/Student Feedback (~5 minutes)
Name: Angelica Sather Hodgetts, Ibusuki SHS

Objective: Students understand new vocab, can discuss the content, and enjoy communicating using English.

Lesson Plan:
10 min. warm up. JTE and ALT demonstrate an example and explain the activity in English. Students ask each other questions on cards, in pairs that rotate. The number of follow-up-questions “levels up” every couple minutes. For example, in the first round they might simply ask, “What country do you want to visit?” but in the second round, they also add “Why do you want to go there?” and in the third round, also add “What would you buy there?” so that a feeling of real communication is built using English.

Next is the main part of class, 30 min. Open textbooks. We are on Part 3. There are new vocabulary words: crest, design, and realize. ALT reads and students repeat the new vocabulary. JTE writes them on the board. Students skim the reading and tell us any other words they don’t recognize. We add them to the list on the board. We then explain all of those words in English. Next, let’s read the passage. ALT will read it twice, then let’s close the book and ask the students some questions. JTE asks a couple T/F questions. ALT asks a couple content questions. Then we open the books again, and do repeat-reading after ALT.

Next, students get in pairs, and we give them some further questions to ask each other, using the same conversation technique that we used in the warm-up (level three). Have you ever used a furoshiki? (follow up questions being how often, what for, what did it look like?), Do you use anything eco-friendly? ( how long have you used it, why?), What are some new things we could try to help the environment? (who would do it? how often?). JTE will choose a few pairs from each question category and ask them to explain to ALT what they discussed.

With the last 10 min. of class, play a word association relay game to end the class on an energetic note. All members of a row must come to the board and write a word that they associate with the previous word. Today, the first person’s word needs to be from the vocabulary list on the board. ALT is the judge, and misspelled words or words with unexplainable association will get no point. After a few rounds, the team with the most words/points is the winner.

End the class by ALT telling them how she feels class went. Remind them what they still need to improve on. Thank the students for their hard work today and say goodbye.

Name: Kouji Shinoda, Kaiyo High School
Textbook Lesson: Furoshiki-The Magic Cloth

Objective: to have students learn grammar, the present progressive form, SVOO, and the relative adverb, ”when”

Lesson Plan:

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Minutes</th>
<th>JTE</th>
<th>ALT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>10 minutes</td>
<td>1 Ask the ALT which impressive Japanese tool for him /her is. 2 Show Froshiki to the students and ask the ALT what it is, how to use it.</td>
<td>1 Answer JTE’s question. 2 Answer JTE’s question and show how to use it.</td>
</tr>
<tr>
<td>Body</td>
<td>35 minutes</td>
<td>1 Ask ALT to read the sentences on page 84 ~ 88 and ask the students the questions on “Reading Comprehension”. 2 Ask ALT to ask the students that they have something to continue to do from the past, to</td>
<td>1 Read the sentences on page 84 ~ 88 and ask students the questions on “Reading Comprehension”. 2 Ask the students that they have something to continue to do from the past, write those things on the board and write the present progressive form, showing them</td>
</tr>
</tbody>
</table>
write those things on the board and to write the present progressive form showing them on the board and to have students repeat them.
3 Do the same pattern as 2 using verbs making SVOO.
4 Do the same pattern as 2 using the relative adverb, ”when”.

1 Ask ALT to tell the students English has many kinds of expressions to say easily, answer students’ questions, and say goodbye to them.

<table>
<thead>
<tr>
<th>Conclusion</th>
<th>5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Tell the students English has many kinds of expressions to say easily, answer students’ questions, and say goodbye to them.</td>
<td></td>
</tr>
</tbody>
</table>

Name: Miwako Suehara, Satsuma Chuo SHS


Objective: (1) To review all the content of Lesson 7
(2) To have students work on the activities which extend what they have learned and communicate their opinions to others
(3) To help students think about environmental conservation and effective use of limited resources

Lesson Plan:

**Greeting**

**Warm Up (10 minutes)**

1. Bring some *Furoshiki* to the class, show them and then ask some simple questions.
   1. Do you have your own *Furoshiki*?
   2. Do your mother or grandmother use them often?
   3. Where can we buy them?
   4. Do you think using *Furoshiki* is fashionable?
   5. Please show us how to use these.

2. Review the content of Lesson 7 (*Furoshiki* Quiz)

**Main Lesson (35 minutes)**

1. Put the picture in the top right-hand corner on page 86 on a blackboard, saying “This was drawn in Edo period. At first, people used *Furoshiki* to wrap clothes when they went to a public bath.”

2. Put the picture in the top left-hand corner on page 86 and the picture in the top right-hand corner on page 83 on the blackboard, saying, “Now people are using *Furoshiki* as a shopping bag, a drink holder and so on.”

3. Have the students make either pairs or small groups. Each pair or group must think of a unique way to use a *furoshiki*, for example, a scarf and a tablecloth.

4. Have some representative present their ideas.

   ![Edo period]  ![Now]  ![New ways]

   \[
   \begin{array}{ccc}
   \text{wrap clothes} & \rightarrow & \text{shopping bags} \\
   \end{array}
   \]

5. Make groups of 4 students and have the students make pairs within each group. One group is affirmative, and the other is negative.

6. Give students the topic, “*Furoshiki* are better than plastic or paper bags.”

7. Give the students a minute to think of reasons to support their opinions.

8. Start the debate.

9. Have some representatives present their ideas.

10. Write students’ ideas on a blackboard simply and vote about which is better.

**Closing (5 minutes)**

Introduce some homepages which introduce *Furoshiki* to the world. Tell students how much paper and plastic bags are used each day and tell them that *Furoshiki* is one way to preserve the environment.
Name: Mika Tajiri, Kanoya SHS


Objective: Get the students familiar with discourse markers

Lesson Plan:

Greeting

Warm Up (~10 minutes)
1. Review the previous lesson: Read the textbook with the ALT and ask the new words meaning in easy English.
2. Make groups of three and ask them to answer the ALT’s questions in English.
3. Or let students ask the ALT about Furoshiki or other parts of Japanese culture (Zabuton, Shamoji, etc).

Main Lesson (~35 minutes)

- Introduce new vocabulary (public, clothes, etc.)
- Introduce the discourse markers: (First, Second, That’s why, In addition, etc.) and have the JTE or ALT explain how to use those markers in paragraphs and the purpose for them.
- Explain the format of the lesson
  1. Make groups of four or five and give them a worksheet.
  2. Ask them to put discourse markers into the blanks in the worksheet. The students are allowed to discuss with group members.
  3. Ask them to share their ideas in front of other groups. If possible, it’d be nice to do that in English.
  4. Discuss about the correct order of those discourse markers with ALT and JTE.
- Explain to students in easy English (ALT). If they need, the JTE can add some explanations in Japanese.

Closing Remarks/ Student Feedback (~5 minutes)

(Extra time)
- Make a short paragraph using discourse markers from today’s lesson.
- Introduce different examples of discourse marker.

Worksheet idea:

If you have several things to carry, you need something to hold them. I can tell you what you should do. ( ), spread out a furoshiki. ( ), place your items in it. ( ), tie the ends together. ( ) you are all set.

Words: now / third / first / second

Name: Kazuko Tamashiro, Kagoshima Technical High School

Textbook Lesson: Furoshiki-The Magic Cloth, Part 2

Objective:  
- Get the students familiar with new words and phrases.
- Get the students to learn the structure and the origin of furoshiki.
- Get the students to share their ideas with other students

Lesson Plan:

Greeting

Warm Up (~15 minutes)
1. Play “Art Gallery”. The ALT gives a sentence in English to each group. Ex. She was a Kenyan environmentalist who received the Nobel Peace Prize in 2004.
2. One student (An artist) draws a picture. (They cannot draw alphabets, Japanese letters or numbers. Symbols are OK)
3. The JTE and ALT stick the pictures on the wall, blackboard, windows.
4. The members of the group go around the classroom and report the leader.
5. Check the answers.

Main Lesson (~30 minutes)

- Review Part1
- Q&A
Who is Wangari Maathai?
What expressed Maathai’s ideas about respecting the environment in one word?
What is a *furoshiki*?
What is the difference between a paper bag and a *furoshiki*?

- Introduce new vocabulary (public, clothes, item, tie, handy etc.)
- Q&A (Showing pictures)
  What does “shiki” mean?
  Where did Japanese people use furoshiki in the old days?
  How did they use furoshikis in the old days?
  How do you use furoshiki when you have something to carry?

- Summarize the text.
- Read the text.
- Let them talk about what they can to preserve the environment in group. Assist students when necessary.

**Closing Remarks / Students Feedback (~5 minutes)**
(extra time)
- Show the students *furoshikis* and let them wrap some items in different shapes and sizes. (box, bottle, clothes etc.)
- The ALT gives the directions how to wrap them with *furoshiki* in a correct way. The JTE demonstrates.

**Name: Hannah Tomalin, Shouyou Senior High School**

**Textbook Lesson**: Power On, Communication English: I Lesson, 7: Furoshiki- The Magic Cloth

**Objective**: To develop students’ ability to differentiate between descriptive and persuasive language, and to confidently present given material in a new format.

**Lesson Plan:**

**Warm-up: (10 minutes)**
- Introduce the term “eco-friendly” by showing students examples of “eco-friendly” products. Use pictures and get the students to guess what each thing is. (Eco-houses, solar panels, electric cars, reusable shopping bags, etc.)
- Ask students to get into pairs, and list as many examples of eco-friendly products as they can in three minutes.
- Next, students must choose one of their examples, and write three simple sentences; one to describe what the product is, one to explain why people should use this product (advantage), and one to explain how to use it. (5 mins)

**Main lesson: (~35 minutes)**
- Use material from the textbook to create a TV advertisement for “furoshiki”. (If you think this is too easy for your students, you can ask them to do this activity using one of their eco-friendly product examples from the warm-up instead).
- Make groups of 3-4 students.
- Give students 10-15 minutes to read through the text on pages 86 and 88, and choose descriptive and persuasive phrases to use in their advertisements.
- Their advertisements must include; a brief description of the product, at least two advantages/ benefits of the product, and instructions on how to use the product.
- When they have planned their script, they can start practicing for their performance, and/or preparing props, and memorizing their lines. All groups will perform their advertisement in front of the class in the following lesson.
- All students must have a speaking role in the advertisement, and they can use pictures and props if they want to.

**Closing remarks/ student feedback: (2 minutes)**

Tell students they will be performing their advertisements in front of the class in the next lesson, so they should try to practice in their groups, and prepare for their performances. Students should memorize their lines if possible.
Name: Rie Tsuruzono, Okuchi High School
Textbook Lesson: Power on, Lesson7 Furoshiki- The Magic Cloth (Part1)
Objective:
(1) To be familiar with new grammar, "have[has] been~ing"
(2) To think about and answer the question about the environment positively.
(3) To understand the eco-friendly customs in their countries.

Lesson Plan:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Instructors’s activity</th>
<th>Students’s activity</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greeting</td>
<td>Say hello to the students.</td>
<td>Say hello to the teachers.</td>
<td>Q1: What is your important thing?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Q2: When did you buy / get it?</td>
</tr>
<tr>
<td>3</td>
<td>Warm-up (Small Talk)</td>
<td>Have the students talk in pairs.</td>
<td>Share their ideas.</td>
<td>A new grammar: have[has] been ~ing</td>
</tr>
<tr>
<td>5</td>
<td>New Grammar</td>
<td>Show the students a skit about the topic and introduce new grammar.</td>
<td>See the teachers' skit and learn how to use the new grammar.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ask ALT &quot;What is your important thing? &quot;How long have you been using it?&quot;</td>
<td>Answer the JTE's question. &quot;It's~. I have been using it for~.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Practice pronunciation of new words and get familiar with them.</td>
</tr>
<tr>
<td>5</td>
<td>New Words</td>
<td>Paraphrase new words or show example sentences.</td>
<td>Listen carefully to teachers' talking and try to understand new words and phrases.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>JTE: What is eco-friendly? ALT: Eco-friendly is no damage to the environment. I think Japan is eco-friendly. JTE: Really? Why? ALT: Because Japan recycle plastic bottles when you finish using them. But people in some countries don't. After they finish using them, they throw them away.</td>
<td>Have the students pronounce new words and phrases after ALT.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Comprehension</td>
<td>Have the students carefully listen to ALT read Part1.</td>
<td>Listen carefully to ALT read part1 and try to understand the story.</td>
<td>Q1: What was Wangari Maatai impressed by? Q2: What did Maathai say about using paper? Q: What do you think about &quot;furoshiki&quot;? Q: Do you have something similar to &quot;furoshiki&quot; in your country?</td>
</tr>
<tr>
<td>7</td>
<td>Text Reading</td>
<td>Have the students read the text after ALT. Have the students do shadowing in pairs. Have the students do shadowing after ALT.</td>
<td>Read aloud after ALT. Do shadowing in pairs. Do shadowing after ALT.</td>
<td></td>
</tr>
</tbody>
</table>
Further activity

10

Ask the students a question.

Listen carefully to the teachers's talking.

What haven't you been doing and what will you do from now for the environment?

Answer the question.

Present their ideas.

Name: Karli Wereta, Shibushi High School


Objective: Developing confidence among students to express their opinions about relevant issues in their lives and the world. Students will learn to utilize the vocabulary from what was introduced in the text to help with this (Firstly, Secondly, Thirdly).

Lesson Plan:

Greetings

Warm Up (~10 minutes)

1. Revisit previously used vocabulary from prior lessons by playing the 'Vocabulary Snatch' game. Students get into pairs and are handed a pack of laminated cards with the vocabulary words on them. Students begin the game with the cards spread out (vocabulary side up) on the desks and their hands on their heads. When the ALT says the word in English, they must race to put one hand on the correct card. The person with their hand on the card first, receives the card. The JTE can then say the words in Japanese and the students can race for the card. The winner is the person with the most cards at the end.

2. Slowly add in new vocabulary that will be used in the session - terms such as agree, disagree and for example.

3. Go through this game at least once with the new vocabulary included.

Main Lesson (~35 minutes)

• Introduce the topic of 'expressing your opinions' by first handing out to students two different colored cards. Explain that you will read a statement such as 'Baseball is better than Soccer'. To show that you agree with this statement hold up the pink card and to show that you disagree with this statement hold up the yellow card. Model this to the students and then get them to show you, to ensure they understand the task. Practice this task with both the JTE and ALT giving statements.

• Explain that it is important to be able to say why you agree or disagree with a statement.

• Handout a sheet with a list of statements and a template for students to use. Eg. I agree/disagree that (statement) because______________.

• Model this to students by reading out one of the statements and giving one reason.

• Between the JTE and ALT, take turns reading out a statement, getting students to indicate their opinion and instructing them to share their reasons with their partner. Both JTE and ALT circulate around the room listening and joining in with the discussions. Allow confident students to share their opinions to the class.

• Read out the statement 'It is important to preserve the environment'. This time instruct students to come up with 3 reasons in their pairs and when explaining, use the words firstly, secondly and thirdly. Encourage students to also give examples to support their reasons. Demonstrate this task by using one of the previously discussed topics.

• Provide a template for students to use to assist them with this activity. Students then share their opinions with their partners while teachers circulate the room.

• If there is time, allow confident students to share with the rest of the class.

Closing Remarks/ Student Feedback (~5 minutes)
To gage feedback from the students, teachers can say statements while using the yellow and pink cards. Eg. 'I feel comfortable expressing my opinion in English'.

**Name: Jonathan Wieser, Oshima High School**

**Textbook Lesson:** Power On Lesson, 7: *Furoshiki* pp.83-91 (advanced class)

**Objective:** To practice using the present perfect continuous while learning about using furoshiki to reduce waste.

**Lesson Plan:**

**Warm up** (10 min)

- Review the present perfect continuous verb form.
- Play *Rows & Columns* by having all students stand and alternate between ALT and JTE asking questions to which students must answer using the *have been_____ing* grammatical structure. Correctly answering earns permission to sit down with S’s choice of row or column.

**Main Lesson** (40 minutes)

- Show charts and graphs using either a screen presentation or handouts to introduce the topic and generate discussion relating the use of plastic bags and waste:
  - Length of time for biodegradation of various items (plastics are between 100 - 10,000 years; http://enviropolicyintro.files.wordpress.com/2013/04/url1.png)
  - Annual amount of plastic waste generation worldwide (500 billion plastic bags; http://cdn.phys.org/newman/gfx/news/hires/2012/plasticpollu.jpg)
  - The impact of plastics on the oceans, air, and soil (http://www.buzzle.com/img/articleImages/549963-4385-36.jpg)
- Show a graphic produced by the Japanese government portraying various *furoshiki* tying configurations to help students generate ideas about how they might use them to reduce waste (http://www.env.go.jp/en/focus/attach/060403-5.gif).
  - If possible, have a few to demonstrate and have students practice wrapping items.
- Writing assignment and practice dialogue (similar to the exercise on page. 85) in which students fill in something like,
  - “How have you been reducing waste?”
  - “I have been using *furoshiki* __________________________.”
- Students practice using this pattern with others. Alternatively, students are called upon to present their answers to the class.

**Name: Greg Wipf, Takeokadai High School**

**Textbook Lesson:** Power On, Communication English I, Lesson 7, Furoshiki, p 86-87

**Objective:** Have students understand the passage and practice the grammar point (*S+V+O1+O2*)

**Lesson Plan:**

**Greeting**

**Warm-Up**

Say to students, “My friend saw some pictures from Japan. Can you help me explain what they are?” Put pictures on the board that. (ex. Kumamon, Kyari Pamyu, Attack on Titan monsters, etc.) Students have to come up with ways to explain the pictures.

**Main Lesson**

Give student student a piece of the passage on page 1. Give them a few minutes to read and take some memos about it. Then have them close their books. The students make pairs and explain what they read to their partner in their own words. After that check what they came up with as a class.

Give students pictures of different traditional Japanese objects. (ex. furoshiki, teru teru bozu)
Students ask each other about their pictures using the *S+V+O1+O2* form. (ex. Can you tell me what this is? Could you show me how to use it?)
They should try to find out at least 2 things about each object using that grammar point.

**Closing**
**Name:** So Yokegawa, Tsurumaru Senior High School  
**Textbook Lesson:** Power On Lesson, 7: Furoshiki – The Magic Cloth  
**Objective:**  
1. To make an oral summary of Lesson 7  
2. To introduce another Japanese traditional item to ALT  

**Lesson Plan:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Procedure</th>
<th>JTE</th>
<th>ALT</th>
<th>Students</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Greeting</td>
<td>Greet.</td>
<td>Greet.</td>
<td>Respond.</td>
<td>Cheerfully</td>
<td></td>
</tr>
<tr>
<td>6 Warm-up</td>
<td>Show the topic: “What country do you want to visit? Why?”</td>
<td>Deliver a model speech.</td>
<td>Talk about the topic in pairs.</td>
<td>In a loud voice</td>
<td></td>
</tr>
<tr>
<td>5 Review</td>
<td>Read aloud together while circulating.</td>
<td>Read aloud together while circulating.</td>
<td>Read aloud through Lesson 7.</td>
<td>In a loud voice</td>
<td></td>
</tr>
<tr>
<td>10 Activity 1</td>
<td>Tell Ss to make an oral summary and show how to do it. Name some Ss.</td>
<td>Remind Ss of the key words: eco-friendly, bath, handy, beautiful</td>
<td>Make an oral summary of the whole lesson and check it in pairs.</td>
<td>Without looking at the textbook</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Without being afraid of making mistakes</td>
<td></td>
</tr>
<tr>
<td>25 Activity 2</td>
<td>Hand out mapping sheets. Tell Ss to think of another nice item and to make an oral presentation about it. Circulate offering support where needed. Name one group at a time.</td>
<td>Possible items: yukata, kimono, tabi, hachimaki, tatami, fusuma, shoji… Circulate offering support where needed. Give some comments.</td>
<td>Make groups of 4 and think of another nice traditional item. Fill in a mapping sheet. Make a speech in turns within groups. Demonstrate. (each group’s rep)</td>
<td>Exchanging opinions actively</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Without making sentences</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Individually</td>
<td></td>
</tr>
<tr>
<td>2 Wrap-up</td>
<td>Show what Ss have learned in this period.</td>
<td>Give some advice on making an oral presentation.</td>
<td>Listen.</td>
<td>Taking notes</td>
<td></td>
</tr>
<tr>
<td>1 Greeting</td>
<td>Greet.</td>
<td>Greet.</td>
<td>Respond.</td>
<td>Cheerfully</td>
<td></td>
</tr>
</tbody>
</table>