

# **ALL ABOARD!!**



## **Destination: Beyond the Textbook**

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## The Classics

### Mini Debate (ミニディベート)

When people hear the word “debate,” they often cringe and think that only high level students can do it. Debate really means to exchange opinions on a certain topic and this doesn’t have to be done in the format of a formal debate. Even lower level students can debate or have a discussion if you choose an appropriate topic and format to suit their level.

A popular warm up for debate is to place signs around the room that say “Strongly Agree, Agree, Disagree and Strongly Disagree.” Read statements to which to students must decide how they feel and move to stand under that sign. Give them a minute to discuss in their groups why they feel that way and select a speaker to voice the opinions of the group.

For the discussion, pick an easy topic, for example, Dogs vs. Cats or Beds vs. Futons. Each group is assigned one side of the debate and they must brainstorm the advantages of their position and the disadvantages of their opponent’s position in about 10-12 minutes. When time is up, alternate back and forth with ideas which support each side. Then, give two points for attacking the other side.

#### Resources:

For more information on informal and formal debate see the website below. Click on Tokyo and then scroll down to Teaching Debate and Discussion by Kevin Meek.

[http://www.jetprogramme.org/e/current/RCA\\_workshops.html](http://www.jetprogramme.org/e/current/RCA_workshops.html)

#### Teaching Debate to ESL Students - A Six Class Unit

<http://iteslj.org/Techniques/Krieger-Debate.html>

For 525 yen you can buy a copy of QA-300: 201-300 which will help with debate topics and supporting material. Please contact the Matsuka Phonics Institute at 03-5302-1651 or fax 03-5302-1652.



### Recitation Contest (暗誦コンテスト)

The recitation contest held at my school last year was very successful. However, there are things I learned that could make the contest even better. The contest was held only for 1st and 2nd year students and participation was required. There were a few variables which had a huge impact on their efforts. All 1st year students had to deliver the same (boring) speech in front of their peers, ‘The Gettysburg Address’ by Abraham Lincoln. It’s good for everyone to do the same speech because the students can all practice memorizing it together. A lot of preparing was done outside of our team teaching classes such as vocabulary and an explanation of the text but I did do a lesson which helped the students with memorization and delivery techniques. This would be difficult if the students were doing different speeches. However, despite being extremely famous, this particular speech uses old language which can be difficult even for native speakers, it’s not nearly as expressive as other speeches, and as a judge, it’s tedious to hear the same speech 200 odd times. Next time, I would choose a different speech so the students could have a better understanding what they were reciting. This speech accounted for 20% of their English 1 grade and therefore, all students practiced extremely hard to memorize it and I was very impressed. In each class, the JTE and I were judges but this is something I would change if I were to do it again. Student evaluations would be a great way to get the entire class involved and take part in choosing the winner. The top score from each class participated in the school wide recitation contest.

2nd year students could choose between three speeches: "I Have a Dream" by Martin Luther King Jr., "Give Until it Hurts" by Mother Theresa and "Ask Not" by John F. Kennedy. These speeches were more expressive and it was interesting to practice and judge them. Nonetheless, I discovered that while the students were required to deliver their speech in front of me and a JTE in a little room away from their peers, this speech was not factored so heavily into their grade. As a result, most students simply read the speech and only those who were really interested in English made any effort to memorize.

In the actual contest, 1st year students competed against the 2nd year students. AS A RESULT, 2nd year students took all three places and won by a landslide. Considering all the variables, it just didn't seem fair. If I were to do it again, I would suggest that each grade be judged separately.

Note: The original speeches were edited by the JTE, primarily in order to cut down on length.

Resources:

<http://www.famousquotes.me.uk/speeches/>

Greatest speeches of the 20<sup>th</sup> Century on CD. Released by Rhino records (1991).

<http://www.americanrhetoric.com/top100speechesall.html>

### Skits (スキット)

#### Appendix A

Skits can take place on many different levels. They can be as simple as a two week, in class activity or as evolved as a school-wide competition for entering Miyagi's annual skit competition. Variables such as time, whether the script is set or the written by the students, and use of props can be manipulated to suit many different levels. Just like the recitation contest, students who are not performing can be judges.

Resources:

If you don't know where to start, you can always rely on classics which are familiar to most Japanese kids: Momotaro the Peach Boy, Peter Pan, Cinderella, & Three Little Pigs

Click on the Kobe link and then the pdf file under Drama in the Classroom (JHS)

[http://www.jetprogramme.org/e/current/RCA\\_workshops.html](http://www.jetprogramme.org/e/current/RCA_workshops.html)



### **Exchange**

#### Pen Pals (ペンパル)

Snail mail is still a good way for ESL learners to practice writing. Modern technology has made it much cheaper to communicate via email, however, there is still something special about receiving an actual letter in the mail. My predecessor in Kesenuma returned to her teaching profession in England and we arranged pen pals between her students and the English club members. The look on their face was priceless when they received their letters. Your exchange doesn't have to be with an English speaking country. You could also have ESL pen pals from other countries your students are interested in. International pen pals are common but you could also team up with another ALT and have pen pals from different high schools in the same city or area.

### Sister City Project Exchange (姉妹都市交流)

The downside of pen pals is that they can be hard to maintain. The novelty often wears off and there is no substance to prevent the relationship from dissolving. However, another route is to do a one time project exchange. Sister cities are a good place to start because there is already a relationship established between the two cities and contact information can be obtained at city hall. Next you need to decide on a project. One idea is for each class to research Japanese customs or holidays and then compile a book with illustrations and explanations. If your sister city does the same, it's a good way for your students to learn about a foreign culture.

Sendai's sister or friendship cities:

Riverside, California

Acapulco, Mexico

Gwangju, South Korea

Rennes, France

Changchun, China

Sevilla, Spain

Minsk, Belarus

Dallas, Texas

### The Notebook (交換日記)

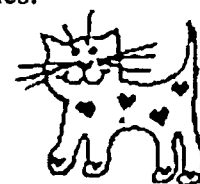
I only have four students participating in a notebook exchange but it's been a great to build relationships with students. As an optional activity, I told students to take any blank notebook, write about a page or two, leave it on my desk, and I will write back. I usually make corrections to their entries as well. They can choose any topic they want to discuss and we also ask questions to each other. There is no timeline, they can write as often as they like. I try to make the entries colorful and engaging. When I return their notebooks, it's like I'm giving them a gift. It is fun to see their faces light up.

Note: This is a good project to do on a small scale because writing back can be time consuming.



### Valentine Exchange (バレンタイン交流会)

I had the perfect setting to carry out this project last year, an all boys' and an all girls' school. However, it can work between any two schools that have about the same number of students. The idea is simple; make Valentines to exchange between schools. Most likely, your students will want to remain anonymous, but you can give them the choice. I provided clipart and construction paper for them to use but they had to create an "original" message. You might want to prepare the message beforehand and leave one class period to create the Valentines. It's best to remind students beforehand that they will need to bring their own markers, scissors and art supplies.



### **Techies**

#### English website (英語での学校紹介ウェブページ)

These days, most schools have a website that not only provides information on the school itself, but also keeps students and parents informed about current and future events. This website can also serve as a link to the English speaking world. As an ALT in Kesenuma, I had an area on the website called the ALT's Room where I could post pictures and blog. To take this website to the next level, I thought that it could serve as a great project for English class. Kesenuma High School already had an English version of the main pages but this would be a good place for other schools to start. In teams, the students could start by developing English versions of the basic pages: directions on how to get to the school, background info, enrollment process, school clubs, etc. Beyond that, students can become reporters for events happening at their school. Example: The softball team made it to the quarter finals. Who was the star of the game and what was the final score? What did their coach say about their performance?

Note: You will have to find out who the webmaster is and coordinate this project with him or her.

### Student email account (生徒によるメールアカウントの取得)

This activity involves a trip to the computer lab. First you might want to do a class that teaches the students the vocabulary they would need to understand either the English version of hotmail or yahoo. You could also teach shorthand “chat English,” (C U L&R). Next, take the students to the computer lab where they can set up English email accounts. Most mainstream email providers also have a language option that you can switch so if the students have existing accounts, they can change them to English. Learn how to navigate hotmail or yahoo in English. Students who already have spatial knowledge of these programs may find it easier to use the English version because the layouts are usually the same. You might be wary about giving out your personal or keitai email but you could create a separate account just for your students. Encourage your kids to communicate with you through email.

Note: You will have to check which email providers are blocked by your school’s server.

### **Beyond the Textbook and the Confinements of the Classroom**

#### Walking Tour (英語によるツアーガイド)

The school grounds provide a good setting for students to practice giving directions by making a walking tour in English. Along the way, mention points of interest such as where the kyudo club practices or where you can buy a delicious pizza man! After writing them out, record their directions on a tape. You can have other students follow and evaluate each other’s directions. How clear and useful are their directions?

Note: Keep a few on hand to give to the next ALT and help them get around school in their first few weeks.

#### Candy Treasure Hunt (宝物探し)

Submitted by Kieran Gaffney

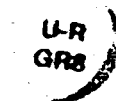
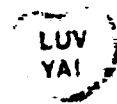
If your students are lower level, it might not be efficient to have students write their own directions, but you can see how well they can follow them. “I hid candy all round the school and gave them directions to go find it after class.” This is a great follow up activity that gives students an instant reward for utilizing the knowledge they acquired in class.

#### Team Taught Pizza – ala Miyagi (みやぎ風ピザの焼き方レシピ)

Submitted by Kieran Gaffney

“We cooked pizza in one of my small classes – 5 students. We spent two lessons on this, one to study how to cook and read recipes and one actually cooking the pizza. Pizza was good because it is quick. The class was just after lunch and they had to work through lunch to do it so they were hungry! We ran out of time to eat. I would spend less of the cooking class learning English and just cook. Maybe make a competition out of the speed it was cooked like the British TV program called ‘Ready Steady Cook.’ They have 20 minutes to cook something tasty. We also want to do scones and have a tea and scones cultural lesson this year.”

Note: This is not suitable for large classes but it might also work for English club or ekaiwa.



## Chat Cards (チャットカード)

### Appendix B

Chat cards are a good way to get to know your students a little better. The chat card is divided up into squares with topics to discuss. The student must prepare answers to the questions in the square and approach the ALT or JTE before or after school or in between classes for a chat. Once that conversation is completed, the ALT or JTE must hanko the square. You can play bingo style or require all squares to be filled. Prizes or points can be awarded to those who complete the task.

Note: You might want to set a deadline for the last chat and not give this out to all your classes at the same time. It can get overwhelming and will eat up your prep time if everyone is trying to do this activity at the same time.

### Video

#### Super Gals (スーパーギャル)

##### Appendix C

I brought an anime series called “Super Gals” with me from the U.S. and showed a clip to my 2nd year students right before summer vacation. I asked the students to evaluate the relationships between the main characters. The teenaged love drama in this anime was pretty obvious but the students could also get some of this information from the dialog and katakana that appeared in the video. I also asked some questions about the content of the clip. They were fascinated by the popularity of anime in the U.S. and they really enjoyed seeing a familiar media form in English. It was a good conversation starter and it led well into a discussion about what their plans were for summer vacation.



I attended a workshop at the re-contracting conference in Tokyo on the use of media in the classroom and the presenter brought up a good point, not only should dialog heavy video clips be kept short (5 minutes or less) but the main purpose should not be for dictation or listening. 90% of the time, the dialog is way too fast for students to catch. However, you can create questions that relate to the plot. Ex. “How many men were in the car?” “How fast was the man driving?” “What color is the van?” “What happened to the woman in the front seat?”

#### Wallace and Gromit (ウォレスとグロミット)

Submitted by Kieran Gaffney

“In larger classes the best non-text activity I did was watching Wallace and Gromit ‘A Close shave’. Students had to watch and write down the newspaper headlines – 8 of them, which assist the plot. It’s a good movie because there are cute characters, little English, and lots of action.”

### In-Class Alternatives

#### The People Game (人探しゲーム)

After doing a class on physical descriptions, we played the People Game as a follow-up lesson. Inside 10 large envelopes I placed 5 laminated pictures of people and 5 small cards with descriptions of those people. The students were split up into groups of 4 or 5 people and each group was given an envelope and a number stick. When I said go, students had to dump out the contents of the envelope, read the descriptions and match them with the pictures. When they were finished they raised their number stick and the JTE wrote the group numbers in the order they finished on the board. I went to the first group that finished and checked to see if they were correct. If they were, the JTE gave their group a point. If not, I moved on to the next group. Only one point is awarded each round. After the point was awarded I said, “Mix, Put Away” and the students gave their envelope to the next group.

This is by far one of the best lessons I have done and students of many different levels have enjoyed playing. However, there are things you need to be careful of:

1. Emphasize that all 5 pictures and all 5 descriptions must go BACK into the envelope so the next group can play. If a piece gets lost, it really messes up the game.
2. Use envelopes without sticky strips on them because the students will seal them to prevent the next group from playing.
3. The students must be done matching before they raise their number. I had some students raising their number just after they dumped the pieces out. If they are still moving the pieces around when I get to their group, I went to the next group.
4. When the envelopes are passed, make sure that they are always given to the same group to avoid repeats. Ex. Group 1 > 2, 2 > 3, 3 > 4, etc.
5. When preparing the pictures, make sure that there isn't another picture on the back which might confuse the students. You can always black out the other side.

### Mad Libs (マッドリブズ)

#### Appendix D

Depending on the words you give, Mad Libs can be silly, funny, or just plain dumb. The more creative you are, the more interesting the stories will become. Most likely, you will have to review parts of speech and maybe some vocabulary before doing this activity. What is an adjective? A noun? An emotion? An exclamation?

Note: There are many online resources for Mad Libs. Most of us don't have access to a computer lab in order to use these websites during class, however, you can use the story line to create a paper version.

Resources:

<http://www.eduplace.com/tales/>

<http://us.penguin.com/static/packages/us/yreaders/madlibs/fun.html>

<http://www.pbs.org/kratts/crazy/madlibs/>



### Eiken Based Oral Communication

(英検の面接カードを使ったクリエイティブスピーチ&ライティング)

#### Appendix E

The most recent development in team teaching at Mukaiyama has been the use of Eiken prep materials in 1st year classes. This has proven effective for building vocabulary, increasing confidence when speaking English, and also for encouraging creativity.

The bulk of the lesson revolves around a picture that we take from an Eiken prep book. By drawing in numbers for people and letters for things we can easily discuss the picture in a large class. We ask questions like, "What is she doing?" to build vocabulary for verbs. At first, students will give the shortest answer possible. However, when we ask, "why?" or tag on the linking word, "because" we often get an array of wild responses.

Students will ask, "What do you call x in English?" to build vocabulary for nouns and sometimes we provide a vocabulary list of words they may not know.

We try to focus on oral communication but we also give time for students to write their answers down some times.

Resources:

# SKITS

You will write and perform a skit in English.  
No Japanese.

There will be 2-3 people in a group.

Each group member should have equal parts in the skit.

The skit must be 1-2 minutes long.

You may choose one of these four topics:

- \*Club Activity
- \*Trip Abroad
- \*A busy train in Tokyo
- \*Manga

Please bring props for your skit.

Your script must be stamped by any English teacher.

You will receive up to 15 points for your skit.

Prizes will be awarded for 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> place.

## Useful Expressions

### SURPRISE



No, Way!  
Holy Cow!  
Wow!

### PRAISE



Excellent!  
Awesome!  
Cool!

### FEAR



Oh, No!  
Yikes!  
Look Out!

Come Here!

### ANGER



Crap!  
Darn It!  
Go Away!

# Chat Card

Visit your ALT and have a chat to get a signature when completed.

<p><b>(1) Self-introduction</b></p> <p>Name, Age, Grade, Date of birth, Address, Height, Weight, Birthplace, Junior High School, etc</p> <p>Date</p>	<p><b>(2) My future</b></p> <p>3 Ideal occupations and reasons why I am interested in them.</p> <p>Date</p>	<p><b>(3) My hobby</b></p> <p>Elementary School Junior High School High school</p> <p>Club activity</p> <p>Date</p>	<p><b>(4) My High School</b></p> <p>Address, Location, School Size, School Motto</p> <p>Good things</p> <p>Bad things</p> <p>Date</p>
<p><b>(5) How I come to school</b></p> <p>When I leave for school (means of transportation)</p> <p>When I arrive at school</p> <p>When I leave for home (means of transportation)</p> <p>When I arrive at home</p> <p>Date</p>	<p><b>(6) 7 things I do or I want to do on my off days</b></p> <p>Date</p>	<p><b>(7) What kind of person I am</b></p> <p>5 things to describe myself</p> <p>Date</p>	<p><b>(8) Introduce your 3 friends</b></p> <p>Names and what kind of people they are.</p> <p>Date</p>
<p><b>(9) Every day schedule: 10 things you do every day</b></p> <p>When I Get up When I have breakfast</p> <p>Date</p>	<p><b>(10) 3 Foreign countries I would like to visit and 3 reasons for each.</b></p> <p>Date</p>	<p><b>(11) 3 places I want to visit in Japan and reasons.</b></p> <p>Date</p>	<p><b>(12) The city I live in.</b></p> <p>Population</p> <p>Location</p> <p>Famous for</p> <p>Good things</p> <p>Bad things</p> <p>Date</p>
<p><b>(13) The prefecture I live</b></p> <p>Population Location Famous for</p> <p>Good things</p> <p>Bad things</p> <p>Date</p>	<p><b>(14) 5 things I would like to know about the ALT's home country</b></p> <p>Date</p>	<p><b>(15) 5 things I would spend money on if I won the lottery.</b></p> <p>Date</p>	<p><b>(16) Free talking</b></p> <p>Date</p>

Class (            ) No. (            ) Name (            )

Appendix B

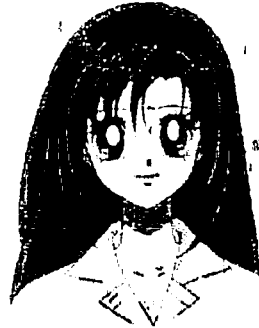
# Super Gals!



Ran Kotobuki



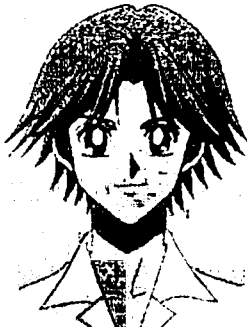
Miyu Yamazaki



Aya Hoshino



Rei Otohata



Yuya "Second Place" Asō



Yamato Kotobuki

Draw the symbol that represents how the first person feels about the second.

	♥ Loves	≠ Doesn't Love	
Ran	"Second Place"	"Second Place"	Ran
Aya	Otohata	Otohata	Aya
Miyu	Yamato	Yamato	Miyu

Given Name:

Family Name:

Class #:

Student #:

## A. Watch the video and answer the following questions.

1. Ran, Miyu, Aya, Rei, Yuya and Yamato are all together. Where are they?
2. What color is Aya's swimsuit?
3. Who doesn't go down the waterslide?
4. At first, how does Yuya feel when he is on top of the waterslide? Does he change his mind? Why?
5. When Yuya loses the race against Ran, what does he have to do?

## B. Talk about these questions with a partner. Write your answers below.

1. Summer vacation is coming soon. Are you excited?
2. What will you do during summer vacation?
3. If you could go anywhere this summer where would you go? What would you do?
4. What character from *Super Gals* are you most like? Why?



# MAD LIBS



Ask your partner for words to complete each sentence.  
Do not let your partner see the story or title until you are finished!

## My Adventure

One day I was walking to \_\_\_\_\_ I saw a \_\_\_\_\_ lady who needed  
Country Adjective  
help. She said, "\_\_\_\_\_" and gave me a \_\_\_\_\_. I put it  
Exclamation Noun  
in my \_\_\_\_\_. I continued on my way. Soon I saw a \_\_\_\_\_  
Container Adjective  
\_\_\_\_\_. It had hurt its \_\_\_\_\_. I wrapped it with a bandage and  
Noun Body Part  
continued on my way. I was getting \_\_\_\_\_ but still had \_\_\_\_\_  
Emotion Number  
kilometers to go. I \_\_\_\_\_ as fast as I could and I finally reached the border.  
Verb (Past)  
"\_\_\_\_\_" I screamed. It was closed. So I turned around and started walking  
Angry Remark  
towards \_\_\_\_\_. I was \_\_\_\_\_ about my adventure. I guess  
Place Emotion  
\_\_\_\_\_ would just have to wait.  
Same Country

Given Name:

Family Name:

Class Number:

Student Number:

Appendix D-(1)

1. Country:
2. Adjective:
3. Exclamation:
4. Noun:
5. Container:
6. Adjective:
7. Noun:
8. Body Part:
9. Emotion:
10. Number:
11. Verb (Past)
12. Angry Remark:
13. Place:
14. Emotion:
15. Same Country:



# MAD LIBS



Ask your partner for words to complete each sentence.  
**Do not let your partner see the story or title until you are finished!**

## My Love

I am in love with \_\_\_\_\_ . She/He has \_\_\_\_\_  
Name (Opposite Sex) Color

hair and the charm of a \_\_\_\_\_ .  
Animal

Yesterday, I asked her/him for a date. I said, "Let's meet at  
\_\_\_\_\_."  
Place

He/She said, "No way! I like \_\_\_\_\_."  
Name (Same Sex)

I was so \_\_\_\_\_. So I went to a bar and I had  
Emotion

\_\_\_\_\_ . At the bar I saw  
Number Drink (Plural)

\_\_\_\_\_ and he/she asked me for a date!  
Famous Person (Opposite Sex)

I can't wait to tell \_\_\_\_\_!  
Same Name from #1

Given Name:

Family Name:

Class Number:

Student Number:

Appendix D-(2)

1. Name (Opposite Sex):
2. Color:
3. Animal:
4. Place:
5. Name (Same Sex)
6. Emotion:
7. Number:
8. Drink (Plural):
9. Famous Person (Opposite Sex):
10. Same Name from #1:

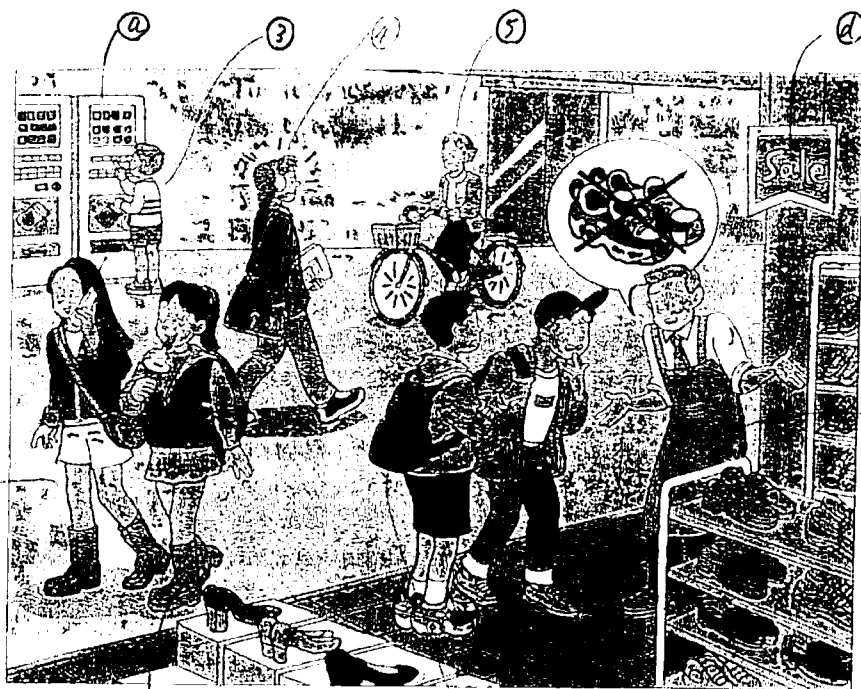
TASK (課題)

二次試験  
面接

下の図について、英語でたずね、  
かつ英語で答えられるようにする。

New Trends

Young people have the power to create new trends. For example, they listen to new kinds of music and go to interesting restaurants. Also, many are interested in new fashions. Companies pay attention to these trends in order to make products that young people will want to buy.



person  
No. ①

1. ①～⑤の人は何をやっているかたずね、かつ答えよ。
2. 帽子をかぶっている少年はなぜからかった顔をしているかたずね、かつ答えよ。
3. ②～④を英語で何と言いかたずね、かつ答えよ。
4. この日の天気はどうかたずね、かつ答えよ。また、その理由をのべよ。
5. この日は何曜日かと思われるかたずね、答えよ。また、その理由をのべよ。

Questions

- No.1 According to the passage, what power do young people have?
- No.2 According to the passage, why do companies pay attention to trends created by young people?
- No.3 Now, please look at the people on the street. Tell me as much as you can about what they are doing.
- No.4 Why do you think the boy with the cap looks sad?
- No.5 Mr./Ms. \_\_\_\_\_, do you like shopping for clothes?  
→ Why?

Appendix E (1)

## Model Questions and Answers

### Basic questions

1. Person No 1: What is she doing? --- She is talking on her(a) cell phone.  
She is using her(a) cell phone to call someone.
2. Person No 2: What is she doing? --- She is eating ice cream(an ice cream cone).
3. Person No 3: What is he doing? --- He(The boy) is buying a drink from the vending machine.
4. Person No 4: What is he doing? --- He is listening to music with headphones.
5. Person No 5: What is she doing? --- She is riding a bicycle(bike).
6. Why do you think the boy with the cap looks sad?

--- He wants to buy the same sneakers that his friend is wearing, but the sales person says that the shop doesn't sell them.

--- Because he cannot buy the sneakers that he wants.

--- Because the sneakers that he wants are sold out.

--- Because there are not same shoes in the shop any more.

--- Because the sales person (sales clerk) said that the shoes are sold out.

--- He wanted to buy the same shoes as his friend, but the sales person says that they are sold out.

### Extra questions:

\* What do you call this in English? / What is this called in English?

--- This is (called) a vending machine in English.

\* What's this? / What do the boys have on their backs? / What are the boys wearing on their backs?

--- It's a backpack. / They have backpacks.

\* Who is he? --- He is a sales person (sales clerk).

\* What is this? --- This is a sign board. / It is a sign.

\* What does it (the sign board) say? --- It says 'sale'.

\* What is the weather like? / How's the weather? --- It's sunny.

Why? --- Because there are shadows by the people's feet.

Because I (can) see shadows below the people.

\* What day of the week do you think it is? --- I think it is Saturday or Sunday.

Why? --- Because students are on the street in the daytime.

Because students are shopping in the afternoon.

二次試験  
面接

Cram School Students

About 60% of Japanese junior high school students go to cram schools, or *juku*. This means they have busy schedules and little time to relax. Even though the number of children is decreasing, cram schools are still booming. Students go to these schools in order to prepare for entrance examinations.

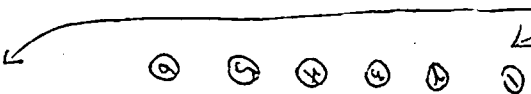


Extra Questions (次英語リスニング形式にしよう)

1. この場面は何時頃？
  2. 教師は誰に行きたいですか？
3. 誰に何回行ったんですか？  
(行きましたか?)
4. 授業の回数、どうですか？

Questions

- No.1 According to the passage, what do 60% of Japanese junior high school students do?
- No.2 According to the passage, why do students go to cram schools?
- No.3 Now, look at the people in the classroom. Tell me as much as you can about what they are doing.
- No.4 Why do you think the boy is running into the classroom?
- No.5 Mr./Ms. —, when you study, do you prefer to study by yourself or with other people?  
→ Why?



Model Questions and Answers : 1 9 9 9 ①

Basic questions and answers

1. What is the person ( No.1~6) doing?

①--- He is writing (the math questions) on the board.

②--- The boy is sleeping.

③--- The girl is reading a book.

④--- The boy is looking at the board.

⑤--- The(These) girls(They) are talking to each other.

⑥--- The girl is handing a book to the boy.( The girl と the boy を入れ替えても可)

She is giving a book to him. (彼女と彼を入れ替えても可)

He is borrowing a book from her. (彼女と彼を入れ替えても可)

He is lending a book to him. (彼女と彼を入れ替えても可)

2. Where do you think they are?

--- They are in a cram school. (They are at a cram school.)

3. Where do you think this boy was?

--- He was at the video arcade. (game center とは言わない)

4. Why do you think the boy is running into the classroom?

--- He played too long at the video arcade and he is late for his lesson.

--- He went to a video arcade and he spent too much time. And he is late for cram school.

Extra questions and answers:

1. What time do you think it is?

--- I think it is about six o'clock.

Why do you think so?

--- Because cram school usually starts at this time. / My cram school starts at six.

2. Have you ever been to a cram school? --- Yes / No.

3. How often do (did) you go to cram school?

--- I go (went) there once a week. / Twice a week. / Three times a week. / Four times a week.

文法①

What time is it? が「~と思いますか」 do you think とつながると、

What time do you think it is? となる。

\* Do you think what time is it? や

\* What time do you think is it? にならないことに注意

文法②

場所を尋ねる言い方: 「ここはどこ?」は Where am I? か Where are we?

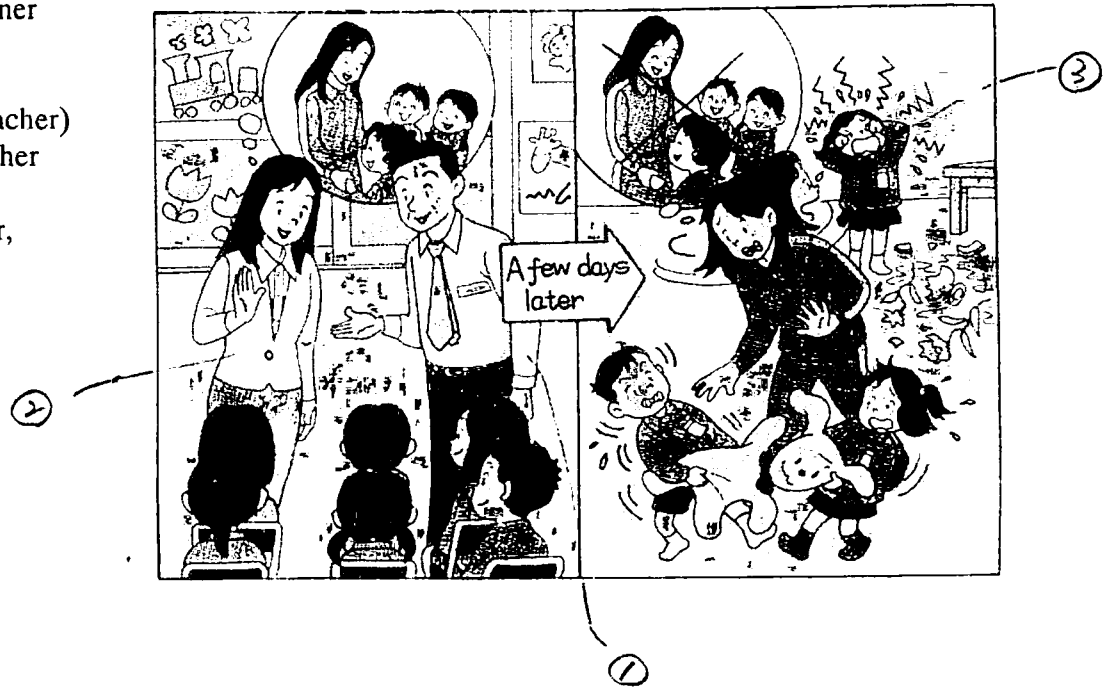
\* Where is here? という表現はない。

Vocabulary:

kindergarten, kindergartener  
(cf. elementary school),  
head teacher,  
student teacher (intern teacher)  
male teacher, female teacher  
stuffed animal (a toy),  
spill (spilt-spilt) the water,  
vase,  
greet

Picture No.1

Picture No.2



Picture No.1

1. Where are they? / What do you call this place?

2. What is person No.1 doing?

3. What is person No.2 doing?

4. What are the children doing?

5. What is she thinking (about) when she meets the children for the first time?

Picture No.2

1. A few days later, what is happening now?

2. What is girl No.3 doing?

3. Why do you think she is crying? / Why is she crying?

4. What are the two children doing?

5. How does she look?

Tell the whole story:

Vocabulary: kindergarten (cf. elementary school), head teacher, vase, stuffed animal (a toy),  
spill (spilt-spilt) the water, kindergartener, student teacher (intern teacher)  
male teacher, female teacher

Picture No.1

1. Where are they? / What do you call this place?  
--- They are in kindergarten. / It is a kindergarten.
2. What is person No.1 doing? --- He is introducing a new teacher to the children.
3. What is person No.2 doing? --- She is saying hello to the children. / She is greeting the kids.
4. What are children doing? --- They are sitting on (in) their chair. / They are listening to the teachers.
5. What is she thinking (about) when she meets the children for the first time?  
--- She thinks (that) she will have a good time with them.  
--- She thinks she can enjoy teaching.  
--- She thinks she can be friends with them.

Picture No.2

1. A few days later, what is happening now?  
--- Her dream is broken. / Things are not so easy. / The reality is different from what she thought.  
The reality is harder than you think. / She cannot control the children.
2. What is girl No.1 doing? --- She is crying.
3. Why do you think she is crying? / Why is she crying?  
--- Because she broke the vase and spilt the water.  
Because she dropped the vase and it's broken.
4. What are the two children doing? --- They are fighting over (for) a stuffed animal.  
--- They are trying to take a toy away from each other.
5. How does she look? --- She is in trouble. She is having a hard time.  
She looks like she in trouble having a hard time.

Extra questions

1. Do you want to be a kindergarten teacher? ---
2. Why or why not? ---