

ALTIA CENTRAL presents

# The Textbook Trail

教科書とともに

Team-Teaching Ideas for ALT-JTE Teams

J1

J2

J3



Grammar  
Hints

Activity  
Ideas

Lesson  
Plans

Writing  
Practice

Activity  
Cards

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## 巻 頭 言

経済・社会・文化のグローバル化が進展する中、子どもたちが21世紀を生き抜くために、国際的共通語となっている英語によるコミュニケーション能力を身に付けさせることは必須です。英語教育を抜本的に改善する目的で、文科省により2002年7月に「英語が使える日本人」の育成のための戦略構想が発表されて3年が経過しました。その目標には次の5項目が挙げられています。

1つ目は中学校卒業段階では、例えば、あいさつや対応という平易な会話ができるようにする。2つ目に、英語教員の英語能力の目標値を具体的に提示し、質の向上を図るための研修を実施する。3つ目に、学ばず側の子どもたちの学習意欲を高める海外留学などの施策を推進する。4つ目に、小学校段階から英語学習を始め、ネイティブスピーカーの導入を積極的に進める。最後の5つ目に、子どもたちの国語能力の向上に努めること、を挙げています。

アルティアセントラルでは、このアクションプランに沿って従前にも増して積極的に学校教育をバックアップしています。意欲と指導力をもったALTを数多くの自治体に派遣し、特に小学校における国際理解教育（英語活動）、中学校における英語教育に貢献しています。

小学校では、カリキュラムやレスンプラン、教材・教具を含めた教育プログラムを提供して多くの成果を収めています。

一方、中学校については、ALTが先生方の英語指導に対する幅広い要望に応えることを目的にして2003年4月に「The Textbook Trail 教科書とともに」を発刊しました。学習指導要領をベースにして、全国で使用されている主要教科書に取り上げられている文法事項をネイティブスピーカーにも通じる「生きた言葉」として表現できるように、指導上参考になる事項や導入から言語活動に至る指導過程を詳細に記述しました。また、最適なアクティビティー活動や必要なワークシートのサンプルも掲載しています。この度、これまでの反省に加え、様々な要望を取り入れて全面的に見直した改訂版を作成しました。

本書はALTを対象としています。日本の先生方にとっても大いに役立つものと考え、ご希望の方には頒布いたします。

アルティアセントラルは本書が中学校英語指導に携わるALTや日本の先生方をはじめ、関係各位に支持され、ひいては全国中学生の英語力の向上に貢献し、多くの生徒が英語の世界に一層の興味と関心をもち、「感動のはじまり」を実感することを期待しています。

2005年10月

株式会社 アルティアセントラル  
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## はじめに ～英語科の先生方へ～

本書「TheTextbookTrail教科書とともに」は、ALTがJTEとのよりよいチームティーチングができるようにと願い、開発して参りました。

今回改訂に当たっては、巻頭言に述べましたように、本書には日本の先生方にとっても大いに参考にさせていただけるアイデアが満載されているものと確信し、広く日本の先生方にも頒布させていただくことといたしました。

本書のねらいをご理解いただくために、弊社のALTに語りかけ、ALT相互の共通理解を図っていることを次に紹介いたします。

*あなたが眼前にする中学生は、とても繊細で好奇心の旺盛な時期を迎えています。外国人であるあなたは、生徒に大きな刺激や影響を与えることができます。*

*あなた自身の学生時代を振り返り、あなたの生き方に強い影響を与えてくれた恩師を思い起こし、それを胸に秘めて授業に臨んでください。きっと、生徒に多くの夢を与え、希望の光を灯すことができるでしょう。*

*一方では、思春期を生きる生徒に英語を教える難しさ、英語という日本語とは異なる言語を教える壁にしばしば突き当たることでしょう。*

*同じ苦難をともにする同志として、教育に対する強い情熱を語りあい、今まで培ってきた経験を共有しあい、困難を乗り越え、その達成感を味わいましょう。本書は皆さんや先輩ALTの貴重な指導体験をもとに作られています。いつも手元において、アイデアを膨らませたい時やつまずいた時には、ページを繰ってみてください。新しい道が開けます。*

近年、ALTは様々な状況のもとで指導に当たっており、JTEや生徒からの要望が多岐にわたっていることを承知しております。本書は、こうした要望を踏まえて改訂をいたしました。日本の先生方に本書を活用いただき、生徒の英語によるコミュニケーション能力を養い、役立てていただければ望外の喜びでございます。

アルティアセントラルは、英語指導はもとより、  
強い信念をもって子どもたちの成長に深く関わり貢献します。  
子どもたち自身が異文化理解に努め、夢を育み、  
世界に視野を広げ、  
真の国際人になれるように支援します。

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# INTRODUCTION

When you were 13 or 14 years old, what did you look forward to about going to school? What was your favorite subject during your secondary school years? What do you remember about your teachers?

At ALTIA CENTRAL we believe that ALTs (Assistant Language Teachers) have a very important role to play in the development of our students. Through the impression our students gain, so their hopes and dreams for the future are inspired. So while you are teaching in the school, call upon those positive memories of your own school days and recreate them for your new school. In so doing you will not only create a rewarding work environment for yourself but also unforgettable memories for your students.

We understand that an ALT works within a very complicated environment with seemingly endless variations. To meet these challenges with an open mind is the essential first step in successfully dealing with them. It is our goal at ALTIA CENTRAL to provide support to ALTs everywhere, calling on our experience and the dedication of our own team to bring assistance to overcoming these challenges.

As more and more ALTs work in the school system, we are asked more and more to work in parallel with the textbooks and that is where this resource comes to the fore. The Textbook Trail is designed to help ALTs and JTEs alike work together to bring the subject of English to life. Enjoy!

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ALTIA CENTRAL's role is more than teaching English.  
We are involved with and committed to the development of  
children. We believe that through cultural exploration,  
children can broaden their views, enhance their dreams and  
develop into mutually understanding adults.



# 本書の内容

本書では次の事項が記述されています。

## ALTの役割 (The Classroom Roles of an ALT)

ALTの役割は、授業時間数、JTEの目指す指導のねらい、1クラスの生徒数、通常の授業か選択授業かによって異なりますが主に次のことを行います。

- o モデルリーディング (Model reading)
- o コミュニケーション活動 (Communication practice)
- o 国際理解に関する情報提供 (Cultural awareness)

## 本書に含まれている事項 (What This Book Is and Isn't)

- o 日本の中学校についての情報 (Information about junior high schools in Japan)
- o 指導上のヒント (Teaching hints)
- o レッスンプラン (Lesson plans)
- o アクティビティーについてのアイデア (Activity ideas to assist in teaching the Course of Study)

## 本書の配列 (The Layout)

- o **J1** - 1学年対象 **J2** - 2学年対象 **J3** - 3学年対象

## 索引の活用方法 (The Indexes)

- o 学年別 (J1-1, J2-1, J3-1)
- o 巻末のアルファベット順 (例: 文法事項、機能・概念、アクティビティーの名称、使用頻度の高い語句)
- o ページを繰りながら調べる。

## 本書の特徴 (The Features)

- o アクティビティーアイデア (Activity Ideas)  
アイコンを使い、アクティビティーの所要時間や活動形態を分かりやすく示しました。
- o レッスンプラン (Lesson Plans)  
指導内容をより分かり易くする為に、キーワード、活動形態、ヒントなどを詳細に記述しました。  

[流れ]	Warm-up	ウォームアップ
	Introduce	導入
	Practice	練習
	Produce	表現活動
	Hints	ヒント
- o アクティビティーカード (Activity Cards)、ライティングプラクティス (Writing Practice)  
Practiceに使用するアクティビティーカードやワークシートを例示しました。
- o 文法指導のヒント (Grammar Hints)  
文法事項を含む基本文の例示、日本の中学校で扱われる文法用語の解説、効果的なTTを行うための配慮事項などを含んでいます。
- o 指導上のヒント (Teaching Hints)  
各学年で異なる生徒の学習態度や動機づけ、生徒の興味や関心の傾向、様々な学習形態での指導方法を取り上げました。また、板書について、ウォームアップ、導入、練習の段階ごとに具体的に示しました。

# ABOUT THIS BOOK

Teaching at a junior high school is very rewarding due to the great challenges that abound. It is very important to understand that in most cases, an ALT is a part of the school, from the start of the day until the end of the day and when there are no actual class periods to be taught a good ALT is still actively involved in the school and should be constantly creating new ways to bring knowledge to the student and staff bodies.

Having said that, this particular book does in fact focus on the classroom environment, on the roles of the ALT in the classroom. Good practices are outlined as well as hints and tips gathered by many, many ALTs over the years.

## The Classroom Roles of an ALT

Many factors affect the role ALTs play in the classroom: the frequency of visits to a given class; the goals of the JTE on any given day; the size of the class; whether the class is mainstream English or elective (選択 - *sentaku*) Here are a few of the more common roles an ALT is asked to take on.

### Model reading

The lesson here is run by the JTE and the ALT is very much an assistant. Providing clear examples of how to read the new words and phrases from the course textbook. Providing a clear model of how to read the text. Typically students will be asked to repeat after the ALT. *One important note here is to make sure that if a dialogue is being studied, then repetition should maintain the separate parts within the dialogue. Consider having half the class play one part each and then switch over so that everyone practices both parts.*

### Communication practice

In this case the ALT is given a time frame and a target grammar structure or page from the course textbook. The ALT then designs an activity, making supporting materials (worksheets, cards etc.) and presents the activity in the classroom. This is a very common format and requires only a short meeting (打ち合わせ - *uchiawase*) beforehand. The amount of time can be anything between 5 minutes and the entire lesson.

### Cultural awareness

The ALT is often asked to expand on cultural points that arise in the course of study. Common points are those relating to the school environment ( uniforms , homework, subjects studied, timetables), fashion and music (dyed hair, clothing, concerts, type of music) for example.

## What This Book Is and Isn't

So what kind of resource is this book? Is it a textbook? No, it isn't. The schools we work at already have a course textbook. This book is a supplemental resource, designed to assist the JTE and ALT in working together at Junior High school, as the students make their way along the course of study as pursued by the textbooks.

This book provides

- Information about junior high schools in Japan
- Teaching hints
- Lesson plans
- Activity ideas

Lesson plans follow a fairly common structure and the labels used signify the following GENERAL ideas.

**Warm-up:** usually an activity that is short and designed to focus the attention of the students into the class.

A good place for a bit of intrigue.

**Present:** introduce the material for example listening to the teachers perform a skit.

**Practice:** activities that allow the students to become familiar with the structures, substitution drills for example.

**Produce:** activities that allow the students to produce language which is realistic, factual information or opinion.

**Wrap-up:** a short activity to check understanding and to provide recognition of achievements.



## The Layout

The ideas in this resource are set out into three sections, following the progression of the textbooks for the most part. There is variation between the textbooks especially in the 8th and 9th grade material. The sections have been labelled for ease of reference and discussion.

### J1

- activities designed for the seventh grade or first year at junior high school.

### J2

- activities designed for the eighth grade or second year at junior high school.

### J3

- activities designed for the ninth grade or third year at junior high school.

## The Indexes

There are three main ways to find material in this resource.

1. By referring to the Table of Contents at the beginning of each section *J1-1*, *J2-1*, and *J3-1*. Normal concurrent page numbering has not been used as a deliberate technique to help you remember which grammar is taught at which year level. However the section mark **J1** ) are clearly visible at the bottom of most pages and hence navigation around the volume is easy.

2. By referring to the index at the back of the book. This is a simple alphabetical index which contains several ways to look up material:

grammar term - passive voice, present progressive tense  
function/notion - *ability, desire*  
common word - *can, must, she*

3. By browsing. The *Grammar Hints* pages which start each section have all been placed on a right-hand page to assist you in leafing through this resource.

## The Features

In order to help make this resource easy to use a series of icons has been used for at-a-glance information on timing and grouping of a lesson or activity as well as four-skills icons on worksheets to help all levels of learners actively take part in the lesson. There are also hints on grammar and details of how that particular grammar point is normally taught in the Japanese school system.

On the following pages, you will find details on the features of the following types of pages:

activity ideas  
full lesson plans  
activity cards  
worksheets  
grammar hints

# Activity Ideas

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## You MUST Go Up!

**Materials**

- Per Group: 1 game board, 1 set of cards, and a blank sheet of paper for keeping score.
- Per Student: 1 marker. (small erasers work well)

**Lesson Activity**

**Overview**

This is a board game for students to play in groups. They take turns picking up cards with instructions, and move their pieces accordingly. Each time a student lands on a square, they get the number of points written on that space.

**Warm-up**

- 1 Review *must*, *must not*, *have to* and *can*.

**Introduce**

- 2 Draw a mini version of the grid (3x3) on the board side and big for all to see. Also draw a rough table to tally the score.

Take several cards and read them aloud for the students to get an idea of what they are.

Play against the JTB. Place the cards on the teachers desk at the front. Take two colored magnets.

ALT: I'll be ...blue. (Clearly place the blue magnet on a '0' square.)

JTB: I'll be ...red. (Place the red magnet on a '0' square.)

ALT: (Pick up a card.) You must go up. (JTB moves up. Mark the score of the square the JTB lands on in the 'JTB' column on the board.)

JTB: My turn. (JTB picks up a card.) You must not go left. (You move to a space either right, up, or down (not left) to score the most points.)

## Ease of Use

The timing of an activity and the grouping of students are two of the most important factors in any lesson. Icons are used to highlight these two factors which combined with an overview, make it very easy to get an image of the activity before you start.

## TIMING

At-a-glance time icons help you see how much time an activity might take.



## OVERVIEW

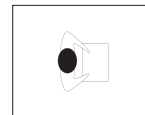
Provides a quick run-down on what is involved in the activity, to help you quickly determine if it suits your needs.

## GROUPING

Grouping is also a factor that will help a teacher decide on an activity. The following icons have been designed for quick reference to the following patterns.

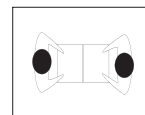
### SOLO

Here the student can complete the exercise by themselves, this normally refers to 'listen and fill in the blanks,' dictation, wordsearches, crosswords and grammar worksheets.



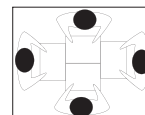
### FIXED PAIR

Students pair up and complete the exercise with the same partner, typically facing each other. Of course once completed, the exercise can be repeated with a different partner. Examples include information gaps, interviews, and partner games.



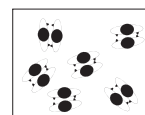
### GROUPS

There are many variations, although standard lunch groups of about 4~6 people are common. Examples include quizzes, card games, and board games.



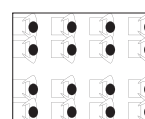
### ROVING PAIRS

Students usually perform a small dialogue to get answers from many different partners. Most commonly seen in interview activities, such as 'Interview Bingo,' 'Find A Partner,' and 'True Lies.'



### ROWS

Generally this mean the students remain seated in their normal rows. The activity may call on them to act as a row either across or down or as part of a double-row team. Examples include row races and 'Crossfire.'



# Lesson Plans

## Adaptability

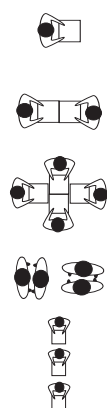
Even if a full lesson plan is not what you are after, it is easy to take out a single step and use that to help make activities and procedures as required.

### KEYWORDS

Tabs at the top of the page help to identify the grammar point and key language used in the lesson.

### GROUPING

Grouping icons are used in full plans to see at-a-glance how seating changes through the lesson.



Solo

Fixed Pairs

Groups

Roving Pairs

Rows

### HINTS

A Hints and Options section gives you advice on making the lesson plan better suited to your needs.

ALTeRnative Teaching Resources
Seventh grade | J1-35

## I Do And I Don't

present progressive

him/her/it/them

Per Student: 1 copy of the 'I Do And I Don't' worksheet.

Materials

Full Lesson

Warm-up

1

Ask who plays tennis for a show of hands. Write 'tennis' and the number of people in the class who play it on the board. Repeat with three or four other sports or activities. An alternative for other classes is to give students each a small, 3x3 grid and ask them to write the names of sports in each one. You then ask individual students, "Do you play (sport)?" and if the answer is "Yes" then everyone in the class can mark off the appropriate square on their bingo card.

Introduce

2

Go through a few personal examples of your hobbies and activities, alternating with the JTB. Match each other for do and do not sentences.

ALT: I don't play tennis.  
JTB: I don't cook.  
ALT: I don't listen to opera music.  
JTB: I don't wash my car.  
ALT: I play soccer.  
JTB: I watch T.V.

Check the students understanding by asking what the JTB or yourself do.

Produce

3

Hand out the worksheet and get the students to write down three things they don't do and three things they do.

Walk around the room helping students and checking the sentences until everyone is finished.

Practice

4

Next, tell them the person sitting next to them is their partner and they are going to interview them. Using the area provided under Step 2 on the worksheet, students ask one another "Do you ..." questions, and note the answers in the appropriate boxes.

Again, circulate checking for mistakes and answering questions.

Produce

5

Have the students write down three things that their partner does and three things they do not do.

*Tomohiro doesn't eat ice cream. He reads books. He doesn't play tennis...*

Hints

+

If the lesson finishes quickly, try a consolidation exercise.

Collect all the completed worksheets. Then have one volunteer come to the front, choose a worksheet and read it to the class as a quiz. See if the students can guess who it is about.

Volunteer: He doesn't like ice-cream. He reads books. He doesn't play tennis.  
Class: He is Tomohiro.

## Activity Cards

a watermelon	a melon
a lemon	a grape
a cherry	a strawberry

### Ready to use










All the activity cards you need to run the class are provided on the pages following the lesson plan. Yes, there is some assembly required. Simply photocopy as many times as you need to make the required number of cards, then cut along the lines provided.

# Writing Practice

J1-76  
Name: \_\_\_\_\_ Class: \_\_\_\_\_ No. \_\_\_\_\_

**What Did You Do Yesterday?**

1 Listen to the story. Write 1-8 in the boxes in order.

2 Write about your weekend.  
Last weekend I went to \_\_\_\_\_

checked by \_\_\_\_\_

## The Four Language Skills

Example worksheets with short instructions are given to provide some reading practice.

### ICONS

Simple icons are used to help all level of students see what kind of active practice is required.

Speaking



Listening



Reading



Writing



# Grammar Hints

Fourth grade | J3-19

**GRAMMAR HINTS**

**Present Perfect Tense**

genzaikanryoukei (現在完了形)

Japanese junior high schools spend a great deal of class time on the present perfect tense which is split into three sections. In order to be of the most help to our colleagues, it is important to know which particular form is being practiced.

**for / since**

I've lived in Japan *for* 2 years.  
Alice *has been* a teacher *for* 10 years.  
I've *had* it *since* I was a child.

The main focus is generally to be able to recognize when to use each of these two terms.

For = A span of time. How many days, months, years?  
*for three months*  
Since = A point in time. Since when?  
*since last week*      *for six years*      *since September*

kanryou (完了)

**already / not yet / just**

But Mom, I've *already* cleaned my room.  
Sorry, I *haven't been* to the bank *yet*.  
*Have you finished* your homework *yet*?

Once again, the focus here is to recognize the differences between these terms. Students do not generally have much problem here, though.

keiken (経験)

**experience**

I've *been* to Thailand three times.  
We've *never* climbed Mt. Fuji.

## Team-teaching Aid

The *Grammar Hints* sections provide an overview of how a particular piece of language is typically dealt with at junior high school in Japan. Also included are things like points to watch out for and common mistakes that native speakers make. Rather than trying to be a definitive grammatical resource, this book is aimed specifically at the needs of an ALT / JTE team in the public school system. Grammatical terminology is taken from the government *Course Of Study*. All *Grammar Hints* pages are on the right-hand page to help you find them while flipping through the book.

### EXAMPLES

Several sentences containing the grammar point are given, with the key elements of the grammar structure highlighted. This is designed so teachers who may not be familiar with the terminology can easily grasp what is being taught.

### TERMINOLOGY

The terms used for each structure are given, as are their Japanese equivalents. This will aid communication with your colleague and ensure you are both clear on what is being

# TEACHING HINTS

## Age-appropriateness

Particularly for those ALTs who teach at other levels of schooling as well, the appropriateness of the material and the activity are very important. As a concrete example, you can expect a typical 1st year student / 7th grader (一年生 - *ichinensei*) at junior high school to be a lot more enthusiastic about a device such as “Ball Toss” (passing a soft ball to a student who then must answer a question) than a 3rd year student / 9th grader. There is a massive leap in maturity during these three years. An ALT has to be aware of this at all times and choose activities accordingly. It is a good idea for the ALT to familiarize themselves with what is being studied in the other subjects as this will often help in assessing.

## Motivation

Linked to age-appropriateness is motivation. The activity “Battleships” is an excellent example of how to make a repetitive drill interesting. Consider too, that one of the hardest challenges faced by English teachers is to bring the material being taught into the lives of the students, to make it to relate to them and their interests. Here are a few points to consider.

## Use familiar topics, locations

Students are often more interested in the latest Japanese idols than school. By using famous, current celebrities, the students become involved in the lessons. Allow the students to provide names of the characters and celebrities themselves.

## Demonstration over Explanation

ALTs always ask how much Japanese to use in class. One aspect of this *need* to use Japanese, is the ability to explain the rules of an activity. A demonstration of the activity is usually much more efficient than an explanation in any language. Just

### Keep current

Throughout the book various names of idols, artists, athletes, characters and celebrities are used. It is imperative that an ALT keep up to date with the current trends and popular celebrities. Any such names found in this book are for illustration only.



### Involvement

Leave blanks on worksheets to let the students create their own questions for an activity. Allow this to be any language at all, not necessarily the target language of the day. This lets any student remain part of the lesson.

do it.

### Keep them moving

Always consider the flow of the lesson from each individual student's point of view. How often does that one student move, have a chance to speak, read, listen or write? A good lesson optimizes the opportunity for each student. Solo work, pairs, roving pairs, small groups, larger groups, rows, half the class. Using different groups and arrangements is essential to keeping a dynamic, interesting lesson.

## Blackboard Management

### OVERVIEW

Planning ahead is essential in keeping the lesson flowing smoothly. Here is an example lesson plan that shows how to build up the blackboard to minimize erasing and re-writing which helps keep the students focussed and interested.

### Warm-up



A matching game. Write these on the board and see if the students can pair them up. (Note that there is not necessarily only one way to match things as this case clearly shows with the two animals being able to be both eaten and seen.)

play  
eat  
see  
go to

fugu  
a wild snake  
Sapporo  
cricket

Once the students have told you which to match up, place your verb flashcards on the board.

Erasing the words on the left now creates space on the left of the board. We will use this space later to write the key sentence.

eaten	fugu
seen	a wild snake
been to	Sapporo
played	cricket

### Introduction



Write 「～したことがありますか」 and "Have you ever..."

Get the students to use the verb table in their textbooks and see if they can tell you the past participle of a few verbs:

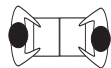
- ALT: Have you ever...read 'Slam Dunk'?  
Ss: Have you ever read 'Slam Dunk'?

Have you ever...	eaten	fugu
	seen	a wild snake
	been to	Sapporo
	played	cricket

～したことがありますか。

?

### Practice



Now draw lines to make a grid around the words and introduce the Guess Interview by asking the JTE.

		guess	answer
Have you ever...	eaten	fugu	Y N
	seen	a wild snake	Y N
	been to	Sapporo	Y N
	played	cricket	Y N

～したことがありますか。

- ALT: Please don't look. Thank you. (To yourself but aloud...)  
Has [JTE] ever eaten fugu? Hmmm (Circle Y or N)  
Has [JTE] ever seen a wild snake? (Try and get the students involved.)

Complete the four questions then ask the JTE and circle their answers.

- ALT: Have you ever eaten fugu? Etc....



# J1

## Specific Language Activities

Seventh Grade / Junior High School First Year

This section targets language commonly found in text books for the first year or seventh grade in Japanese junior high schools. This section is therefore referred to as J1.

The actual content of English language study during the first year of junior high school is light. Considering the recent advances made at the elementary school level, the textbooks and the teaching are very slow to start.

### Contents

J1-3

#### The Verb "To Be"

This and That . . . . .	J1-4
Is This A...Cat? . . . . .	J1-7
An Old Camera.. . . .	J1-8
Is A Sumo Wrestler Big? . . . . .	J1-11

J1-13

#### Pronouns

Who's This? Picture Quiz . . . . .	J1-14
Do You Know Them?.. . . .	J1-16
Do You Like Her? . . . . .	J1-18
Whose Pen Is It? . . . . .	J1-20
What Color is Kimutaku's T-Shirt.. . . .	J1-22
That's Mine! . . . . .	J1-23

J1-25

#### The Verb "To Have"

Go Fish.. . . .	J1-26
Card Grab a.k.a. Three Strikes . . . . .	J1-29
I Have a Parachute ... Honest . . . . .	J1-30

J1-33

#### Present Tense

English Dodgeball . . . . .	J1-34
Do You Time Travel? . . . . .	J1-36
I Do And I Don't. . . . .	J1-37

J1-39

#### Prepositions of Locations/Place

Where's The Paper? . . . . .	J1-40
Build It . . . . .	J1-44

J1-47

#### Imperative Sentences

Do As You Are Told!. . . . .	J1-48
Put That There!.. . . .	J1-50

J1-53

#### Ability

Invent A Superhero.. . . .	J1-54
Can Quiz . . . . .	J1-55

J1-57

#### Present Progressive

Now Playing - The MATRIX©. . . . .	J1-58
Tense Times . . . . .	J1-59

J1-63

#### Simple Past

Simply Past UNO . . . . .	J1-64
What Did You Do Today? . . . . .	J1-74
Past Crossword. . . . .	J1-77

## GRAMMAR HINTS

## The Verb "To Be"

be doushi  
(be 動詞)

Japanese junior high school textbooks often begin with denominators (this, that), the 'be' verb and adjectives split different ways in different textbook courses. This section covers a few of the more commonly taught structures.

**am - is - are - adjectives - this is - that is**

I **am** a teacher.  
She **is** tall.  
This **is** our classroom.

The verb **to be** is, of course, a fundamental structure in the English language and very different in usage to the Japanese copula - です (desu).

I **am** a teacher.  
She **is** tall.  
This **is** our classroom.

私は先生です。  
彼女は背が高いです。  
これは僕らの教室です。

This section includes several activities to cover the following sections:

*am - is - are*  
*simple adjectives (a big car, an old man)*  
*denominators - this, that, these, those*

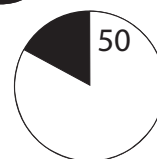
# This and That

**'be' - denominators**

**this/that**

**Materials**

Demo: 3x3 picture grid, 9 pieces of paper with magnets to cover each square of the grid, some personal objects.  
Per pair: One copy A and one copy B of the worksheet 'Memory Game'.



**Full Lesson**

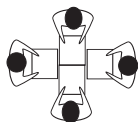
**Warm-up**



1

Take a few personal belongings into the class, such as a camera, a stuffed animal or pen. After the greeting, hold up your pen and ask "What's this?" They should be able to answer. If they are unable to offer an answer, help them by asking "Is this a pen?" Do this a few times with several of your personal objects until they can answer comfortably.

**Introduce**



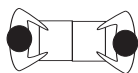
2

Divide the students into groups of six.  
Put a 3x3 grid with a picture in each square up on the blackboard. Cover each of the pictures with a piece of colored paper held in place by a magnet. Pull away enough of the paper to reveal one corner of an item in one of the boxes. Ask the students, "What's this?" The first team to guess what's behind the paper you point to chooses a representative, who comes to the front and removes the piece of the paper.

This student then chooses another box and asks everyone again, "What's this?" Repeat this process until all of the boxes are revealed.

Award points to each team for correct guesses. One scoring option is to put random numbers in each square of the picture grid so that the team that guesses that square gets that number of points. This is a good way to build up some tension and excitement between the teams.

**Practice**



3

Split the groups of six into three sets of pairs. Give Worksheet A to one member of each pair. Demonstrate to the students with Worksheet A that they have three minutes to memorize the numbers and the corresponding items. Draw a clock on the blackboard to make this clear. When the three minutes have elapsed, they hand the worksheet over to their partner for a memory test.

*Student A: Number 6.*

*Student B: Is that a dog?*

*Student A: Yes, it is. Number 2*

*Student B: Is that a camera?*

*Student A: No, it isn't.*

The partners should be quizzed on all 12 numbers and then receive a mark out of 12.

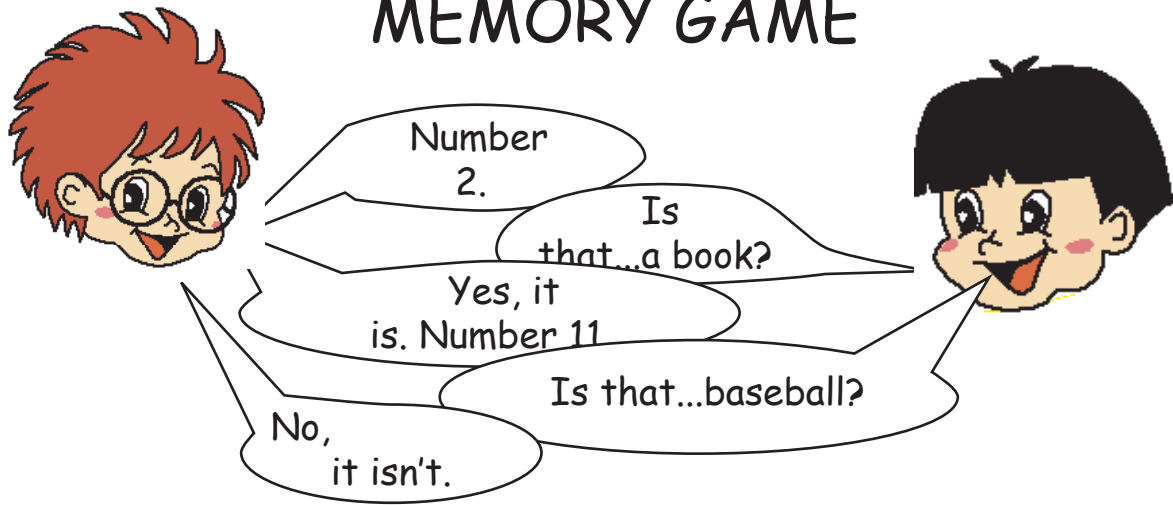
Their partners will be happy thinking that it's their turn to do the same quiz with the same sheet.








Tell them to hand the sheet back to their partner and give the students who have not been quizzed yet Worksheet B, which has 12 different items to remember, and repeat the process.

At the end, take a little time to explain the difference between the two games, discussing this (here) and that (there).

# A

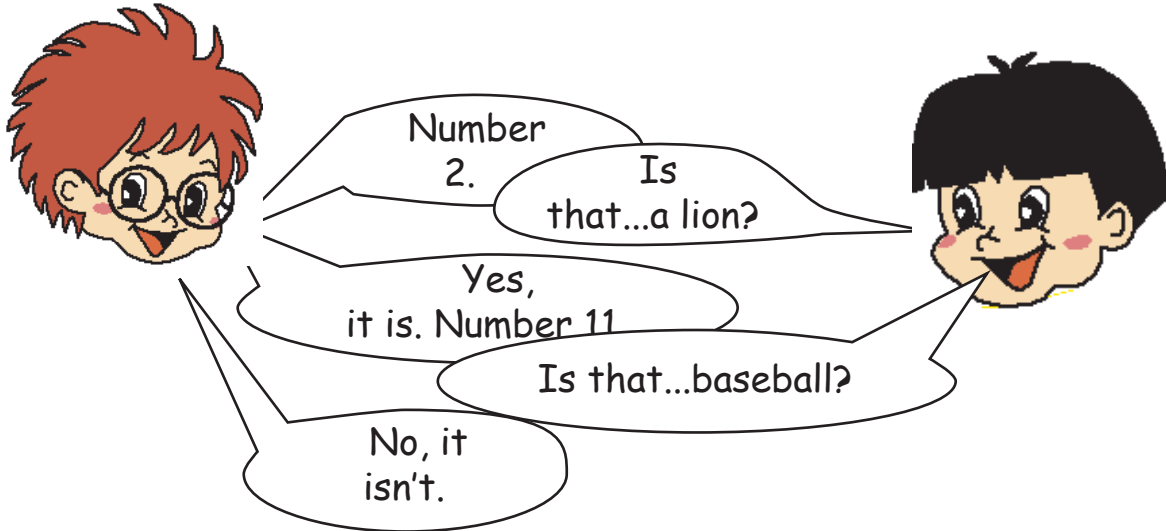
## MEMORY GAME




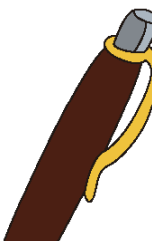
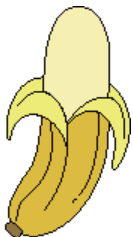




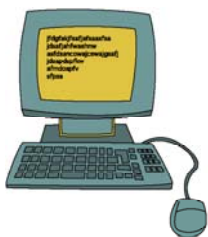




			
1. apple	2. book	3. basketball	4. chopsticks
			
5. baseball	6. dog	7. game	8. bike
			
9. ball	10. bus	11. fish	12. tiger

B

## MEMORY GAME



			
1. car	2. lion	3. milk	4. pen
			
5. banana	6. soccer	7. rabbit	8. hotdog
			
9. zebra	10. computer	11. ice cream	12. tennis

**J2**

# Specific Language Activities

Eighth Grade / Junior High School Second Year

This section targets language commonly found in Japanese junior high school text books for the eighth grade or second year. Therefore this section is referred to as J2.

In the second year at junior high school, students study quite a large number of different language structures. Students are expected to learn, among other things, three tenses, several uses of infinitives and comparison forms.

## Contents

<b>J2-3</b>	<b>Past Tense of "Be"</b>	
	Then And Now .....	J2-4
	How Was Your Math Test? .....	J2-6
	I Was Eating Lunch .....	J2-7
	Stolen Ice Cream.. .....	J2-10
<b>J2-13</b>	<b>Describing Appearance</b>	
	He Looks... Happy .....	J2-14
	Does Tim Look Hungry? .....	J2-16
<b>J2-19</b>	<b>Future Tense</b>	
	Predictions .....	J2-20
	Can You Come To A BBQ? .....	J2-22
<b>J2-25</b>	<b>Direct and Indirect Objects</b>	
	Who Gave Her What? .....	J2-26
	Did You Buy Her Some Flowers? .....	J2-28
<b>J2-31</b>	<b>Infinitives</b>	
	I Do This To Do That .....	J2-32
	Where D'Yer Wannago Travel Inc. ....	J2-39
	Homework To Do .....	J2-41
<b>J2-45</b>	<b>Compulsion</b>	
	My School Rules .....	J2-46
	You MUST Go Up! .....	J2-48
	I Have To Go To Math Class .....	J2-51
<b>J2-53</b>	<b>Existence</b>	
	Where Is The Cockroach? .....	J2-54
	There's A Partner .....	J2-58
<b>J2-63</b>	<b>Comparison</b>	
	Who Is Faster? .....	J2-64
	Fruitballs .....	J2-67
	Which Is Faster, A Giraffe Or A Cat? .....	J2-69
	The City Zoo .....	J2-71
	Like The Best .....	J2-73
	In This Class .....	J2-74



## GRAMMAR HINTS

## Past Tense of "Be"

be doushi kakokei  
(be 動詞過去形)

The past tense of to be is not generally a problem area but there is one thing to be wary of: schools like to clearly separate the use of was / were with location and adjectives from the past continuous tense.

**was / were (simple past)**

I *was* at home yesterday.  
There *was* a park here when I was young.  
*Were* you sick yesterday?

The first time we look at the past tense of be, we generally are looking at what something used to be like, or how it felt or where something or someone was.

kakoshinkoukei  
(過去進行形)

**was / were ~ing (past progressive)**

What *were* you *doing* at 6:00 pm?  
I *was sleeping* when you called.  
He *was reading* a book.

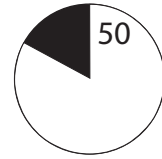
The second level of study of the past tense moves on to the past continuous. This is describing what we were doing such as in alibi situations or interviewing suspects, as you will see in the activity on J2-7.

Of course, this situation rarely arises in daily life, and this structure is most commonly used to describe what was happening at a particular point in time in the past. Often, this is because the action was interrupted by something else, as in the second example given above.

# Then And Now

*past tense of 'be'*

*was / were*



## Materials

Demo: Flowers or potted plants, plant seeds, 2 pictures of yourself. (then and now)  
Flashcards: Connected nouns. (baby, seeds, plants)  
Per Student: Worksheet 'Then and Now.'

## Full Lesson

### Warm-up



1

Draw a big arrow pointing from left to right on the board. Place or draw some pictures of items at various stages in their life on the board. Ask for a volunteer to put them in order.

*a baby - a schoolboy - a man - an old man.*

Do this for several themes, such as people, animals or plants.

### Introduce



2

Practice the noun flashcards until you feel the students are comfortable with the vocabulary. Write today's date on the board and write the word 'now' above the date.

With flowers (or plants):

ALT: What are these?

Ss: Flowers

ALT: That's right. They are flowers.

Ss: They are flowers.

ALT: Two months ago, in (month) they were seeds.

Hold up the packet of seeds.

ALT: They were seeds. Now they are flowers.

Ss: They were seeds. Now they are flowers.

Write the sentence on the board and have the students repeat again. Continue the process using the pictures of yourself, with the sentence, "This was [name]. This is [name] now." Write the sentence on the board and continue to next example. Hold up the butterfly and caterpillar pictures. Demonstrate slowly and write the sentence "It was a caterpillar, now it is a butterfly." on the board. Chorus all of the examples you have written on the board.

### Demo



3

Demonstrate with the JTE, divide the blackboard clearly in half.

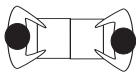
ALT: It was a caterpillar....

JTE: Now it is a butterfly.

ALT: Right. OK Next one. It was a kitten...

JTE: Now it is a cat.

### Practice



4

Put the students in facing pairs. Give out the worksheets (Then and Now) to the students.

Give them a minute or two to try and remember as many pairs as they can. Then the students take turns quizzing one another.

*S1: It was a seed.*

*S2: Now it is a flower.*

### Produce



5

See if the students can think of something new. Have them use dictionaries and have them write a few down. Then they can come to you to check.

Name: \_\_\_\_\_ Class : \_\_\_\_ - \_\_\_\_ No. \_\_\_\_\_

## Then and Now

**1** Test your partner.

It was \_\_\_\_\_.

Now,  
it is \_\_\_\_\_.

a caterpillar	a butterfly
a puppy	a dog
a kitten	a cat
an egg	a chicken
a tadpole	a frog
a boy	a man
a seed	a flower
a girl	a woman

**2** Show the teacher.

It was \_\_\_\_\_.

Now,  
it is \_\_\_\_\_.

Checked by  
Sample

# J3

## Specific Language Activities

Ninth Grade / Junior High School Third Year

This section targets language commonly found in Japanese junior high school text books for the ninth grade or third year. Therefore this section is referred to as J3.

Although there are few new language structures introduced, each is grammatically complex. As ALTs we have to be very careful to practice the precise language point being asked. Relative pronouns and the present perfect tense in particular can cause problems among ALTs who are not grammarians themselves.

In order to help with this, the Grammar Hints sections here are a bit more thorough than those found in the previous sections. It is highly recommended you read through these so that you will be able to best offer assistance to your fellow teachers.

## Contents

J3-3	Passive Voice	
	Listen And Go Read .....	J3-4
	When Was Pluto Discovered? .....	J3-6
	Passive Team Quiz.. .....	J3-8
J3-11	Infinitives	
	Something Easy To Make. ....	J3-12
	An Advertisement Is Easy To Make. ....	J3-14
J3-15	Complements - SVOC	
	I'll Call It Rover .....	J3-16
	The Way I Feel .....	J3-18
J3-21	Present Perfect Tense	
	I Haven't Done That Since.....	J3-22
	How Long? .....	J3-26
	Are You Ready? .....	J3-28
	Have You Ever Eaten Blowfish? .....	J3-30
J3-33	Ask Someone To Do Something	
	Who Said What? .....	J3-34
	He Asked Us To Play A Board Game .....	J3-36
	House Rules .....	J3-38
J3-39	Participles as Adjectives	
	Who Is The Boy Sticking Out His Tongue?.....	J3-40
	Past Participle Quiz. ....	J3-44
J3-47	Relative Pronouns - Nominative Case	
	A Teacher Who Lives In Canada .....	J3-48
	Who Has a Fish? .....	J3-54
J3-57	Relative Pronoun - Objective Case	
	My New Apartment .....	J3-58
	The Pictures I Took .....	J3-60

## GRAMMAR HINTS

## Passive Voice

ukemi  
(受け身)

This form is sometimes referred to as the passive tense. At the junior high school level, we are only concerned with the present tense and past tense of the passive voice.

**passive voice**

English *is spoken* here.  
He *was born* in 1975.  
I *was given* this camera by my uncle.

In English the uses of the passive voice are fairly specialized: the passive voice is usually used when the action (what is done, what was done, what has to be done) is more important than the person(s) doing the action. Consider these examples:

Reporting stories in the news:

A man was seen running away....

Historical reports:

A new store was opened in 1923.

Event newsletters:

A new highway will be opened in the summer.

Giving instructions:

First, the top is opened with a size 10 wrench.

In Japanese, the passive voice is much more common in speech. A very good example of this is in a simple children's game like dodgeball. As you try and dodge the ball, you will eventually get hit at which time (in English) you might say something like:

Ah, you got me!

But in Japanese, the most likely utterance would be:

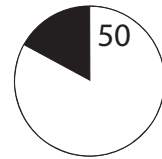
Ah, yarareta!

The *~rareta* ending is a passive construction in Japanese - in this case, it means '(I) was done.'

So, perhaps due to the grammatical structure being so important in Japanese, quite a lot of emphasis is placed upon the passive voice at junior high school. Unfortunately due to this different usage in the two languages then, we do tend to get examples that sound strange to native English speakers. The old, 'it may be grammatically correct but we just wouldn't say that...' comes to the fore here.

As an ALT, we can best assist the students and the teachers by providing realistic examples. Do not forget that in order to pass their high school tests, our students will have to be able to recognize and manipulate grammatically correct sentences, regardless of whether or not native English speakers would use them.

## Listen and Go Read

*passive voice**statements*

## Materials

Per Student: 1 worksheet from J3-4 'Listen and Go Read.'  
 Per Class: 6 to 12 sheets of A4 paper with passive sentences written on them, pictures illustrating people or things from those sentences, tape, 6 pieces of chalk.

*Full Lesson*

## Warm-up



1

Divide the blackboard into six sections, one for each row of desks in the classroom. Give the first student in each row a piece of chalk. Tell the students this is a writing relay. Each student must come to the board and write one past participle, then pass the chalk to the next student. The row with the most correctly spelled participles is the winner. Each participle can only be used once.

## Introduce



2

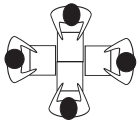
Use the pictures or photos you have brought to engage the students' interest. Hold up each picture, and ask if the students can identify the person/thing, and see what information they can provide you about the picture.

Use this opportunity to introduce any new vocabulary students will need to complete the main activity in Step 3, below. Ask the students a few simple questions using the new vocabulary so they have a chance to practice them before attempting to use them in the main activity.

*ALT:* What are onigiri made from?

*Students:* Onigiri are made from rice.

## Practice



3

For the main activity, prepare six to 12 passive question and answer pairs. The examples provided below all use a food theme, but your examples need not be related. Write each answer on a separate sheet of A4 paper. Keep two copies of the questions, one for yourself and one for the JTE. Here is an example set of questions and their respective answers:

- |  |  |
|--|--|
| 1. What is tofu made from?               | <i>Tofu is made from soy beans.</i>                |
| 2. Where were potatoes first grown?      | <i>Potatoes were first grown in America.</i>       |
| 3. What is wine made from?               | <i>Wine is made from grapes.</i>                   |
| 4. When was Coca Cola first sold?        | <i>Coca Cola was first sold in 1886.</i>           |
| 5. When was the first McDonald's opened? | <i>The first McDonald's was opened in 1948.</i>    |
| 6. Who were Cup Noodles invented by?     | <i>Cup Noodles were invented by Momofuku Ando.</i> |

Divide the students into groups of about six students. Give each student a copy of the Listen and Go Read worksheet. Give each student a number from one to six, or allow them to choose for themselves.

Tell them they must go to one of the teachers to receive their question. They must then find the answer on one of the sheets of A4 paper. They may not take notes. They must remember both the question and the answer. Then they return to the group and inform the other group members of the answer. All members of the group write it down. Do an example with the JTE.

*JTE:* Question one, please.

*ALT:* OK. What is tofu made from?

*JTE:* (Goes and looks at the papers while repeating) What is tofu made from, what is tofu... Aha! (Re-turns and makes a show of writing down the answer)

When all members have written down the answer, they bring all their sheets for you to check. If every member of the group has written the correct sentence, the number two student can receive the next question. The first group to get the answers to all the questions is the champion.

## Produce



4

Have the students create one or two sentences using the vocabulary they have learned in Section 2 of the worksheet.

Sample



Name: \_\_\_\_\_

## Listen and Go Read!

**1**

Listen to the question! Find and read the answer! Write the answer in the box. Tell everyone in your group.



1

2

3

4

5

6

**2**

It's your turn! Write some original sentences.




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Checked by

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