

Activity & Debate Booklet

アクティビティ&ディベート活動アイデア集



BORDER
LINK

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ダウンロード可能ワークシート等一覧

アクティビティセクション: 付属ワークシート

ディベート活動セクション: テーマ例一覧、使える表現一覧・ワークシート、
ブレインストーミングワークシート、ディベートワークシート、
リサーチワークシート等



クラスルーム・イングリッシュ/Classroom English

(参考資料)文部科学省 小学校外国語活動・外国語研修ガイドブック

授業の始まり(Starting Class)

| | | |
|---|--|--|
| 1 | みなさん、おはようございます。 みなさん、こんにちは。 | Good morning, everyone. Hello. / Good afternoon, everyone. |
| 2 | 英語の時間です。 | It's time for English class. |
| 3 | 元気ですか。/今日の調子はどうですか。 | How are you?/How are you today? |
| 4 | 今日は何曜日ですか。金曜日です。 | What day is it today? It's Friday. |
| 5 | 今日は何月何日ですか。4月25日です。 | What's the date today? It's April twenty-fifth. |
| 6 | 今日の天気はどうですか。晴れています。 | How's the weather today? It's sunny. |
| 7 | 今日の目標です。 目標を一緒に読みましょう。 これが今日の授業内容です。 準備はいいですか。始めましょう。 | This is today's goal. Let's read the goal together. This is today's [lesson / class schedule / plan]. Are you ready? Let's begin. |

ALTに依頼する(Request of the ALT)

| | | |
|---|--------------------|--|
| 1 | もう一度言ってください。 | Say it again, please. |
| 2 | (もう少し)ゆっくり言ってください。 | (A little more) Slowly, please. |
| 3 | 英語で言ってくれませんか。 | Could you say that in English? |
| 4 | スキットをやってみせましょう。 | Let's demonstrate the skit to the class. |
| 5 | ゲームのルールを説明してください。 | Please explain the rules of the game. |
| 6 | どう綴るのですか。 | How do you spell it? |
| 7 | どう発音するのですか。 | How do you pronounce it? |
| 8 | この児童には特別な支援が必要です。 | This student has special needs. |

児童への指示(Class Control)

| | | |
|---|--|---|
| 1 | 立ちましょう。/ 座りましょう。 こちらに来てください。/ 席に戻りましょう。 | Please stand up. / Please sit down. Please come here. / Please go back to your seat. |
| 2 | [教科書/筆箱]を取り出さない。 テキストの6ページを開きましょう。 机をきれいにしなさい。 | Take out your [textbook / pencil case]. Please open your textbook to page six. Put everything away./Clear your desks. |

| | | |
|----|--|---|
| 3 | 机を寄せましょう。 机を後ろに下げてください。 | Put your desks together, please. Move your desks to the back, please. |
| 4 | 4チームに分かれましょう。 5人のグループを作りましょう。 | Please make four [teams / groups]. Please make groups of five (students). |
| 5 | ペアを作りましょう。 歩き回って相手を見つけましょう。 | Please make pairs. / Get into pairs. Walk around and find a partner. |
| 6 | 2列になりましょう。 円になってください。 | Please make two lines. Please make a circle. |
| 7 | 相手を代えましょう。 役割を交代しましょう。 | Please change partners. [Change/ Switch] roles. |
| 8 | チャンツを練習しましょう。 歌を歌いましょう。 手を叩きましょう。 じゃんけんをしましょう。じゃんけんぽん！ | Let's practice a chant. Let's sing a song. Let's clap our hands. Let's play rock, paper, scissors. One, two, three! |
| 7 | 鈴木先生の話の話を聞きましょう。 一緒に読みましょう。 グループで話し合しましょう。 これをしっかり見なさい。 よく聞いて、点と点を線で結びなさい。 私と一緒に「A」を書きましょう。 よく見てまねをして書きなさい。 4線の上書きなさい。 線を引きましょう。 | Let's listen to Suzuki sensei. Let's read together. Let's [talk/discuss] it in your group. Look at this carefully. Listen carefully and connect the dots. Let's write the letter 'A' with me. Watch and copy carefully. Write on the 4 lines. Please draw a line. |
| 8 | あと1分です。 もう1分延長します。 終わりです。 | One minute left. I'll give you one more minute. Time's up. / We're finished. |
| 9 | 一緒に数えましょう。 引き分けです。/ 5班の勝ちです。 | Let's count together. It was a tie. / Team Five are the winners. |
| 10 | ヒントを3つ言います。 | I'll give you three hints. |
| 11 | 答えが分かった人はいますか。 (他に)質問はありますか。 やりたい人はいますか。 | Who knows the answer? Do you have any (other) questions? Any volunteers? |

ほめる(Praising)

| | | |
|---|-----------------------|---|
| 1 | 正解です！ | That's right! |
| 2 | よくできました！ がんばりましたね！ | Good! / Great! / Good job! / Well done! You did a good job! |
| 3 | いいアイデアですね！ | Good idea! |
| 4 | 素晴らしい！/いいね！ | Wonderful! / Excellent! / Fantastic! / Super! / Perfect! / (That's) Nice! |
| 5 | おめでとう！ | Congratulations! |
| 6 | よくやっていますね。 | You're doing [fine/ well / great]. |
| 7 | [彼/彼女]に拍手しましょう。 | Let's give [him/ her] a big hand. |

励ます(Encouraging)

| | | |
|---|--------------------|---|
| 1 | あきらめないで。/ 心配しないで。 | Don't give up. / Don't worry. |
| 2 | よくがんばったね！ | Nice try! / Good try! |
| 3 | 惜しい！ | Close! / Almost! |
| 4 | もう一度[やりなさい/言いなさい]。 | [Try/Say] it again. / Once more. / One more time. |
| 5 | がんばって！ | Good luck! / Do your best. |
| 6 | その調子！/ 君ならできるよ。 | Keep it up! / You can do it. |
| 7 | 恥ずかしがらないで。 | Don't be shy. |
| 8 | 焦らないで。/ 落ち着いて。 | Take it easy. / Relax. / Take your time. |

授業の終わり(Ending Class)

| | | |
|---|--------------------|--|
| 1 | 今日の授業の振り返りをしましょう。 | Let's review today's class. |
| 2 | 振り返りカードを取り出してください。 | Take out your [reflection sheet / furikaeri card]. |
| 3 | 今日の授業はどうでしたか。 | How was today's class? |
| 4 | 今日の授業は楽しかったですか。 | Did you enjoy today's class? |
| 5 | 今日はこれで終わります。 | That's all for today. / We're finished. |

Activity Section

アクティビティ セクション

はじめに

このアクティビティセクションには、小学校の外国語活動から中学校の外国語(英語)の授業まで様々な場面で実施できる活動が65種類収録されています。先生方が授業内で児童／生徒のどのような力を高めたいかに合わせて活動をお選びいただけるよう、下記のような分類・表記を採用いたしました。

◎収録している活動の内容と分類

| 分類 | 目標とする活動の成果 | 関連する評価の観点例 |
|---------|---|---------------------------|
| 語彙練習 | 反復練習を通じて、語彙に慣れ親しんだり定着を深めたりすることができる。 | 知識・技能 |
| 語彙練習(文) | 課題言語を用いて文を作る活動を通じて、語順や文法に気づいたり定着を深めたりすることができる。 | 知識・技能 |
| やりとり | 課題言語を用いた言語活動を通じて、その場で即興的に考え、相手の反応を確かめながら自分の考えを伝えることができるようになる。 | 思考・判断・表現 主体的に学習に取り組む態度 |
| Q&A | あらかじめ準備した質問をしたり答えたりする活動を通じて、課題言語の定着を深めることができる。また、クイズ形式で言語や文化に関する知識・興味を引き出すことができる。 | 知識・技能 思考・判断・表現 |

* 詳細なねらいの設定を変えることで外国語活動/外国語科の授業問わず実施いただけます。(例)：「慣れ親しみ」と「できるようになる(定着)」など

◎活動難易度の目安

| 難易度 | 校種・学年 | 小学校(外国語活動) | | | 小学校(外国語) | | 中学校(外国語) | | | |
|-------------------------------------|-------|------------|---|---|----------|---|----------|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 |
| 基本(Basic) - 聞く・話す中心(読みを一部含む) | | ■ | | | | | | | | |
| 中級(Intermediate) - 3技能/2技能(書く活動を含む) | | | | ■ | | | | | | |
| 応用(Advanced) - 4技能統合型 | | | | | ■ | | | | | |

* 外国語活動では「聞く」「話す」中心ですが、評価にかかわらずアルファベットの文字に触れる活動として読みを含む「中級」の活動も実施可能です。

◎表記の見本

| 活動名・活動の内容 | 使用する教材 | 使用する技能 |
|--|--------------------------------|--|
| 1. お手玉投げ/Beanbag Toss 活動の内容 1. 児童を2つのグループに分け、それぞれ教室の端に座るように指示する。アルファベットカードを教室の真ん中に置く。 2. それぞれのグループから1人ずつ前に出て順番にお手玉を投げ、お手玉の下にあるアルファベットを読む。 3. 読むことができたアルファベット1文字につき、1グループ1ポイントを獲得することができる。 | 教材 ・アルファベットカード(大) ・お手玉3つ | 使用する技能 = 聞く = 話す = 読む = 書く |
| 活動形態: 全体活動 | 分類: 語彙練習(アルファベット) | |

分類(語彙練習/やり取り/Q&A)

活動難易度の目安
(B=基本、I=中級、A=応用)

活動形態 = 児童／生徒

| 全体活動(机を使わない活動を含む) | グループ活動 | ペア活動 |
|-------------------|--------|------|
| | | |

Preface

In this activity booklet, we aim to provide activity ideas which can be used for both elementary and junior high school students. 65 activities are split into four primary focuses as shown below. Furthermore, the activities are broken down into three levels within each focus.

◎Primary Focus

| Primary Focus | Goal | Evaluation criteria example(s) |
|------------------------|---|---|
| Vocabulary | Sts focus on vocabulary words and repeating information they have learned verbatim. | Knowledge as well as technical skill |
| Sentence-Making | Sts focus on making sentences using the target language and given information. | Knowledge as well as technical skill |
| Interaction | Sts communicate with each other and use critical thinking to create answers that go beyond repetitive patterns. | Ability to think/Decision making Ability of expression |
| Q&A | Sts ask and answer questions posed by the teachers and follow and practice target language (Quiz). | Knowledge as well as technical skill Ability to think/Decision making Ability of expression |

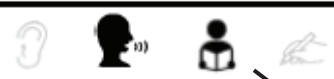
◎Level & Recommended Grade (ES / JHS)

| Level | Grades | Elementary School (Foreign Language Activities) | | | | Elementary School (Foreign Languages) | | Junior High School (Foreign Languages) | | |
|---|--------|---|---|--------------------------------|--------------------------------|---------------------------------------|---|--|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 |
| Basic - 1-2 Skills (Mainly listening and Speaking) | | [Blue bar spanning grades 1-6] | | | | | | | | |
| Intermediate - 3 Skills/2 Skills (Include Writing) | | | | [Blue bar spanning grades 3-9] | | | | | | |
| Advanced - Four Integrated Skills | | | | | [Blue bar spanning grades 5-9] | | | | | |

◎Sample

Activity Title and Procedure





Materials needed for activity

| | | |
|--|--|--|
| <h3>1. Beanbag Toss</h3> <p>Procedure</p> <ol style="list-style-type: none"> 1. Divide Sts into two groups, sitting on opposite sides of the room. Place Large Alphabet Cards in the middle. 2. Taking turns, one St from each group throws three bean bags and says the letter they land on. 3. Give one point for each letter the group member says. |  <p>Materials</p> <ul style="list-style-type: none"> • Large Alphabet Cards • 3 Bean bags | <p>Level</p> <h2 style="text-align: center;">B</h2> |
| For use with: Whole Class | Vocabulary (Alphabet) | |

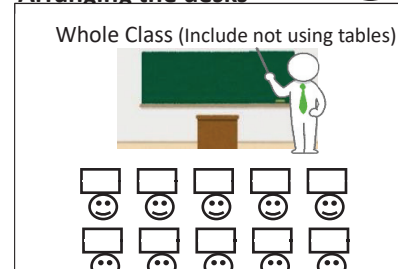
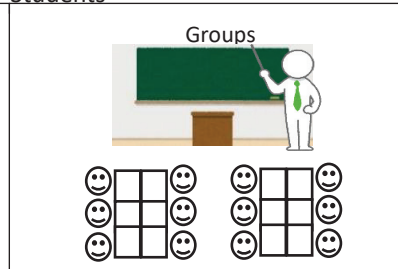
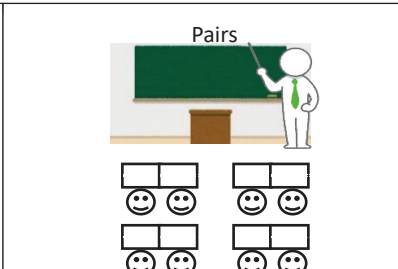
Primary Focus

Level (B=Basic, I=Intermediate, A=Advanced)

Skills used

-  = Listening
-  = Speaking
-  = Reading
-  = Writing

Arranging the desks ☺ = Students





| | | |
|---|---|--|
| <p>Whole Class (Include not using tables)</p>  | <p>Groups</p>  | <p>Pairs</p>  |
|---|---|--|

アクティビティ セクション 目次

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| No | 活動名 Activity Title | 分類 Primary Focus | レベル Level | 教材 Materials | ページ Pages |
|----|---|---------------------|--------------|-----------------|--------------|
| 1 | お手玉投げ Beanbag Toss | 語彙練習(アルファベット) | B | アルファベットカード等 | 10 |
| 2 | ABCカードソート ABC Card Sort | 語彙練習(アルファベット等) | B / I | アルファベットカード | 10 |
| 3 | ラッキーナンバーズ Lucky Numbers | 語彙練習(数字) | B | 紙、筆記用具 | 12 |
| 4 | グループ作りゲーム Making Groups Game | 語彙練習(数字) | B | | 12 |
| 5 | ナンバーダッシュ Number Dash | 語彙練習(数字) | B | カラーチョーク | 12 |
| 6 | バズゲーム Buzz Game | 語彙練習(数字) | B | | 12 |
| 7 | 言っではいけない Don't Say | 語彙練習(数字) | B | | 14 |
| 8 | レイトスリーパー Late Sleeper | 語彙練習(時間) | B | 紙、筆記用具 | 14 |
| 9 | お絵描き(体の部位) Draw a Face or Body | 語彙練習(体の部位等) | B | 紙、クレヨン(色鉛筆) | 16 |
| 10 | サイモンセツズ Simon Says | 語彙練習(体の部位、方向) | B | | 18 |
| 11 | 道案内 Giving Directions | 語彙練習(方向)／やり取り | B | 町の地図(大)等 | 18 |
| 12 | 目隠し Blind Direction | 語彙練習(方向)／やり取り | B | 目隠し等 | 18 |
| 13 | 4コーナース 4 Corners | 語彙練習 | B | フラッシュカード等 | 20 |
| 14 | フラッシュカード レビュー Flashcard Review | 語彙練習 | B | フラッシュカード | 20 |
| 15 | お手玉渡し Beanbag Pass | 語彙練習 | B | ボール(お手玉) | 20 |
| 16 | しりとり First and Last (Shiritori) | 語彙練習 | B | | 22 |
| 17 | サークルクラップ Circle Clap | 語彙練習 | B | | 22 |
| 18 | キーワードゲーム Keyword Game | 語彙練習 | B | フラッシュカード等 | 22 |
| 19 | 伝言ゲーム Whisper Game | 語彙練習 | B | | 24 |
| 20 | ミッシングゲーム Missing Game | 語彙練習 | B | フラッシュカード | 26 |
| 21 | アンラッキーカード Unlucky Card | 語彙練習 | B | フラッシュカード、ふせん | 26 |
| 22 | キャラクターはどこへ消えた？ Where is the Character? | 語彙練習 | B | フラッシュカード等 | 26 |
| 23 | 魚釣りゲーム Magnet Fishing | 語彙練習 | B | マグネットのついた釣り竿等 | 26 |
| 24 | ターンアラウンドゲーム Turnaround Game | 語彙練習 | B | フラッシュカード | 28 |
| 25 | ステップングストーン Stepping Stone | 語彙練習 | B | フラッシュカード | 28 |
| 26 | 椅子取りゲーム Musical Chairs (Isutori) | 語彙練習 | B | ミニフラッシュカード | 28 |
| 27 | すごろくゲーム Bounce Around Game | 語彙練習 | B | 付属ワークシートあり | 30 |
| 28 | ばばぬき Old Maid (Babanuki) | 語彙練習 | B | フラッシュカード | 30 |
| 29 | かるた Karuta | 語彙練習 | B/I | かるた(大/小) | 30 |
| 30 | カテゴリー分けゲーム Scategories | 語彙練習 | B/I | 紙等 | 32 |
| 31 | ピクショナリー Pictionary | 語彙練習 | I | フラッシュカード等 | 34 |
| 32 | シャレード Charades | 語彙練習 | I | フラッシュカード | 34 |

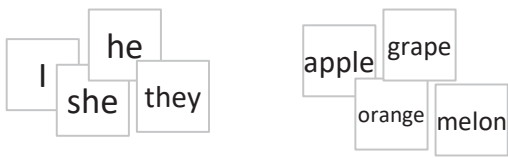
| No | 活動名 Activity Title | 分類 Primary Focus | レベル Level | 教材 Materials | ページ Pages |
|----|--|---------------------|--------------|-----------------|--------------|
| 33 | シンプルクロスワード Simple Crosswords | 語彙練習 | I | 紙 | 34 |
| 34 | メモリーゲーム Memory Game | 語彙練習 | B/I | フラッシュカード | 36 |
| 35 | コネクト4(4目並べ) Connect 4 | 語彙練習 | I | 付属ワークシートあり | 38 |
| 36 | ホットポテト Hot Potato | 語彙練習/やり取り | B | CD等 | 38 |
| 37 | フルーツバスケット Fruits Basket | 語彙練習/やり取り | B | | 40 |
| 38 | 進化ゲーム Progression (Shinka) | 語彙練習/やり取り | B | | 40 |
| 39 | じゃんけん Rock Paper Scissors (RPS) | 語彙練習/やり取り | B | ミニフラッシュカード | 42 |
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| 46 | パートナー探しゲーム Find Partner Card Match | 語彙練習/やり取り | I | マッチするカードセット | 46 |
| 47 | カードコレクター Card Collector | 語彙練習/やり取り | I | ミニフラッシュカード | 48 |
| 48 | 雪合戦 Snowball Fight | 語彙練習/やり取り | A | 紙 | 48 |
| 49 | ビンゴ Bingo | 語彙練習/やり取り | I/A | ビンゴカード | 50 |
| 50 | 神経衰弱 Concentration | 語彙練習/語彙練習(文) | B | マッチするカードセット | 52 |
| 51 | バトルシップ Battleship | 語彙練習/語彙練習(文) | I | 付属ワークシートあり | 52 |
| 52 | 三目並べ Tic-tac-toe/Noughts & Crosses | 語彙練習/語彙練習(文) | I | | 54 |
| 53 | センテンスギャザー Sentence Gather | 語彙練習/語彙練習(文) | A | 紙 | 54 |
| 54 | スキットロールプレイ Skit (Roleplay) | やり取り | A | 写真等 | 54 |
| 55 | 買い物ロールプレイ Shop Roleplay | やり取り | A | 付属ワークシートあり | 56 |
| 56 | 持ち主さがしインタビュー Find the Owner Interview | やり取り | A | 付属ワークシートあり | 56 |
| 57 | インフォメーションギャップ Information Gap | やり取り | A | 付属ワークシートあり | 56 |
| 58 | ○×クイズ True or False (Maru/batsu) | Q&A | B | | 58 |
| 59 | リレーレース Relay Race | Q&A | B | 質問リスト | 58 |
| 60 | 旗取りゲーム Capture the Flag | Q&A | B | カラーチョーク、質問リスト | 60 |
| 61 | クリス-クロス Criss-Cross | Q&A | B | | 60 |
| 62 | アタック25 Attack 25 | Q&A | B | カラーチョーク、質問リスト | 62 |
| 63 | へびと梯子 Team Snakes & Ladders | Q&A | I | 付属ワークシートあり | 62 |
| 64 | 竜巻 Tornado (Tatsumaki) | Q&A | I | 付属カードあり | 62 |
| 65 | ジェパディ Jeopardy | Q&A | I | PowerPointファイル | 64 |





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|--|--|
| 1. お手玉投げ/Beanbag Toss |     |
| 活動の内容 | 教材 レベル |
| 1. 児童/生徒を2つのグループに分け、それぞれ教室の端に座るように指示する。アルファベットカードを教室の真ん中に置く。 2. それぞれのグループから1人ずつ前を出て順番にお手玉を投げ、お手玉の下にあるアルファベットを読む。 3. 読むことができたアルファベット1文字につき、1グループ1ポイントを獲得することができる。 | ・アルファベットカード(大) ・お手玉 3つ |
| 活動形態: 全体活動 | 分類: 語彙練習(アルファベット) |





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|--|---|
| 2. ABCカードソート/ABC Card Sort |  *  *   |
| 活動の内容 | 教材 レベル |
| 1. 児童/生徒はグループを作り、机の上にアルファベットカードを裏向きに置いて混ぜる。 2. 指導者が“go”と言ったら、児童/生徒はカードを表に返し、順番通りに並べる。 <small>※活動が早く終わった場合、逆向きにアルファベットを並べさせることもできる。</small> | ・アルファベットカードセット(小) 各グループ1セット |
| 活動形態: グループ活動 | 分類: 語彙練習(アルファベット) |

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|--|-------------------|
| バリエーション: ABC ワードソート | |
| 1. 児童/生徒に表面が見えないように1人1枚ずつフラッシュカードを配布する。 2. 指導者が“go”と言ったら、児童/生徒はカードの語彙を見て、それぞれ持っているカードがアルファベット順になるように並ぶ。 <small>※カードの順番がアルファベット順になっているかクラス全体で確認をする。</small> | ・フラッシュカード |
| 活動形態: 全体活動 | 分類: 語彙練習(アルファベット) |

| | |
|--|------------------------|
| バリエーション: ナンバーカードソート | |
| 1. 児童/生徒はグループを作る。それぞれのグループに数字のカードを配布する。 2. 指導者は時刻を言い、児童/生徒は数字のカードを並べて言われた時刻を表す。 | ・数字(1-60)カード 各グループ1セット |
| 活動形態: グループ活動 | 分類: 語彙練習(数字、時間) |

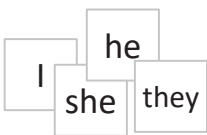
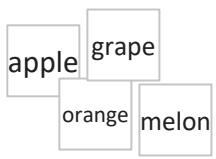
| | |
|---|-------------|
| バリエーション: センテンスソート | |
| 1. 2つ以上のグループを作り、教室の両端にグループ毎に集まる。教室の真ん中に種類毎に語彙のフラッシュカードの山を2つ以上作っておく。 2. 指導者が“go”と言ったら、各グループ1人の児童/生徒がそれぞれのフラッシュカードの山から1枚ずつカードを選び、チームに持ち帰る。グループメンバー全員でフラッシュカードに書かれた語彙を使って、文を作る。 3. 最初に文を作り、指導者に大きな声で読むことができたグループがポイントを獲得できる。 (フラッシュカードの例) | ・フラッシュカード |
|  | |
| 活動形態: 全体活動 | 分類: 語彙練習(文) |





| | | |
|---|--|--------------|
| 1. Beanbag Toss |     | |
| Procedure | Materials | Level |
| <ol style="list-style-type: none"> 1. Divide Sts into two groups, sitting on opposite sides of the room. Place Large Alphabet Cards in the middle. 2. Taking turns, one St from each group throws three bean bags and says the letter they land on. 3. Give one point for each letter the group member says. | <ul style="list-style-type: none"> • Large alphabet cards • 3 Bean bags | B |
| For use with: Whole Class | Vocabulary (Alphabet) | |





| | | |
|---|---|--------------|
| 2. ABC Card Sort |     | |
| Procedure | Materials | Level |
| <ol style="list-style-type: none"> 1. Sts make groups and place cards face-down on desks. Sts shuffle the cards without looking. 2. When the ALT says “go”, Sts turn over cards and race in groups to put them in order. <p>※If a group finishes early, have them put the cards in reverse order.</p> | <ul style="list-style-type: none"> • A small set of alphabet flashcards for each group. | B |
| For use with: Groups | Vocabulary (Alphabet) | |





| | | |
|---|---|----------|
| Variation: ABC Word Sort | | |
| <ol style="list-style-type: none"> 1. Give each St one ABC card and tell them not to look at the card. 2. When the ALT says “go”, Sts look at their cards and race to get them into alphabetical order. <p>※Check their order and confirm with the class.</p> | <ul style="list-style-type: none"> • Flashcards (any vocabulary) | B |
| For use with: Whole Class | Vocabulary (Alphabet) | |





| | | |
|--|--|----------|
| Variation: Number Card Sort | | |
| <ol style="list-style-type: none"> 1. Sts make groups. Each group is given a set of number cards. 2. The ALT says a time and Sts race to arrange the number cards correctly. | <ul style="list-style-type: none"> • Number cards (1-60) for each group | B |
| For use with: Groups | Vocabulary (Numbers, Time) | |





| | | |
|---|---|----------|
| Variation: Sentence Sort | | |
| <ol style="list-style-type: none"> 1. Make two (or more) groups on either side of the room, facing central stacks (2 or more) of different kinds of words. 2. When the ALT says “go” a St from each group races to take one card from each stack, and brings them back to their group. Together, the group creates a sentence. 3. The first group to make a sentence and read it aloud to the ALT wins a point. <p>(Example)</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> | <ul style="list-style-type: none"> • Flashcards (any vocabulary) | I |
| For use with: Whole Class | Sentence-Making | |





| 3. ラッキーナンバーズ/Lucky Numbers | |  |  |  |  |
|--|-------------|--|--|--|---|
| 活動の内容 | 教材 | レベル | | | |
| 1. 指導者は秘密の数字を7つ、誰にも見せないようにして紙に書く。 2. 児童/生徒は自分の紙に7つの数字を書く。 3. 指導者は自分が選んだ数字を順番に言っていき、言われた数字を選んでいなかった児童/生徒は着席する。最後まで残った児童/生徒の勝ちとなる。 | ・紙 ・筆記用具 | B | | | |
| 活動形態: 全体活動 | | 分類: 語彙練習(数字) | | | |





| 4. グループ作りゲーム/Making Groups Game | |  |  |  |  |
|--|----|---|---|---|---|
| 活動の内容 | 教材 | レベル | | | |
| 1. 指導者は数字を言い、児童/生徒は言われた数字と同じ人数のグループを作る。 2. グループが完成したらその場に座る。指導者はグループが作れなかった児童/生徒を励ます。 | なし | B | | | |
| 活動形態: 全体活動 | | 分類: 語彙練習(数字) | | | |





| 5. ナンバーダッシュ/Number Dash | |  |  |  |  |
|--|----------|--|--|--|--|
| 活動の内容 | 教材 | レベル | | | |
| 1. 黒板にグループ毎のスペースを作る(例: 6列あれば6つのスペースを作る)。 2. 黒板のそれぞれのグループのスペースに学習する範囲の数字を書く(例: 1-20)。 3. 指導者は数字を1つ言い、1番前の児童/生徒は黒板の数字に○をする。児童/生徒は順番にローテーションし活動を繰り返す。 ※指導者は数字と一緒に色も言う。児童/生徒は正しい色のチョークを選び数字に○をする。 | ・カラーチョーク | B | | | |
| 活動形態: 全体活動 | | 分類: 語彙練習(数字) | | | |





| 6. バズゲーム/Buzz Game | |  |  |  |  |
|--|----|---|---|---|---|
| 活動の内容 | 教材 | レベル | | | |
| 1. すべての児童/生徒は起立し、1から順番に数字を言っていく(例: 1番目の児童/生徒は1、2番目の児童/生徒は2)。 2. 指導者は「バズ」と言い換える数字をいくつか決める。 例: 「バズ」と言い換える数字が3、5、9の場合、児童/生徒は「1、2、バズ、4、バズ、6、7、8、バズ...」と続ける。 3. 言い間違いをした児童/生徒は着席する。 ※難易度を上げるために倍数(例: 2,4,6...)や10の倍数を使うことができる。 誰が一番間違えずに続けられるか競ってもよいが、全員で活動を続けなければ言い間違いした場合、最初の数字からやり直すルールとしてもよい。 ※数字の代わりに、月や曜日等を使うことができる。 ※グループもしくはペアで活動することもできる。 | なし | B | | | |
| 活動形態: 全体活動、グループ活動、ペア活動 | | 分類: 語彙練習(数字) | | | |





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|---|--|--|--|--|---|
| 3. Lucky Numbers | |  |  |  |  |
| Procedure | Materials | Level | | | |
| <ol style="list-style-type: none"> The ALT writes 7 secret numbers on a piece of paper without showing anyone. Sts each write 7 numbers down on their own papers. The ALT reads off each of their secret numbers. Sts without the number on their sheet sit down. The last St standing wins. | <ul style="list-style-type: none"> Paper Writing materials | B | | | |
| For use with: Whole Class | | Vocabulary (Numbers) | | | |





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|---|--|---|---|---|---|
| 4. Making Groups Game | |  |  |  |  |
| Procedure | Materials | Level | | | |
| <ol style="list-style-type: none"> The HRT/ALT call out a number and Sts move quickly to make a group with exactly that number. The Sts who create successful groups sit down. Better luck next time to those standing. | <ul style="list-style-type: none"> None | B | | | |
| For use with: Whole Class | | Vocabulary (Numbers) | | | |





| | | | | | |
|--|--|--|--|--|--|
| 5. Number Dash | |  |  |  |  |
| Procedure | Materials | Level | | | |
| <ol style="list-style-type: none"> Divide the blackboard with one space for each row of Sts in the class. (Ex. 6 rows = 6 spaces) Write numbers (within a set range e.g. 1-20) in each group's space on the blackboard. The HRT/ALT calls out a number, and in the front Sts race to the board to circle the correct number. Rotate Sts and repeat. <p><i>※add challenge by saying a color as well. Sts then must use the correct color to circle the number.</i></p> | <ul style="list-style-type: none"> Chalk in many colors | B | | | |
| For use with: Whole Class | | Vocabulary (Numbers) | | | |





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|---|--|---|---|---|---|
| 6. Buzz Game | |  |  |  |  |
| Procedure | Materials | Level | | | |
| <ol style="list-style-type: none"> All Sts take turns standing up and saying numbers in successive order. (1st Sts -1, 2nd Sts - 2, etc.) ALT decides a few numbers are replaced by "buzz." <p>Ex. Buzz numbers are 3, 5, 9. Sts say: " 1, 2, buzz, 4, buzz, 6, 7, 8, buzz..."</p> <ol style="list-style-type: none"> Sts who say the wrong number sit down. <p>※ use multiples of numbers and 10's. It can also be fun to have the classes compete to see who can get the highest count. As an alternative, you can have the Sts continue until someone makes a mistake and restart. ※this activity can also be used with ordered vocabulary such as days of the week or months. ※Can be played in groups or pairs.</p> | <ul style="list-style-type: none"> None | B | | | |
| For use with: Whole Class, Groups, Pairs | | Vocabulary (Numbers) | | | |

| 7. 言ってはいけない/Don't Say |     | |
|---|--|----------|
| 活動の内容 | 教材 | レベル |
| <p>1. 児童/生徒をグループ分けし、じゃんけんで順番を決める。指導者は“言ってはいけない数字(DSN)”を選び児童/生徒と共有する。</p> <p>2. 最初の児童/生徒は1から数え、ゲームを開始する(それぞれの児童/生徒は一度に3つの数字まで続けて言うことができる)。</p> <p>3. 児童/生徒の誰かが“言ってはいけない数字(DSN)”を言うまで活動を続ける。“言ってはいけない数字(DSN)”を言った児童/生徒は脱落となる。活動を続け、最後に残った児童/生徒の勝ちとなる。</p> <p>※児童/生徒を脱落させることなく活動を実施したい場合は、児童/生徒の誰かが“言ってはいけない数字(DSN)”を言ったら、ゲームをやり直す、もしくは1ラウンドのみ参加しない設定に変えてもよい。</p> <p>※小学校低学年の児童と活動を行う場合、黒板に数字を書き理解を助けてもよい。</p> | なし | B |
| 活動形態: 全体活動 | 分類: 語彙練習(数字) | |

| 8. レイトスリーパー/Late Sleeper |     | |
|--|---|----------|
| 活動の内容 | 教材 | レベル |
| <p>1. 児童/生徒は何時に寝るか紙に書く。</p> <p>2. 児童/生徒はお互いに“what time do you go to bed?”と尋ね合い、一番遅く寝る児童/生徒を見つける。</p> <p>※クラスで全体で、寝る時間を順番に言っていき、1番寝るのが遅い児童/生徒を探してもよい。反対に1番早く寝る児童/生徒を探してもよい。</p> | <ul style="list-style-type: none"> ・紙 ・筆記用具 | B |
| 活動形態: 全体活動 | 分類: 語彙練習(時間) | |

| 7. Don't Say |     | |
|---|--|--------------|
| Procedure | Materials | Level |
| <p>1. Divide Sts into groups, play RPS to determine order. The HRT/ALT chooses the "Don't Say Number (DSN)".</p> <p>2. The first St starts the game by counting from one. (Each St can count either 1, 2, or 3 numbers per turn.)</p> <p>3. The game continues with each St taking their turn until one of the Sts is forced to use the chosen DSN. The St who uses the number is eliminated, and the game continues until there is one champion.</p> <p>※To play without elimination, start over when one St says the DSN. Sts can also be eliminated for only one round.</p> <p>※Writing the numbers on the board can help support lower level Sts.</p> | <ul style="list-style-type: none"> • None | B |
| For use with: Whole Class | Vocabulary (Numbers) | |





| 8. Late Sleeper |     | |
|--|---|--------------|
| Procedure | Materials | Level |
| <p>1. Sts write down what time they go to bed.</p> <p>2. Sts ask each other "what time do you go to bed?" to find the person who goes to bed the latest.</p> <p>※Incorporate target vocabulary/a last man standing element to determine the latest sleeper. Can also keep the earliest and latest sleepers standing.</p> | <ul style="list-style-type: none"> • Paper • Writing materials | B |
| For use with: Whole Class | Vocabulary (Time) | |





| 9. お絵描き(体の部位)/Draw a Face or Body | |  |  |  |  |
|---|---------------------|--|--|--|--|
| 活動の内容 | 教材 | レベル | | | |
| 1. 指導者は人間、動物、モンスター等の顔または体の部位を順番に言っていく。児童/生徒は紙に言われた順に絵を描き、人間、動物、モンスター等の絵を完成させる。 | ・紙 ・クレヨン/色鉛筆 | B | | | |
| 活動形態: 全体活動 | 分類: 語彙練習(体の部位) | | | | |
| バリエーション: グループのメンバーと絵を完成させる | | | | | |
| 1. 児童/生徒をグループ分けする。児童/生徒は紙の下部に小さく自分の名前を書き、名前を隠すように紙を折っておく(活動の終わりに紙を本人に返却するため)。 2. 指導者は児童/生徒に体の部位を指示する。児童/生徒は紙に絵を描き、紙を次の児童/生徒に渡す。 3. 絵が完成するまで2の活動を繰り返す。活動が終わったら、紙に名前が書いてある元の持ち主に紙を返却する。 | ・紙 ・クレヨン/色鉛筆 | B | | | |
| 活動形態: グループ活動 | 分類: 語彙練習(体の部位) | | | | |
| バリエーション: 形を使って描く | | | | | |
| 1. 指導者は使用できる形を指示し、児童/生徒は指示された形のみを使って30秒以内に絵を描く。 2. 他の児童/生徒の絵を見て、何を描いたのか英語で答えることができれば1ポイント獲得する。 | ・紙 ・クレヨン/色鉛筆 | B | | | |
| 活動形態: 全体活動 | 分類: 語彙練習(形、体の部位) | | | | |
| バリエーション: 形を使って描く2 | | | | | |
| 1. 指導者は描くお題を心の中で決めておく。お題を完成させるためのパーツの形や大きさ、数を順番に指示し、児童/生徒に描かせる。 2. 指示が終わったら、児童/生徒は描いた絵をお互いに見せ合い、お題が何だったのかを考え、お題の絵を完成させる。 | ・紙 ・クレヨン/色鉛筆 | B | | | |
| 活動形態: 全体活動 | 分類: 語彙練習(数字、形、体の部位) | | | | |
| バリエーション: レース | | | | | |
| 1. 指導者は学習する語彙や文のヒントを指示し、児童/生徒は正しい答えを競って描く。 | ・紙 ・クレヨン/色鉛筆 | B | | | |
| 活動形態: 全体活動 | 分類: 語彙練習(形、体の部位) | | | | |





9. Draw a Face or Body











| Procedure | Materials | Level |
|--|--|---|
| <p>1. The HRT/ALT calls out face/body parts (humans, animals, monsters, etc. are OK) and Sts draw them on paper.</p> | <ul style="list-style-type: none"> • Paper • Crayons/colored pencils | <h2>B</h2> |
| For use with: Whole Class | | Vocabulary (Body Parts) |
| Variation: Draw and Pass | | |
| <p>1. Divide Sts into groups. Sts write their name in small letters at the bottom of the page, and fold it over to hide their name. (For returning papers at the end of the activity.)</p> <p>2. The HRT/ALT calls out an object and the Sts draw that object. Sts then pass the paper to the next St.</p> <p>3. Repeat step two, passing the paper until a picture is completed. At the end, the picture is returned to the owner at the bottom of the paper.</p> | <ul style="list-style-type: none"> • Paper • Crayons/colored pencils | <h2>B</h2> |
| For use with: Groups | | Vocabulary (Body Parts) |
| Variation: Drawing Shapes | | |
| <p>1. The HRT/ALT calls out a shape, and Sts have thirty seconds to draw a picture using only that shape.</p> <p>2. Sts receive a point for identifying others' drawings in English.</p> | <ul style="list-style-type: none"> • Paper • Crayons/colored pencils | <h2>B</h2> |
| For use with: Whole Class | | Vocabulary (Shapes, Body Parts) |
| Variation: Drawing Shapes V2 | | |
| <p>1. The HRT/ALT has an image in mind. They call out a shape, and descriptors (size, number), and Sts draw those shapes in order.</p> <p>2. This continues until the HRT/ALT's image is complete. Sts show their pictures to compare to the HRT/ALT's. Sts share their pictures and created objects with their classmates.</p> | <ul style="list-style-type: none"> • Paper • Crayons/colored pencils | <h2>B</h2> |
| For use with: Whole Class | | Vocabulary (Numbers, Shapes, Body Parts) |
| Variation: Listen and Draw | | |
| <p>1. The HRT/ALT says the target language/gives hints about the vocabulary. Sts race to draw the correct answer.</p> | <ul style="list-style-type: none"> • Paper • Crayons/colored pencils | <h2>B</h2> |
| For use with: Whole Class | | Vocabulary (Shapes, Body Parts) |





| 10. サイモンセツズ/Simon Says |     | |
|---|---|----------|
| 活動の内容 | 教材 | レベル |
| <p>1. “Simon Says”と指導者が言えば、児童/生徒はその後に続く動作をする。そうでなければ児童/生徒は動作をしてはいけない。例えば指導者が“Simon says, touch your head”と言えば、児童/生徒は頭を触る。指導者が“Touch your toes”と言えば、足先を触った児童/生徒は脱落となり、その後は着席してゲームを続ける。</p> <p>2. ゲームを始める前に、児童/生徒と一緒に練習をする。ゲームでは最後に残った児童/生徒(最後の3人)を勝者とする。</p> <p>※学級の状況に合わせ、サイモン役を指導者の代わりに児童にさせてもよい。“Simon Says”に続く指示も、単純にしたりスピードを調整することで学級の習熟度に合わせることができる。</p> | なし | B |
| 活動形態: 全体活動 | 分類: 語彙練習(体の部位、方向) | |





| 11. 道案内/Giving Directions |     | |
|--|---|----------|
| 活動の内容 | 教材 | レベル |
| <p>1. 指導者は町の地図(大)を黒板に貼り、車のマグネットをスタート地点に貼る。</p> <p>2. 地図の決められた場所までの道案内をグループで順番で行う。</p> <p>3. 指導者が正しい場所に着くことができたグループは3ポイント獲得することができる。もし崖から落ちたり、建物にぶつかった場合は、1ポイント減点となる。一番多くポイント獲得したグループの勝ちとなる。</p> <p>※グループもしくはペアで活動することもできる。</p> | <ul style="list-style-type: none"> ・車のマグネット ・町の地図(大) | B |
| 活動形態: 全体活動、グループ活動、ペア活動 | 分類: 語彙練習(方向)／やり取り | |





| 12. 目隠し/Blind Direction |     | |
|---|---|----------|
| 活動の内容 | 教材 | レベル |
| <p>1. クラスを2つ以上のグループに分ける。</p> <p>2. グループ毎に1人の児童/生徒が目隠しをする。グループの他の児童/生徒は教室内の物／フラッシュカードの場所まで、言葉の指示だけで目隠しをした児童/生徒を案内する。</p> <p>3. 最初に目的の物／フラッシュカードの場所までたどり着くことができたグループはポイントを獲得できる。役割を交代しながら順番に活動を続ける。</p> | <ul style="list-style-type: none"> ・探す物／フラッシュカード ・目隠し 各グループに1つ | B |
| 活動形態: 全体活動 | 分類: 語彙練習(方向)／やり取り | |





| 10. Simon Says |     | |
|--|--|--------------|
| Procedure | Materials | Level |
| <p>1. If an instruction has “Simon Says” the Sts do the action. Otherwise, Sts should not do the action. For example, if the HRT/ALT says “Simon says, touch your head”, Sts should touch their heads. If the HRT/ALT says, “Touch your toes,” Sts who do the action are ‘out’. They sit down but can still practice.</p> <p>2. To begin, allow Sts a practice round. The last St (or 3 Sts) standing are the winners.</p> <p>※A St can take over the role of Simon, depending on the level of the class. Commands can also be simplified or sped up to meet the level of the class.</p> | <ul style="list-style-type: none"> • None | B |
| For use with: Whole Class | Vocabulary (Body Parts, Directions) | |





| 11. Giving Directions |     | |
|---|---|--------------|
| Procedure | Materials | Level |
| <p>1. The HRT/ALT puts a poster of a town map on the board, and places a car magnet at the start point.</p> <p>2. In groups, Sts take turns giving the HRT/ALT directions to predetermined places on the map.</p> <p>3. When the HRT/ALT arrives at the place, the group receives 3 points. If the directions cause the HRT/ALT to crash/go off a cliff, lose 1 point. The group with the most points wins.</p> <p>※Can be played in groups or pairs.</p> | <ul style="list-style-type: none"> • A car magnet • large town map (prepared in advance) | B |
| For use with: Whole Class, Groups, Pairs | Vocabulary (Directions) / Interaction | |





| 12. Blind Direction |     | |
|--|---|--------------|
| Procedure | Materials | Level |
| <p>1. Split the class into 2 or more groups.</p> <p>2. One St from each group is blindfolded and another St will navigate them to a hidden object/flashcard in the room using words only.</p> <p>3. The first team to find their object/flashcard gets a point. Sts then change roles for the next round(s).</p> | <ul style="list-style-type: none"> • Flashcards or objects to be picked up • One blindfold per team | B |
| For use with: Whole Class | Vocabulary (Directions) / Interaction | |





| 13. 4コーナース/4 Corners |     | |
|--|--|----------|
| 活動の内容 | 教材 | レベル |
| <p>1. セロテープまたは磁石を使い、フラッシュカードを教室全体に貼る。児童/生徒1人は正面に出て、目を閉じた状態で1から10を声に出して数える。</p> <p>2. その間に他の児童/生徒は(2回目以降は前回とは異なる)フラッシュカードを1枚選び、選んだフラッシュカードの近くに立つ。正面にいる児童/生徒は1から10まで数え終わったら、フラッシュカードの単語を1つ選び、声に出す。そのカードの近くに立っている児童/生徒は脱落となる。</p> <p>3. 正面に立つ児童/生徒を交代しながら、残り1~3名になるまで活動を繰り返す。</p> | ・フラッシュカード ・セロテープ/マグネット | B |
| 活動形態: 全体活動 | 分類: 語彙練習 | |





| 14. フラッシュカードレビュー/Flashcard Review |     | |
|---|---|----------|
| 活動の内容 | 教材 | レベル |
| <p>1. 指導者はフラッシュカードを黒板に貼り、それぞれのフラッシュカードの近くに番号を書く。</p> <p>2. 指導者はフラッシュカードの単語もしくは番号を言い、児童/生徒は対応する番号もしくは単語を答える。</p> | ・フラッシュカード | B |
| 活動形態: 全体活動 | 分類: 語彙練習 | |





| 15. お手玉渡し/Beanbag Pass |     | |
|--|---|----------|
| 活動の内容 | 教材 | レベル |
| <p>1. お手玉(ボール)を1人の児童/生徒に渡し、活動を始める。</p> <p>2. 児童/生徒は学習する語彙(数、アルファベット等)を声に出して言いながら、他の児童/生徒にお手玉(ボール)を渡していく。</p> <p>3. 指導者によって決められたゴールまで到達したら、逆の順番で学習する語彙(数、アルファベット等)を声に出して言いながら、他の児童/生徒にお手玉(ボール)を渡していく。</p> | ・ボール/お手玉(ぬいぐるみ等、投げるのに安全なものであれば何でもよい) | B |
| 活動形態: 全体活動 | 分類: 語彙練習 | |





| 13. 4 Corners |     | |
|---|--|--------------|
| Procedure | Materials | Level |
| 1. Flashcards are placed around the room. One St stands at the front with their eyes closed and counts to ten aloud. 2. While the St counts, the class moves to stand next to different flashcards. After counting, the St in front says a vocabulary word and eliminates the Sts standing at that card. 3. Repeat, changing the St at the front, until 1~3 Sts are left. | <ul style="list-style-type: none"> Flashcards Tape/magnets | B |
| For use with: Whole Class | Vocabulary | |





| 14. Flashcard Review |     | |
|--|---|--------------|
| Procedure | Materials | Level |
| 1. The HRT/ALT places the flashcards on the board and writes a number next to each card. 2. The HRT/ALT says a word or the number next to the flashcard, and Sts say the corresponding word/number. | <ul style="list-style-type: none"> A set of flashcards | B |
| For use with: Whole Class | Vocabulary | |





| 15. Beanbag Pass |     | |
|--|---|--------------|
| Procedure | Materials | Level |
| 1. A ball is given to a St to start the activity. 2. The St says the target word (numbers, alphabet, etc.) and passes to another St to continue the sequence. 3. Sts reach the limit (defined by the HRT/ALT) and recite all of the target words in reverse order. | <ul style="list-style-type: none"> A ball or beanbag (or any large soft object like a stuffed animal that is easily passed and caught.) | B |
| For use with: Whole Class | Vocabulary | |





| 16. しりとり/First and Last (Shiritori) |     | |
|---|---|----------|
| 活動の内容 | 教材 | レベル |
| <p>1. 指導者は最初の単語を決める。最初の児童/生徒は単語の最後の文字から続く新しい単語を言う。</p> <p>2. 次の児童/生徒もしりとりを続ける。</p> <p>3. 誰かが間違えたり、答えられなくなるまで続ける。</p> <p>※グループのメンバーと協力しながら全体で活動したり、グループで活動することもできる。 ※辞書や教科書の中から単語を探させてもよい。</p> | なし | B |
| 活動形態: 全体活動、グループ活動 | 分類: 語彙練習 | |





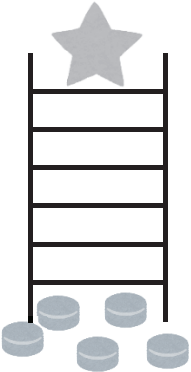
| 17. サークルクラップ/Circle Clap |     | |
|--|---|----------|
| 活動の内容 | 教材 | レベル |
| <p>1. どの児童/生徒から始めるのか順番を決める。指導者は手拍子と単語を使い、リズムとパターンを児童/生徒に示し(例(職業):手をたたく、手をたたく、"Waiter")、活動を始める。</p> <p>2. 次に続く児童/生徒はリズムと一緒に新しい単語を声に出して言う。一度使われた単語を言った児童/生徒は脱落となるが、次に他の児童/生徒が脱落した際に活動に戻ることができる。</p> <p>※フラッシュカードを黒板に貼っておいてもよい。 ※難易度を上げるために、難しい語彙を使用したり、速度を上げることができる。 ※グループで活動することもできる。</p> | なし | B |
| 活動形態: 全体活動、グループ活動 | 分類: 語彙練習 | |

| 18. キーワードゲーム/Keyword Game |     | |
|--|---|----------|
| 活動の内容 | 教材 | レベル |
| <p>1. 児童/生徒はペアをつくり、消しゴム等掴むものを用意し、真ん中に置く。</p> <p>2. 指導者は1つの語彙を"キーワード"に選び、頭の上に手を置くように児童/生徒に指示する。</p> <p>3. 指導者は児童/生徒に語彙を復唱させながら発音の練習をする。指導者が"キーワード"を言ったら、児童は消しゴムを取る。</p> | <ul style="list-style-type: none"> ・フラッシュカード ・掴むための物(例:消しゴム、お手玉) | B |
| 活動形態: ペア活動 | 分類: 語彙練習 | |

| 16. First and Last (Shiritori) |     | |
|---|--|--------------|
| Procedure | Materials | Level |
| 1. The HRT/ALT provides a starting word. The first St must say a new word starting with the last letter of the previous word. 2. The next St must repeat Step1 with the previous St's word. 3. Sts continue until they make a mistake or can't think of a word. <i>※This game can be played in groups. In groups, the game can be played cooperatively, alternating until one group misses a word.</i> <i>※You can let Sts to use dictionaries or textboks to find words if needed.</i> | • None | B |
| For use with: Whole Class, Groups | Vocabulary | |

| 17. Circle Clap |     | |
|---|---|--------------|
| Procedure | Materials | Level |
| 1. Determine the order in which Sts will speak. HRT/ALT starts the rhythm and pattern by clapping and saying a word. (Ex. *clap* *clap* "Waiter!" when practicing jobs.) 2. The next St continues the rhythm, using a new word, and so on. If a St repeats the same word as a previous St, they are 'out' until the next St makes a mistake and can return then. <i>※ Flashcards can be placed on the blackboard.</i> <i>※For higher levels use more vocabulary words, increased speed, etc.</i> <i>※Can be played in groups.</i> | • None | B |
| For use with: Whole Class, Groups | Vocabulary | |





| 18. Keyword Game |     | |
|---|---|--------------|
| Procedure | Materials | Level |
| 1. Sts make pairs and use 1 eraser (or other object) to grab per pair. 2. The ALT selects one vocabulary word as the "Keyword" and instructs Sts to put their hands on their heads. 3. The ALT practices vocabulary which the Sts repeat. When the ALT says the "Keyword", Sts try to be the first in their pair to grab the eraser/object. | • Flashcards • Object to grab (eraser, beanbag) | B |
| For use with: Pairs | Vocabulary | |





| 19. 伝言ゲーム/Whisper Game |     | |
|--|---|----------|
| 活動の内容 | 教材 | レベル |
| <p>1. クラスを列ごとのグループに分ける。指導者は学習する語彙をそれぞれのグループの1番目の児童/生徒に小声で伝え、児童/生徒は次の児童/生徒に順番に伝えていく。</p> <p>2. それぞれのグループの最後の児童/生徒は、伝わってきた文を指導者に答える。正しい文を答えられたグループは1ポイント獲得できる。</p> <p>3. 児童/生徒は席をローテーションし、活動を続ける。</p> <p>※ジェスチャーで語彙を伝え、最後の児童/生徒が推測したものを英語で答えることもできる。</p> | なし | B |
| 活動形態: 全体活動 | 分類: 語彙練習 | |
| バリエーション: アルファベット | | |
| <p>1. クラスを列ごとのグループに分ける。指導者はアルファベットカードをそれぞれのグループの1番目の児童/生徒に見せる。児童/生徒は次の児童/生徒に順番に伝えていく。</p> <p>2. それぞれのチームの最後の児童/生徒は、伝わってきたアルファベットを黒板に書き、正しければ1ポイント獲得できる。</p> <p>3. 児童/生徒は席をローテーションし、活動を続ける。</p> | ・アルファベットカード | B |
| 活動形態: 全体活動 | 分類: 語彙練習(アルファベット) | |
| バリエーション: 梯子 | | |
| <p>1. 列ごとにグループ分けし、グループのマスコットを決める。5-6段の足場がある梯子を大きく黒板に書き、ご褒美カードを梯子の一番上に貼り、マスコット(マグネット)を一番下に貼る。</p> <p>2. 指導者は学習する語彙をそれぞれのグループの1番目の児童/生徒に小声で伝え、児童/生徒は次の児童/生徒に順番に伝えていく。</p> <p>3. それぞれのグループの最後の児童/生徒は、伝わってきた文を指導者に答える。正しい文を最初に答えられたグループは梯子のマスコットを1段上に動かすことができ、梯子の一番上まで最初にたどり着いたグループの勝ちとなる。</p> <p>(黒板レイアウト例)</p> <div data-bbox="92 1536 906 1939" style="border: 1px solid black; padding: 10px; text-align: center;">  </div> | <p>・グループのマスコット写真(もしくはマグネット)</p> <p>・ご褒美カード(例: 星、寿司など)(カードが無ければ直接黒板に描いてもよい)</p> | B |
| 活動形態: 全体活動 | 分類: 語彙練習 | |





19. Whisper Game











| Procedure | Materials | Level |
|--|--|-------------------------------------|
| <p>1. Divide the class into groups (by rows). The HRT/ALT whispers the target language to the first member of each group. The Sts pass the target language down the rows.</p> <p>2. The last St in each row tells the HRT/ALT the target language. Correct groups receive one point.</p> <p>3. The Sts rotate and a new round begins.</p> <p><i>※Instead of whispering, gestures can be used to pass the target language.</i></p> | <p>• None</p> | <h1>B</h1> |
| <p>For use with: Whole Class</p> | | <p>Vocabulary</p> |
| <p>Variation: Alphabet</p> | | |
| <p>1. Divide the class into groups (by rows). The HRT/ALT shows an alphabet card to the first member of each group. The Sts say the letter to the next person, down the rows.</p> <p>2. The last St in each row writes the letter on the board. Correct groups receive one point.</p> <p>3. The Sts rotate and a new round begins.</p> | <p>• Alphabet cards</p> | <h1>B</h1> |
| <p>For use with: Whole Class</p> | | <p>Vocabulary (Alphabet)</p> |
| <p>Variation: Ladder</p> | | |
| <p>1. Divide the class into groups (by rows) and assign mascots. Draw a large, wide ladder on the board with 5-6 steps, and place the reward card at the top of the ladder. Place the mascots at the bottom of the ladder.</p> <p>2. The HRT/ALT whispers the target language to the first member of each group. The Sts pass the target language down the rows.</p> <p>3. The last St in each row tells the HRT/ALT the resulting sentence. The first group to say the correct sentence moves their character up one step on the ladder. The group who reaches the top first is the winner.</p> <p>(Example layout for blackboard)</p> <div data-bbox="84 1536 896 1939" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> </div> | <p>• Group mascot pictures (or magnet)</p> <p>• "reward" pictures (star, sushi, etc.) (Can also be drawn on the board)</p> | <h1>B</h1> |
| <p>For use with: Whole Class</p> | | <p>Vocabulary</p> |





| | |
|--|--|
| 20. ミッシングゲーム/Missing Game |     |
| 活動の内容 | 教材 レベル |
| 1. 指導者は児童/生徒が見える場所にすべてのフラッシュカード/物を配置する。 2. 児童/生徒は目を閉じ、指導者は1つもしくは複数のフラッシュカード/物を取り除く。児童/生徒は目を開け、何が無くなったかを答える。 | ・フラッシュカード／物 B |
| 活動形態: 全体活動 | 分類: 語彙練習 |





| | |
|--|---|
| 21. アンラッキーカード/Unlucky Card |     |
| 活動の内容 | 教材 レベル |
| 1. 児童/生徒はミッシングゲームと同じように目を閉じる。指導者はフラッシュカードを黒板に貼り、アンラッキーカードのふせんを1枚のフラッシュカードの裏側に貼っておく。 2. 児童/生徒は目を開け、1人の児童/生徒に学習する語彙を使ってフラッシュカードを選ばせる。指導者は選ばれたフラッシュカードを黒板から取り除く。フラッシュカードの裏にアンラッキーカードがあれば、ゲームオーバーとなる。児童/生徒は再び目を閉じ、指導者はフラッシュカードの順番を変えて貼りなおし活動を続ける。 3. アンラッキーカードが貼られたフラッシュカード以外のすべてのフラッシュカードを黒板から取り除くことができるまで活動を続ける。 | ・フラッシュカード ・ふせん B |
| 活動形態: 全体活動 | 分類: 語彙練習 |





| | |
|---|---|
| 22. キャラクターはどこへ消えた? /Where is the Character? |     |
| 活動の内容 | 教材 レベル |
| 1. すべてのフラッシュカードを黒板に貼っておく。児童/生徒は目を閉じ、指導者は物/キャラクターのカードを1枚のフラッシュカードの裏に隠す。 2. 児童/生徒は目を開け、学習する語彙を使いどこに物/キャラクターのカードが隠されているかを推測する。 ※複数の物/キャラクターのカードを使ったり、グループに分かれ、グループで協力して活動することもできる。 | ・フラッシュカード ・物/キャラクターのカード B |
| 活動形態: 全体活動 | 分類: 語彙練習 |





| | |
|--|---|
| 23. 魚釣りゲーム/Magnet Fishing |     |
| 活動の内容 | 教材 レベル |
| 1. クラスをグループに分け、それぞれのグループに釣り竿を渡す。 2. 児童/生徒は語彙カードを釣りあげ、そのフラッシュカードの語彙を言うことができれば、カードを獲得できる。 3. グループの中で一番多くのカードを集めることができた児童/生徒が勝ちとなる。 | ・マグネットのついた釣り竿 (各グループに1セット) ・クリップをつけたフラッシュカードセット B |
| 活動形態: グループ活動 | 分類: 語彙練習 |





| | | |
|--|--|--------------|
| 20. Missing Game |     | |
| Procedure | Materials | Level |
| 1. The HRT/ALT places all flashcards/objects in the Sts view. 2. Sts close their eyes and the HRT/ALT takes an object(s) from the board. Sts open their eyes and say what is missing. | • Flashcards or objects | B |
| For use with: Whole Class | Vocabulary | |





| | | |
|--|---|--------------|
| 21. Unlucky Card |     | |
| Procedure | Materials | Level |
| 1. Sts close their eyes similar to the Missing Game. The HRT/ALT places FCs on the board and hides an "unlucky card" post-it under one of them. 2. Sts open their eyes, and volunteer to choose a FC, using the vocabulary. The ALT removes the FC. If there is nothing under it, it's "safe". If the "unlucky card" is under it, the game is over. Sts close their eyes again and the HRT/ALT shuffles and resets the FCs. 3. The game ends when every FC except the one with the "unlucky card" under it is removed. | • Flashcards • Post-it notes | B |
| For use with: Whole Class | Vocabulary | |





| | | |
|---|---|--------------|
| 22. Where is the Character? |     | |
| Procedure | Materials | Level |
| 1. All cards are on the board. Sts close their eyes, and the ALT hides a picture of a character/object behind one of the cards. 2. Sts open their eyes and guess where the object is using the target language. ✳️ <i>This can be done in groups/with multiple object/characters.</i> | • Flashcards • Object/character | B |
| For use with: Whole Class | Vocabulary | |





| | | |
|---|---|--------------|
| 23. Magnet Fishing |     | |
| Procedure | Materials | Level |
| 1. Divide the class into groups and give each group a magnetic fishing rod. 2. Sts attempt to retrieve a flash card, and must say the word in order to keep their "catch." 3. The Sts with the most cards collected in the group is the champion. | • A set of magnetic "fishing rods" for each lunch group • Flash cards with paper clips attached | B |
| For use with: Groups | Vocabulary | |





| 24. ターンアラウンドゲーム/Turnaround Game | |  |  |  |  |
|--|-----------|--|--|--|--|
| 活動の内容 | 教材 | レベル | | | |
| 1. 2人の児童/生徒は前に出て、フラッシュカードを他の人に見せないように選ぶ。2人は1m離れて背中合わせで立ち、フラッシュカードを正面に持つ。 2. 3つカウントし、児童/生徒は振り返り、相手にフラッシュカードが見えるように向き合う。先に相手のフラッシュカードを正しく読めた児童/生徒が勝者となる。 | ・フラッシュカード | B | | | |
| 活動形態: 全体活動 | | 分類: 語彙練習 | | | |
| バリエーション: VS. | | | | | |
| 1. クラスを2つのグループに分け、それぞれ1列に並び、最前列の児童/生徒のみ起立し、後ろを向く。指導者は最前列の児童/生徒にフラッシュカードを見せ、児童/生徒は3つカウントし、振り返る。 2. 先に答えることができた児童/生徒は座り、列の次の児童/生徒が起立し次の質問に答える。 3. すべての児童/生徒が先に答え終わったグループが勝ちとなる。 <small>※もし活動が難しい児童/生徒がいれば、チームの他のメンバーが手助けしたり、一定の質問数答えられなかった児童/生徒は座るように指示してもよい。</small> | ・フラッシュカード | B | | | |
| 活動形態: 全体活動 | | 分類: 語彙練習 | | | |





| 25. ステッピングストーン/Stepping Stone | |  |  |  |  |
|---|--------------|---|---|---|---|
| 活動の内容 | 教材 | レベル | | | |
| 1. 児童/生徒を2つのグループに分ける。黒板にフラッシュカードを一行に並べて貼る。黒板の両端にグループ毎に集まり、列を作る。 2. 指導者が"Go"と言ったら、各グループ1名の児童/生徒がフラッシュカードの語彙を読みながら前に進む。2人が同じカードまで来たら、じゃんけんをする。勝者は前に進む。敗者は自分のグループの列の一番後ろに回り、次の児童/生徒が前に進む。 3. どちらかのグループの児童/生徒が対戦グループまで辿り着くまで活動を続ける。 | ・フラッシュカードセット | B | | | |
| 活動形態: 全体活動 | | 分類: 語彙練習 | | | |





| 26. 椅子取りゲーム/Musical Chairs (Isutori) | |  |  |  |  |
|---|----------------|---|---|---|---|
| 活動の内容 | 教材 | レベル | | | |
| 1. 児童/生徒はそれぞれフラッシュカードを1枚机の上に置く。児童/生徒は起立し、椅子を机にしまう。学習する語彙や文を2度チャンツしながら、教室を歩く。 2. チャンツが終わったときに児童/生徒は空いている席に着席する。 3. 指導者は児童/生徒に学習する語彙や文を使った質問をする(例: What sport do you like?, What fruit do you like?等)。質問にマッチするフラッシュカード(例: baseball, banana等)の席に座っている児童/生徒は1ポイントを獲得する。 | ・ミニフラッシュカードセット | B | | | |
| 活動形態: 全体活動 | | 分類: 語彙練習 | | | |





| 24. Turnaround Game | |  |  |  |  |
|---|------------------|--|--|--|--|
| Procedure | Materials | Level | | | |
| 1. Two Sts come to the front, choose a secret flashcard, and stand back-to-back, a meter apart, and holding the flashcards facing out. 2. On the count of three the Sts turn around to face each other. The first St to correctly read the other's flashcard wins. | • Flashcards | B | | | |
| For use with: Whole Class | | Vocabulary | | | |
| Variation: VS. | | | | | |
| 1. Sts make two groups and line up with the first St in each line standing and facing away from the HRT/ALT. The HRT/ALT reveals a flashcard to both Sts. Sts count to 3, and turn around to see the card. 2. Sts race to call out the answer. The fastest St sits down, and the next person in their line stands up. 3. The first group with all Sts sitting is the winning group. ※If a St is having trouble, allow other Sts on their team to help them or allow them to sit after a certain number of questions. | • Flashcards | B | | | |
| For use with: Whole Class | | Vocabulary | | | |





| 25. Stepping Stone | |  |  |  |  |
|---|------------------|---|---|---|---|
| Procedure | Materials | Level | | | |
| 1. Divide the class into two groups. Place flashcards on the blackboard in a line. The groups wait at opposite ends of the board. 2. When the HRT/ALT says "Go", one St from each group moves forward, and says the vocabulary on the card. When they meet at the same card, Sts play RPS. The winner continues forward, while the loser goes to the back of their group's line. The next St in that group starts from their end of the board. 3. The game continues until one St makes it to the opposite side of the board. | • Flashcards | B | | | |
| For use with: Whole Class | | Vocabulary | | | |





| 26. Musical Chairs (Isutori) | |  |  |  |  |
|--|-----------------------------|---|---|---|---|
| Procedure | Materials | Level | | | |
| 1. Each St has a flashcard and places it on the desk. Sts stand up, push in chairs, and chant the target language 2 times while marching. 2. When the chant stops, each St must sit at a desk. 3. The HRT/ALT asks the Sts a question using the target language (Ex. What sport do you like?, What fruit do you like?etc.). Sts with a card matching the answer get a point. | • A small set of flashcards | B | | | |
| For use with: Whole Class | | Vocabulary | | | |





| 27. すごろくゲーム/Bounce Around Game |     | | | | |
|--|---|----|-----|---|----------|
| 活動の内容 1. 児童/生徒をグループに分ける。児童/生徒はボードゲーム上に駒を置き、じゃんけんで順番を決める。サイコロを振った分、駒を垂直方向または水平方向に動かすことができる。 2. 駒を動かす際、端まできたらサイコロで振った残りのマスに戻る。 3. 星のマスに止まった児童/生徒はサイコロをもう一度振ることができる。一番ポイントを獲得することができた児童/生徒が勝ちとなる。 付属サンプルワークシートの使用例: 絵や質問のマスに止まり、英語で答えることができたなら1ポイントを獲得できる。星のマスに止まったら、2ポイント獲得し、再度サイコロを振ることができる。 例) ぶどうのマス 児童/生徒: "It's grapes." → 1ポイント獲得 | <table border="1"> <tr> <th data-bbox="978 174 1273 235">教材</th> <th data-bbox="1273 174 1479 235">レベル</th> </tr> <tr> <td data-bbox="978 235 1273 689"> ・"Bounce Around" ボードゲームワークシート (付属ワークシートあり) ・サイコロ ・駒 </td> <td data-bbox="1273 235 1479 689" style="text-align: center; vertical-align: middle;"> B </td> </tr> </table> | 教材 | レベル | ・"Bounce Around" ボードゲームワークシート (付属ワークシートあり) ・サイコロ ・駒 | B |
| 教材 | レベル | | | | |
| ・"Bounce Around" ボードゲームワークシート (付属ワークシートあり) ・サイコロ ・駒 | B | | | | |
| 活動形態: グループ活動 | 分類: 語彙練習 | | | | |





| 28. ばばぬき/Old Maid (Babanuki) |     | | | | |
|--|---|----|-----|----------------------------|----------|
| 活動の内容 1. 児童/生徒をグループに分け、1枚のカード(ババ)を抜いたペアにできるフラッシュカードセット(小)を配布する。 2. すべてのカードを児童/生徒に分ける。 3. 児童/生徒はじゃんけんし順番を決める。勝者が左隣の児童/生徒のカードを1枚引く。ペアができた場合は、カードの内容を声に出しながら、机の真ん中に置く。勝者は今度は右隣りの児童/生徒にカードを1枚引かせる。1枚のババのカードが残るまで活動を続け、最後にババを持っている児童/生徒が負け(または勝ち)となる。 | <table border="1"> <tr> <th data-bbox="978 866 1273 927">教材</th> <th data-bbox="1273 866 1479 927">レベル</th> </tr> <tr> <td data-bbox="978 927 1273 1254"> ・ミニフラッシュカードセット(各児童/生徒1セット) </td> <td data-bbox="1273 927 1479 1254" style="text-align: center; vertical-align: middle;"> B </td> </tr> </table> | 教材 | レベル | ・ミニフラッシュカードセット(各児童/生徒1セット) | B |
| 教材 | レベル | | | | |
| ・ミニフラッシュカードセット(各児童/生徒1セット) | B | | | | |
| 活動形態: グループ活動 | 分類: 語彙練習 | | | | |

| 29. かるた/Karuta |     | | | | |
|---|--|----|-----|--|----------|
| 活動の内容 1. 児童/生徒を小さなグループに分ける。グループメンバーの中心となるように机の上に表面を向けたカードを広げる。 2. 児童/生徒は手を頭の上に置いた状態で待つ。指導者が単語を言うと同時に、児童/生徒は競ってカードを取る。 <small>※もし児童/生徒がお手付きをした場合は1回お休みとなる。</small> | <table border="1"> <tr> <th data-bbox="978 1433 1273 1494">教材</th> <th data-bbox="1273 1433 1479 1494">レベル</th> </tr> <tr> <td data-bbox="978 1494 1273 1731"> ・黒板に貼るための大きなカード(かるた) ・グループで使用する小さなカード(かるた)セット </td> <td data-bbox="1273 1494 1479 1731" style="text-align: center; vertical-align: middle;"> B </td> </tr> </table> | 教材 | レベル | ・黒板に貼るための大きなカード(かるた) ・グループで使用する小さなカード(かるた)セット | B |
| 教材 | レベル | | | | |
| ・黒板に貼るための大きなカード(かるた) ・グループで使用する小さなカード(かるた)セット | B | | | | |
| 活動形態: グループ活動 | 分類: 語彙練習 | | | | |
| バリエーション: リバースかるた(読まれなかったカードを取る) | | | | | |
| 1. 児童/生徒を小さなグループに分ける。グループメンバーの中心となるように机の上に、表面を向けたカードを広げる。 2. 読み手(児童/生徒)は1つの単語を除いたすべての単語を読む。読まれなかった単語のカードを競って取る。 3. 児童/生徒は取ったカードを真ん中に戻し、他の児童/生徒が読み手となり指導者が合図するまで、2、3の活動を続ける。 | <table border="1"> <tr> <th data-bbox="978 1839 1273 2101">教材</th> <th data-bbox="1273 1839 1479 2101">レベル</th> </tr> <tr> <td data-bbox="978 1839 1273 2101"> ・グループで使用する小さなカード(かるた)セット </td> <td data-bbox="1273 1839 1479 2101" style="text-align: center; vertical-align: middle;"> I </td> </tr> </table> | 教材 | レベル | ・グループで使用する小さなカード(かるた)セット | I |
| 教材 | レベル | | | | |
| ・グループで使用する小さなカード(かるた)セット | I | | | | |
| 活動形態: グループ活動 | 分類: 語彙練習 | | | | |

| 27. Bounce Around Game | |  |  |  |  |
|---|---|--|--|--|---|
| Procedure | Materials | Level | | | |
| <p>1. Divide Sts into groups. Sts place game markers on the board, and play RPS to decide the order. Sts can move the game marker vertically or horizontally on each dice roll. The St can claim that square by using the target language/vocab.</p> <p>2. When the St reaches the opposite wall, they bounce back and continue to move back and forth along the same line.</p> <p>3. Sts landing on a star square can roll the dice again. The St with the most points at the end of the game is the winner.</p> <p>※How to use sample WS: Content squares are spaces on the board with text, pictures, or stars. Each content square is worth one point, and can earn the point answering the question correctly. The stars are worth two points and can roll the dice again.</p> | <ul style="list-style-type: none"> • "Bounce Around" game board WS • Dice • Colored game markers | B | | | |
| For use with: Groups | | Vocabulary | | | |

| 28. Old Maid (Babanuki) | |  |  |  |  |
|--|---|---|---|---|---|
| Procedure | Materials | Level | | | |
| <p>1. Divide Sts into groups, and give each group a set of paired mini flashcards with one pair missing a card (the old maid).</p> <p>2. All the cards are distributed to Sts.</p> <p>3. Sts do RPS to determine order. The winner takes a card from the left. If they make a pair, say the target language and put the pair in the discard pile. The St then presents the cards to the right, and the next person takes a card. This continues until only the Old Maid card remains. The holder is the loser (or winner).</p> | <ul style="list-style-type: none"> • A small set of flashcards for each St | B | | | |
| For use with: Groups | | Vocabulary | | | |





| 29. Karuta | |  |  |  |  |
|--|--|---|---|---|---|
| Procedure | Materials | Level | | | |
| <p>1. Divide Sts into small groups. Sts spread cards face-up across desks, central to all group members.</p> <p>2. Sts place their hands on their heads. When the HRT/ALT calls a vocabulary word Sts race to touch the matching card.</p> <p>※Challenge Sts with a rule that touching the wrong card loses a turn and Sts have to sit out the next round.</p> | <ul style="list-style-type: none"> • Large set of cards for the board • Small sets of cards for the groups | B | | | |
| For use with: Groups | | Vocabulary | | | |
| Variation: Reverse Karuta | | | | | |
| Procedure | Materials | Level | | | |
| <p>1. Same as step 1 above.</p> <p>2. The speaker says all words except for one. The missing word is the card Sts must find.</p> <p>3. Sts return the recently touched card to the center. The next speaker comes up. Repeat step 2 and 3 until time is finished.</p> | <ul style="list-style-type: none"> • Small sets of cards for the groups | I | | | |
| For use with: Groups | | Vocabulary | | | |





| 30. カテゴリー分けゲーム/Scategories |  *  *   * | |
|---|---|----------|
| 活動の内容 | 教材 | レベル |
| 1. 1枚の紙を4～6のセクションに分け、それぞれのセクションにカテゴリーを決める。(例: スポーツ、食べ物、動物等) 2. 児童/生徒はカテゴリーに当てはまるものを考え、それぞれのセクションを埋めていく。 <small>※小学校低学年には写真や絵、高学年以上には語彙を使って、カテゴリー分けをさせる。</small> | ・紙 | B |
| 活動形態: 全体活動 | 分類: 語彙練習 | |
| バリエーション: アルファベット | | |
| 1. 児童/生徒をグループに分け、グループから1人ずつ前が出る。指導者が“go!”と言ったらアルファベットカードを1枚取る。 2. カードに書いてあるアルファベットから始まる単語を最初に言うことができたグループはポイントを獲得する。前に出る児童/生徒を交代しながら活動を続ける。 3. すべての児童/生徒に順番が回り終わったときに、一番多くポイントを獲得しているグループの勝ちとなる。 | ・アルファベットフラッシュカード (指導者の机の上に裏向きに置いておく) | B |
| 活動形態: グループ活動 | 分類: 語彙練習(アルファベット) | |
| バリエーション: グループで協力 | | |
| 1. 黒板に4つのカテゴリーを書き、児童/生徒をグループ分けし、児童/生徒は教室の後ろに行く。それぞれの児童/生徒に黒板のカテゴリーに分類できる3枚のフラッシュカードを配布する。 2. 指導者は1つのカテゴリーを言い、あてはまるカードを持つ児童/生徒はカードを黒板に貼りにいく。 3. 最初に正しいカードを黒板に貼った児童/生徒だけ、カードを黒板に残すことができる。一番早くすべてのカードを貼り終えたグループの勝ちとなる。 | ・フラッシュカードセット | B |
| 活動形態: グループ活動 | 分類: 語彙練習 | |
| バリエーション: カテゴリー分けゲーム | | |
| 1. 児童/生徒をグループに分け、指導者は簡単なトピックを複数黒板に書いておく。児童/生徒はじゃんけんし、グループの順番を決める。 2. 最初のグループはトピックを選び、ポイントを獲得するために順番にトピックに沿った語彙を言っていく。他の人が言った語彙は使うことができない。 3. 次のグループはトピックを選ぶ。選ばれたトピックは線で消しておく。一番多くのポイントを獲得したグループの勝ちとなる。 | なし | I |
| 活動形態: グループ活動 | 分類: 語彙練習 | |





30. Categories











| Procedure | Materials | Level |
|--|---|------------------------------|
| 1. Divide a sheet of paper into 4-6 sections, choosing a category for each. 2. Sts fill their spaces with things that fit the categories. ※Use pictures for younger groups, and words for older Sts. | • Paper | B |
| For use with: Whole Class | | Vocabulary |
| Variation: Alphabet | | |
| 1. Divide Sts into lunch groups, one St from each team coming to the front of the room. When the HRT/ALT says “go!” Sts take an alphabet card (face-down) from the HRT/ALT’s desk. 2. The first St who can say a word which starts with their letter correctly wins a point for their group. Sts swap places with a new challenger from their lunch group to repeat the process. 3. After every St has a chance to participate, the group with the most points wins. | • Set of alphabet flashcards (Set up at teacher’s table in advance) | B |
| For use with: Groups | | Vocabulary (Alphabet) |
| Variation: Groups | | |
| 1. Write four categories on the blackboard, while groups of Sts stand at the back of the classroom. Each St receives three flashcards of words fitting the categories on the board. 2. The HRT/ALT calls out a category and Sts race to put their cards on the board. 3. Only the first St who correctly places their card may leave their card on the board. The first group able to get rid of all their cards first wins. | • Various sets of flashcards | B |
| For use with: Groups | | Vocabulary |
| Variation: Traditional | | |
| 1. Sts make groups , the HRT/ALT writes simple topics on the board. Sts play RPS to determine order. 2. Starting with the first St, each St in the row must say one topic item for the team to get a point. They cannot repeat any answers. 3. The next team chooses the next topic. Topics are crossed off as the game continues. The winner is the team with the most points. | • None | I |
| For use with: Groups | | Vocabulary |





| 31. ピクショナリー/Pictionary |     | |
|--|--|-----|
| 活動の内容 | 教材 | レベル |
| 1. 1人の児童/生徒にお題(フラッシュカード)を見せる。児童/生徒は20秒以内にフラッシュカードに書いてある単語を絵で表現する。 2. 他の児童/生徒はお題の単語を“Is it a ...?”を使って推測する。 3. 正解した児童/生徒は前に出て、次に絵を描く人となる。指導者が合図するまで、活動を続ける。 | ・フラッシュカード ・マグネット ・ストップウォッチ/タイマー ・チョーク | |
| 活動形態: 全体活動 | 分類: 語彙練習 | |





| 32. シャレード/Charades |     | |
|--|---|-----|
| 活動の内容 | 教材 | レベル |
| 1. 児童/生徒をグループに分け、グループ内で順番を決める。 2. 児童/生徒は順番に、フラッシュカードに書かれた言語材料を身振り手振りで表現し、グループの他のメンバーは答えを推測する。 3. すべての児童/生徒が終わったら、指導者は何人かボランティアの生徒を募り、クラス全体にデモンストレーションをしてもらう。 | ・フラッシュカード | |
| 活動形態: グループ活動 | 分類: 語彙練習 | |

| 33. シンプルクロスワード/Simple Crosswords |     | |
|---|---|-----|
| 活動の内容 | 教材 | レベル |
| 1. クラスをグループ分けする。指導者は最初の言葉を黒板に書く。 2. グループ毎に、指導者が示した最初の言葉を紙に書き、1文字目もしくは最後の文字を使い、単語をクロスワードのように付け加えていく。付け加えられた単語の最初もしくは最後の文字を使い、活動を繰り返す。 3. 指導者が合図するまで活動を続け、一番多くの単語を書くことができたグループの勝ちとなる。 | ・紙(各グループ1枚) ・ワードリスト(小学校ではワードリストや教科書の中から単語を探させてもよい) | |
| 活動形態: グループ活動 | 分類: 語彙練習 | |

| 31. Pictionary | |  |  |  |  |
|--|---|--|--|--|---|
| Procedure | Materials | Level | | | |
| 1. Give one St a secret word (flashcard). The St has 20 seconds to draw the word on the card. 2. Sts guess the word using the target phrase "Is it a ...?" 3. If a St is correct, they come to the front and become the next drawer. Repeat until time is up. | <ul style="list-style-type: none"> • Flashcards • Magnets • Stopwatch/timer • Chalk | | | | |
| For use with: Whole Class | | Vocabulary | | | |

| 32. Charades | |  |  |  |  |
|---|---|---|---|---|---|
| Procedure | Materials | Level | | | |
| 1. Divide Sts into groups, and number each St in the group. 2. Sts take turns miming vocabulary on the flashcards, group members guess the target language or vocabulary. Rotate between group members. 3. When all Sts are done, the HRT/JTE will ask for volunteers to come to the front and demonstrate. | <ul style="list-style-type: none"> • A set of flashcards | | | | |
| For use with: Groups | | Vocabulary | | | |

| 33. Simple Crosswords | |  |  |  |  |
|--|---|---|---|---|---|
| Procedure | Materials | Level | | | |
| 1. Divide the class into groups. The HRT/ALT writes a starting word on the board. 2. Sts add a word to the crossword on their paper by using the first or last letter of the starting word. Repeat, using the newest word. 3. After a certain amount of time, count the number of words and see which team has the most. | <ul style="list-style-type: none"> • Paper • Word list or textbook (ES) | | | | |
| For use with: Groups | | Vocabulary | | | |

| 34. メモリーゲーム/Memory Game |     | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|----------|---|---|---|--|---|--|--|--|--|--|---|--|--|--|--|--|---|-----|--|--|--|--|--|---|---|---|---|---|------------------------|----------|
| 活動の内容 | 教材 | レベル | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>1. 黒板上に縦軸と横軸にそれぞれ数字と文字を振り、対応する場所(座標)にフラッシュカードを配置する。児童/生徒に1-2分間の時間を与えフラッシュカードの場所を記憶させる。</p> <p>2. 指導者はフラッシュカードを裏返しにしたり、黒板から取り除く。指導者は学習する語彙や文を用いて質問し、分かった児童/生徒は挙手し、その座標を答える。</p> <p>(黒板レイアウト例)</p> <div data-bbox="97 622 911 1025" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <table style="border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 5px;">4</td> <td style="border: 1px solid black; width: 40px; height: 30px;"></td> <td style="border: 1px solid black; width: 40px; height: 30px;"></td> <td style="border: 1px solid black; width: 40px; height: 30px;"></td> <td style="border: 1px solid black; width: 40px; height: 30px;"></td> <td style="border: 1px solid black; width: 40px; height: 30px;"></td> </tr> <tr> <td style="padding: 5px;">3</td> <td style="border: 1px solid black; width: 40px; height: 30px;"></td> <td style="border: 1px solid black; width: 40px; height: 30px;"></td> <td style="border: 1px solid black; width: 40px; height: 30px;"></td> <td style="border: 1px solid black; width: 40px; height: 30px;"></td> <td style="border: 1px solid black; width: 40px; height: 30px;"></td> </tr> <tr> <td style="padding: 5px;">2</td> <td style="border: 1px solid black; width: 40px; height: 30px;"></td> <td style="border: 1px solid black; width: 40px; height: 30px;"></td> <td style="border: 1px solid black; width: 40px; height: 30px;"></td> <td style="border: 1px solid black; width: 40px; height: 30px;"></td> <td style="border: 1px solid black; width: 40px; height: 30px;"></td> </tr> <tr> <td style="padding: 5px;">1</td> <td style="border: 1px solid black; width: 40px; height: 30px; text-align: left;">カード</td> <td style="border: 1px solid black; width: 40px; height: 30px;"></td> <td style="border: 1px solid black; width: 40px; height: 30px;"></td> <td style="border: 1px solid black; width: 40px; height: 30px;"></td> <td style="border: 1px solid black; width: 40px; height: 30px;"></td> </tr> <tr> <td></td> <td style="padding: 5px;">A</td> <td style="padding: 5px;">B</td> <td style="padding: 5px;">C</td> <td style="padding: 5px;">D</td> <td style="padding: 5px;">E</td> </tr> </table> </div> | 4 | | | | | | 3 | | | | | | 2 | | | | | | 1 | カード | | | | | | A | B | C | D | E | <p>・フラッシュカードセット(大)</p> | <p>I</p> |
| 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | カード | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | A | B | C | D | E | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 活動形態: 全体活動 | | 分類: 語彙練習 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| バリエーション: メモリーチェーン | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>1. グループの最初の児童/生徒は、学習する文/フレーズを言う。 (例) "In my classroom I have a pencil."</p> <p>2. 次の児童/生徒は最初の文を繰り返し、情報を加える。 (例) "...and a backpack."</p> <p>3. 児童/生徒が順番や単語を間違えるまで、できるだけ文が長くなるように続ける。</p> | <p>・フラッシュカード</p> | <p>B</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 活動形態: グループ活動 | | 分類: 語彙練習 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

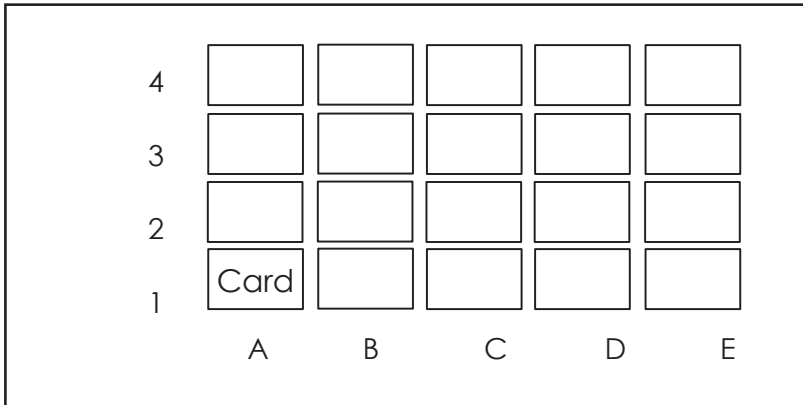
34. Memory Game



Procedure

1. Put flashcards on the board in grid formation, with letters and numbers along the columns and rows. Give Sts 1-2 minutes to memorize the placement of the vocabulary flashcards.
2. The HRT/ALT hides the flashcards by flipping them over or taking them off the board. The HRT/ALT then asks questions using the target vocabulary, and Sts raise their hands to answer the coordinates of the vocabulary.

(Example layout for blackboard)



Materials

- A large set of flashcards

Level

I

For use with: Whole Class

Vocabulary

Variation: Memory Chain





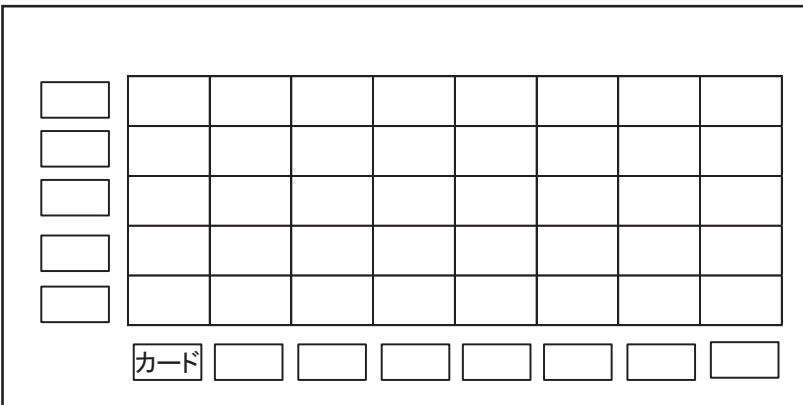
1. The first St in each group will say the target sentence/phrase. For example: "In my classroom I have a pencil."
2. The next St repeats the sentence and adds "...and a backpack."
3. This process continues, creating long chain sentences until a St makes a mistake with the correct order/word.





- Flashcards





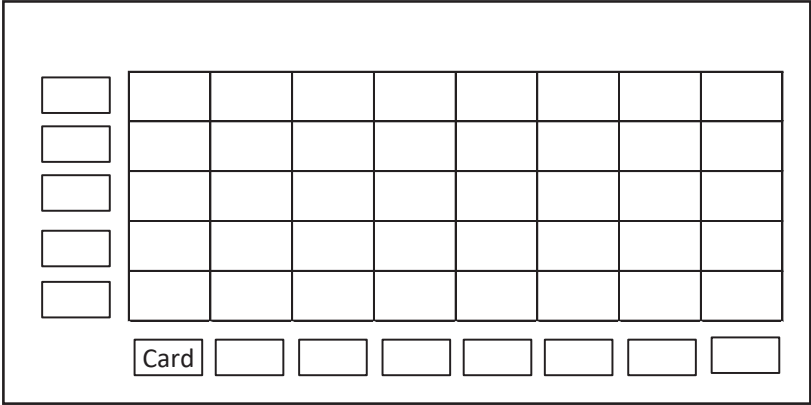
B





For use with: Groups





Vocabulary


| 35. コネクト4(4目並べ)/Connect 4 | |     |
|---|--|--|
| 活動の内容 1. 各ペアに1枚のワークシートを配布し、じゃんけんで順番を決める。 2. 学習する語彙を使用し、児童/生徒は1マス選び自分の色に塗る(実際のConnect4ゲームのように一番下の行から上に向かって色塗りをしていく)。 3. どちらかの児童/生徒が自分の色のマスを4つ繋げるまで続ける(縦、横、斜めどれでもよい)。 <small>※ 学習する語彙は、各マス、もしくはバトルシップのワークシートのように横軸縦軸に語彙や数字を記入することができる。</small> | 教材 ・8×5マスのワークシート(各グループ1セット: 付属ワークシートあり) ・クレヨン/色鉛筆 | レベル <div style="text-align: center;">I</div> |
| 活動形態: ペア活動 | | 分類: 語彙練習 |
| バリエーション: クラス全体でコネクト4(4目並べ) | | |
| 1. クラスを2つのグループに分ける。じゃんけんで順番を決める。コネクト4(4目並べ)と同じ要領で活動を続ける。 (黒板レイアウト例) <div style="border: 1px solid black; padding: 10px; margin: 10px 0;">  </div> | 教材 ・8×5マスの表を黒板に書いておく ・色付きチョーク/色紙 ・縦軸/横軸に貼るフラッシュカード | レベル <div style="text-align: center;">I</div> |
| 活動形態: 全体活動 | | 分類: 語彙練習 |





| 36. ホットポテト/Hot Potato | |     |
|---|---|---|
| 活動の内容 1. 児童/生徒は起立し、ペアまたはグループを作る。消しゴムを1つ用意し、指導者が音楽をかけている間ペア/グループの中で消しゴムを回す。 2. 児童/生徒は学習する語彙や文を言いながら、消しゴムを次の人に渡す。グループで活動している場合は、時間切れになった時(音楽が止まった時)に消しゴムを持っている人が脱落となる。ペアで活動している場合は消しゴムを持っていない人に1ポイント与えられる。 | 教材 ・CDとCDプレイヤーもしくはタイマー ・消しゴム | レベル <div style="text-align: center;">B</div> |
| 活動形態: グループ活動、ペア活動 | | 分類: 語彙練習 |
| バリエーション: Q & A ボール | | |
| 1. 全員で円を作り、音楽がかかっている間はボールを回す。音楽止まった時(時間切れになった時)に、指導者は「止まれ!(Stop!)」と言う。 2. クエスチョンボールを持っている児童/生徒は英語で質問し、アンサーボールを持っている児童/生徒は英語で質問に答える。 3. 指導者が合図するまで活動を続ける。 | 教材 ・ボール/お手玉(ぬいぐるみ等、投げるのに安全なものであれば何でもよい)2つ | レベル <div style="text-align: center;">B</div> |
| 活動形態: 全体活動 | | 分類: 語彙練習/やり取り |





| 35. Connect 4 | |  |  |  |  |
|---|--|--|--|--|---|
| Procedure | Materials | Level | | | |
| 1. Sts are given worksheets (1 per pair), play RPS to determine order. 2. Using the target language, Sts choose a square to color as their own (starting from the bottom of the grid like the actual game.) 3. Play continues until one St makes a line of 4 colored squares horizontally, vertically, or diagonally. ※Vocabulary and/or numbers can be used as grid markers to meet the needs of the target language. They can be written in the squares or along the edges of the grid (like in Battleship). | • Worksheet with an 8x5 grid • Crayons/colored pencils | I | | | |
| For use with: Pairs | | Vocabulary | | | |
| Variation: Class Connect 4 | | | | | |
| 1. Divide class into two groups. Play RPS to determine order. Play following the same rules as Connect 4 (above). (Example layout for blackboard) | • Large 8x5 grid drawn on the board • Colored chalk or squares of paper • Flashcards to line the grid. | I | | | |
|  | | | | | |
| For use with: Whole Class | | Vocabulary | | | |





| 36. Hot Potato | |  |  |  |  |
|--|--|---|---|---|---|
| Procedure | Materials | Level | | | |
| 1. Sts stand in pairs or groups. One St has an eraser that is passed around while the HRT/ALT plays music. 2. Sts say the target language while passing the eraser. When time is up (the music stops) the person holding the eraser is out. When playing in pairs, the St not holding the eraser gets one point. | • CD and CD Player/timer • Eraser | B | | | |
| For use with: Groups, Pairs | | Vocabulary | | | |
| Variation: Q & A Balls | | | | | |
| 1. Everyone makes a circle and passes balls while the music plays. When the music stops (or time runs out) the HRT/ALT yells "Stop!" 2. The St holding the Question Ball must ask a question in English, and the St holding the Answer Ball must answer the question in English. 3. Continue as long as desired. | • Two ball or beanbag (or any large soft object like a stuffed animal that is easily passed and caught.) | B | | | |
| For use with: Whole Class | | Vocabulary / Interaction | | | |





| 37. フルーツバスケット/Fruits Basket |     | |
|---|--|----------|
| 活動の内容 | 教材 | レベル |
| 1. 児童/生徒は椅子を動かし、円を作る。その時児童/生徒の数よりも椅子を一脚少なくしておく。 2. 指導者は例えば「私はリンゴが好きです」というような、○×で答えられる問かけをする。当てはまる児童/生徒は起立し、席を替える。着席できなかった児童/生徒が次のリーダーとなる。 3. 着席している児童/生徒は学習する語彙や文を使用し、リーダーに質問をし、リーダーは質問に答える。リーダーの答えに当てはまる児童/生徒は起立し、席を替える。指導者が合図するまで、活動を続ける。 | なし | B |
| 活動形態: 全体活動 | 分類: 語彙練習 / やり取り | |
| バリエーション: クリスマス | | |
| 1. 児童/生徒は椅子を動かし、円を作る。その時児童/生徒の数よりも椅子を一脚少なくしておく。クリスマスプレゼントのフラッシュカードを児童/生徒に配布する。 2. 児童/生徒は円の真ん中に立つ人に「クリスマスに何が欲しいですか (What do you want for Christmas?)。」と尋ねる。 3. 該当するフラッシュカードを持つ児童/生徒は起立し、席を替える。指導者が合図するまで、2と3の活動を続ける。 | ・クリスマスプレゼントのフラッシュカードセット | B |
| 活動形態: 全体活動 | 分類: 語彙練習 / やり取り | |





| 38. 進化ゲーム/Progression (Shinka) |     | |
|--|---|----------|
| 活動の内容 | 教材 | レベル |
| 1. 児童/生徒はパートナーを見つけ、学習する語彙や文を練習する。じゃんけんし、勝った児童/生徒は前もって決めておいた次のレベルのものに進化する。負けた人は同じレベルのままとなる。 2. 同じレベルのパートナーを見つけ、より進化できるように活動を続ける。 <i>進化の例: Fish (魚) → Turtle (亀) → Dog (犬) → Elephant (象) → Human (人間) → Dragon (ドラゴン)</i> | なし | B |
| 活動形態: 全体活動 | 分類: 語彙練習 / やり取り | |
| バリエーション: インタビュー | | |
| 1. 児童/生徒は4~5人のグループに分かれる。学習する語彙や文をグループの中で練習した後、じゃんけんをして進化する児童/生徒を決める。 2. メンバー全員が最後まで進化したグループは、指導者にじゃんけんを挑むことができる。 3. 指導者と一斉にじゃんけんし3人以上が勝利した場合、ゴールとなる。3人未満しか勝利できなかったグループは、初めから活動をやり直す。 4. あらかじめ決めておいたグループの数だけゴールするまで活動を続ける。 | なし | B |
| 活動形態: グループ活動 | 分類: 語彙練習 / やり取り | |





| 37. Fruits Basket |     | |
|---|--|--------------|
| Procedure | Materials | Level |
| 1. Sts move chairs into a circle, with one less chair than there are players. 2. The HRT/ALT makes a true/false statement e.g. "I like apples." The Sts described stand up and change seats. The last St standing is the next round leader. 3. The rest of the Sts ask the round leader a question using the target language and vocabulary and the round leader answers. Sts that fit the criteria stand up and move. Repeat this step until time is up. | • None | B |
| For use with: Whole Class | Vocabulary/Interaction | |
| Variation: Christmas | | |
| 1. Sts move chairs into a circle, with one less chair than there are players. Hand out Christmas present flashcards to each St. 2. The Sts ask the center person "What do you want for Christmas?" 3. Sts with the same present flashcard stand up and change seats. Repeat steps 2 and 3 until time is up. | • A set of Christmas flashcards | B |
| For use with: Whole Class | Vocabulary/Interaction | |





| 38. Progression (Shinka) |     | |
|---|---|--------------|
| Procedure | Materials | Level |
| 1. Sts find a partner and practice the target language. They play RPS, and the winner evolves to the next pre-determined stage of evolution. The loser stays at the same level. 2. Sts talk to others of the same level, and try to evolve to the next level. <i>Ex: Fish → Turtle → Dog → Elephant → Human → Dragon</i> | • None | B |
| For use with: Whole Class | Vocabulary/Interaction | |
| Variation: Interviews | | |
| 1. Sts are divided into groups of 4 or 5. They practice the target phrase amongst themselves, and play RPS to determine who goes up a level (Similar to original version.) 2. When everyone in the group reaches the final evolutionary stage, the group can challenge the HRT/ALT. 3. When the members challenge the HRT/ALT, they must do so one at-a-time, with 3 or more Sts winning for the group to succeed. If less than 3 Sts win, the group must start over from the beginning. 4. The game is over when the HRT/ALT has been defeated a predetermined number of times. | • None | B |
| For use with: Groups | Vocabulary/Interaction | |





| 39. じゃんけん/Rock Paper Scissors (RPS) | |  |  |  |  |
|---|-----------------------------------|--|--|--|--|
| 活動の内容 | 教材 | レベル | | | |
| 1. それぞれの児童/生徒に3～5枚ずつカードを配布する。児童/生徒はペアをつくり、じゃんけんする。 2. 勝った児童/生徒は、負けた児童/生徒に欲しいカードを伝える。負けた児童/生徒はカードを持っていたら勝った児童/生徒にカードを渡す。 (例) 児童/生徒1: Do you have an apple? 児童/生徒2: Yes, I do / No, I don't. 3. ペアを変えて、活動を続け、1番多くのペアを作ることができた児童/生徒の勝ちとなる。 | ・ミニフラッシュカード セット | B | | | |
| 活動形態: 全体活動 | 分類: 語彙練習 / やり取り | | | | |
| バリエーション: じゃんけん列車 | | | | | |
| 1. 児童/生徒はパートナーを探し、学習する語彙や文を練習し、じゃんけんをする。負けた児童/生徒は勝った児童/生徒の後ろにつき、蛇(列)の一部となる。 2. 他の蛇を探し、長い一匹の蛇となるまで同じ活動を続ける。 | なし | B | | | |
| 活動形態: 全体活動 | 分類: 語彙練習 / やり取り | | | | |
| バリエーション: グループ活動 | | | | | |
| 1. 児童/生徒はグループに分かれ、各グループに人数分の色紙のセットを配布する。児童/生徒は教室を歩き、パートナーを探し、学習する語彙や文を練習する。 2. 児童/生徒はじゃんけんし、勝った児童/生徒は負けた児童/生徒からカードを受け取り、自分のグループ活動のテーブルにカードを持ち帰る。負けた児童/生徒は自分のグループの持っているカードを使って、じゃんけんに参加することができる。 3. 指導者が指示するまで活動を続け、児童/生徒はグループ活動のテーブルに戻り、何枚のカードを集めることができたかを確認する(自分たちのグループの色カードは除外する)。一番多くのカードを集めることができたグループの勝ちとなる。 | ・カラーカード(グループ 毎に異なる色のカード) ／紙 | B | | | |
| 活動形態: グループ活動 | 分類: 語彙練習 / やり取り | | | | |





| 40. バッグの中には? /What's in Your Bag? | |  |  |  |  |
|---|---------------------------|---|---|---|---|
| 活動の内容 | 教材 | レベル | | | |
| 1. 袋(バッグ)の中にフラッシュカードや物を入れておく。 2. ボランティアの児童/生徒1人は前に出る。ボランティアの児童/生徒は袋の中のカード(物)を確認する。 3. 他の児童/生徒は“What's in your bag?”とボランティアの児童/生徒に聞き、ボランティアの児童/生徒は袋の中に入っている物を当てる児童/生徒を選ぶ。児童/生徒の推測に対して、“Sorry.”、“That's right.”のような学習する語彙や文を使って答える。 4. ボランティアの児童/生徒を交替して活動を繰り返す。 | ・フラッシュカード / 物 ・袋 / バッグ | B | | | |
| 活動形態: 全体活動 | 分類: 語彙練習 / やり取り | | | | |





| 39. Rock Paper Scissors (RPS) (Janken) |     | |
|---|--|--------------|
| Procedure | Materials | Level |
| 1. Distribute 3-5 (secret) cards to each of the Sts. Sts make a pair with classmates and play RPS. 2. The winner asks for a card to make a pair. If the loser has the card, they give it to the winner. <i>Ex: St1: Do you have an apple? St 2: Yes, I do / No, I don't.</i> 3. The game continues with Sts making new pairs to try again. At the end of the game, Sts count pairs to determine a winner. | <ul style="list-style-type: none"> • A set of mini flashcards | B |
| For use with: Whole Class | Vocabulary / Interaction | |
| Variation: Snake Game | | |
| 1. Sts find a partner and practice the target language. Sts play RPS. The losing St joins the winning St's snake. 2. The snake looks for other snakes to use the target language, play RPS, and add to the snake. The game ends when there is only one long snake. | <ul style="list-style-type: none"> • None | B |
| For use with: Whole Class | Vocabulary / Interaction | |
| Variation: Group Game | | |
| 1. Sts form lunch groups and are given a set of colored cards. Sts walk around the class and challenge each other using the target language. 2. Sts play RPS, the winner takes the loser's card back to their table. Losing Sts can return to their table and take one of the collected cards from their team pile to try to play again. 3. When time is up, groups return to their seats and count how many cards have been collected. (NOT the original colored cards.) The winner is the group with the most points. | <ul style="list-style-type: none"> • Colored cards/Paper | B |
| For use with: Groups | Vocabulary / Interaction | |





| 40. What's in Your Bag? |     | |
|---|---|--------------|
| Procedure | Materials | Level |
| 1. Place a bag filled with items at the front of the class. 2. One volunteer St comes to the front to select a guesser. The volunteer St knows what is in the bag. 3. Sts ask using the target language "What's in your bag?" and the volunteer St chooses classmates to guess. The volunteer St responds using target language such as "Sorry" and "That's right." 4. Repeat the game with other St volunteers. | <ul style="list-style-type: none"> • Flashcards or objects • A bag | B |
| For use with: Whole Class | Vocabulary / Interaction | |





| | |
|--|--|
| 41. スリーヒントクイズ/3 Hint Quiz |     |
| 活動の内容 | 教材 レベル |
| 1. 語彙を1つ選び、形、色、味、大きさ、使い方等簡単なヒントを3つ与える。 2. 児童/生徒は語彙を推測する。 <small>※グループ、ペア、個人で児童/生徒自身にクイズを考えさせてもよい。 ※指導者や答える側の児童/生徒が質問を投げかけながら進行することもできる。 例: "What color is it?"</small> | なし |
| 活動形態: 全体活動 | 分類: 語彙練習 / やり取り |
| | B |





| | |
|--|---|
| 42. ホットシート/Hot Seat |     |
| 活動の内容 | 教材 レベル |
| 1. クラスを2つのグループに分ける。それぞれのグループから1人ずつ正面の椅子に黒板と反対の方向を見るように着席する。 2. 指導者は黒板に単語を書く。グループのメンバーは単語や単語の文字を言わずに椅子に座っている児童/生徒にヒントを与える。 3. 単語を正解できたグループに1ポイント与えられ、ポイントを最も獲得したグループの勝ちとなる。 | なし |
| 活動形態: 全体活動 | 分類: 語彙練習 / やり取り |
| | I |





| | |
|---|---|
| 43. ポップカード/Pop Cards |     |
| 活動の内容 | 教材 レベル |
| 1. 児童/生徒はグループに分かれる。グループで1人の児童/生徒(=児童/生徒A)がカードセットから1枚のカードを選び"ポップカード"とする。児童/生徒Aはポップカードを山に戻し、カードをよく切ったあと、裏向きにカードを机の上にひろげる。 2. 児童/生徒はカードを選ぶ順番を決め、カードを引いた児童/生徒は学習するフレーズや語彙を使用し、児童/生徒Aに質問をする。 3. 引かれたカードがポップカードでなければ、児童/生徒Aは質問に対してYES(肯定)で答え、引かれたカードがポップカードであれば、NO(否定)で答え、"Pop!"と言う。児童/生徒はポップカードを引かないようにゲームを楽しむ。児童/生徒: "Do you want ~?". 児童/生徒 A: "Yes I do."/"No I don't. Pop!" 4. ポップカードを引いた児童/生徒が次のポップカードを選び始めから活動を続ける。 | ・ミニフラッシュカード(絵カード)セット(各グループ1セット) |
| 活動形態: グループ活動 | 分類: 語彙練習 / やり取り |
| | I |





| | | |
|--|--|--------------|
| 41. 3 Hint Quiz |     | |
| Procedure | Materials | Level |
| <p>1. Choose a vocabulary word. Give 3 simple hints such as shape, color, taste, size, use, etc.</p> <p>2. Sts try to guess the word.</p> <p><i>✳️Sts can create their own 3 Hint Quizzes in groups, pairs, or solo.</i></p> <p><i>✳️If you would like make this activity more interactive, JTE/ALT/Sts can ask questions such as "What color is it?" and then a hint will be given.</i></p> | • None | B |
| For use with: Whole Class | Vocabulary / Interaction | |





| | | |
|---|---|--------------|
| 42. Hot Seat |     | |
| Procedure | Materials | Level |
| <p>1. Split the class into two groups. One St from each group sits in a seat at the front of the class facing away from the board.</p> <p>2. The HRT/ALT writes a word on the board, and St groups give hints to the St in the front of the class without saying the word or letters of the word.</p> <p>3. When one St guesses the word, that group receives a point. The group with the most points wins.</p> | • None | I |
| For use with: Whole Class | Vocabulary / Interaction | |





| | | |
|---|---|--------------|
| 43. Pop Cards |     | |
| Procedure | Materials | Level |
| <p>1. Sts make small groups, one St chooses a secret pop card from the deck. St places the card back in the deck and spread the cards face-down on the desk.</p> <p>2. Sts decide who goes first, and take turns turning over the cards and asking questions using the target language to the St that chose the pop card.</p> <p>3. When the card is safe the St answers affirmatively, and when it is the pop card the student answers negatively and says "Pop!" Sts try to open all of the cards before the Pop card.</p> <p><i>St 1: "Do you want ~? ." St 2: "Yes I do." / "No I don't. Pop!"</i></p> <p>4. The St who asked the Pop Card question is next to choose a Pop Card and start over the game.</p> | • Mini flashcards | I |
| For use with: Groups | Vocabulary/Interaction | |





| 44. ダウト/Doubt |     | |
|---|---|-----|
| 活動の内容 | 教材 | レベル |
| <p>1. 児童/生徒をグループ分けする。グループの中で、1人の児童/生徒がカードを切り、グループのメンバーに等分に配布する。</p> <p>2. カードを切った児童/生徒の左に座っている児童/生徒から始める。ババ抜きのようにマッチするカード選び、もしくはマッチしているふりをして、2枚のカードを裏向きのまま机に置き、マッチするカードの内容／マッチしているふりをしてカードについて、グループのメンバーに伝える。</p> <p>例1: (2つのマッチしたりんごのカードを出している時) "I like apples."</p> <p>例2: (りんごのカードとキウイのカードを出しているが、マッチしているふりをしている時) "I like apples."</p> <p>3. もしうそをついていると思ったら、グループの他のメンバーは"I doubt it."と言う。児童/生徒はカードを見せ、うそが見破られた場合は、児童/生徒はカードの山にあるすべてのカードを取らなければならない。もし本当にカードがマッチしていた場合は、"I doubt it."と言った児童/生徒がカードの山にあるすべてのカードを取らなければならない。</p> | <p>・ミニフラッシュカードセット(各グループ1セット)</p> <p>※マッチするカードを含んでおくこと</p> | I |
| 活動形態: グループ活動 | 分類: 語彙練習／やり取り | |





| 45. ゴーフイッシュ/Go Fish |     | |
|---|---|-----|
| 活動の内容 | 教材 | レベル |
| <p>1. 児童/生徒をグループに分け、それぞれの児童/生徒に5枚のカードを配り、残りのカードを裏向きに机の上に広げ"ocean(海)"とする。児童/生徒はじゃんけんで順番を決め、反時計回りにゲームを行う。</p> <p>2. 児童/生徒は隣の児童/生徒に自分が欲しいカードを持っているか質問する。</p> <p>例) 児童/生徒1: Do you have a blue cat? 児童/生徒2: Yes, I do. / No, I don't. Go fish.</p> <p>児童/生徒2が質問されたカードを持っていなければ、児童/生徒1は"ocean(海)"から1枚カードを取る。もし児童/生徒2がカードを持っていたら、児童/生徒1にカードを渡し、児童/生徒1はペアになったカードを机の上に置く。</p> <p>3. 一番多くのペアを作ることができた児童/生徒の勝ちとなる。</p> <p>※手持ちのカードが無くなったら、"ocean(海)"からカードを1枚取り活動を続ける。</p> | <p>・ミニフラッシュカードセット(各グループに5-6セット)</p> | I |
| 活動形態: グループ活動 | 分類: 語彙練習／やり取り | |





| 46. パートナー探しゲーム/Find Partner Card Match |     | |
|--|---|-----|
| 活動の内容 | 教材 | レベル |
| <p>1. 指導者はそれぞれの児童/生徒に1枚カードを配布する。指導者が"Go!"と言ったら、児童/生徒はペアを探す。</p> <p>2. ペアを見つけた最初の5-10名の児童/生徒は指導者のところへ来て、学習する語彙や文を用いてペアとなったカードを言うことができればポイントを獲得する。</p> <p>3. 指導者が合図するまで活動を続ける。</p> | <p>・マッチするカードセット(例: 国旗と対応する国のもの)</p> | I |
| 活動形態: 全体活動 | 分類: 語彙練習／やり取り | |

| 44. Doubt |     | |
|--|--|-------|
| Procedure | Materials | Level |
| <p>1. Divide Sts into groups. One St shuffles and deals out all cards within the group.</p> <p>2. The St to the left of the dealing St goes first by taking matching cards and laying them face down on the table. They can also lay down two different cards and claim they are the same card. When the cards are laid down, the player says what was played (or rather, what they are pretending to play.)</p> <p><i>Ex. 1: (Lays down two apple cards) "I like apples."</i></p> <p><i>Ex. 2: (Lays down one apple card and one kiwi card) "I like apples." to try and trick the other players into thinking they laid down two apple cards.</i></p> <p>3. If a St thinks another is bluffing, the St says "I doubt it." The other St must then show their cards. If the St is bluffing, they must pick up all the cards played and add them to their hand. If the St was telling the truth, all the cards go to the St who said "I doubt it."</p> | <p>• Small sets of matching flashcards for each group.</p> | I |
| For use with: Groups | Vocabulary/Interaction | |

| 45. Go Fish |     | |
|--|---|-------|
| Procedure | Materials | Level |
| <p>1. Divide Sts into groups, distribute 5 cards to each St and spread the rest in a pile on the desk called the "ocean." Sts play RPS to determine order, play goes counterclockwise.</p> <p>2. Group members take turns asking the next person if they have a certain card using chosen target language.</p> <p><i>Ex.) St1: Do you have a blue cat?</i></p> <p><i>St2: Yes, I do. / No, I don't. Go fish.</i></p> <p>If St2 has none, St1 draws from the "ocean" pile. If St2 has one, St1 collects the card and places it in a pair on the desk.</p> <p>3. The St with the most pairs wins.</p> <p>※If a Sts runs out of cards, they take one from the "ocean" pile.</p> | <p>• Mini flashcards, 5 or 6 sets per group.</p> | I |
| For use with: Groups | Vocabulary / Interaction | |

| 46. Find Partner Card Match |     | |
|--|---|-------|
| Procedure | Materials | Level |
| <p>1. The HRT/ALT distributes cards to each St. When the HRT/ALT says "Go!" the Sts must find their pair.</p> <p>2. The first 5-10 Sts to come to the HRT/ALT and say their pair using the target language gets points.</p> <p>3. Repeat process until time is up/the HRT/ALT is out of cards.</p> | <p>• Sets of matching or paired cards (e.g. flag & country object)</p> | I |
| For use with: Whole Class | Vocabulary / Interaction | |

| 47. カードコレクター/Card Collector |     | |
|---|---|----------|
| 活動の内容 | 教材 | レベル |
| <ol style="list-style-type: none"> 1. 児童/生徒は指定された1～2つのカテゴリー(例: スポーツ、食べ物、動物等)に当てはまるカードを教科書付属の絵カードから5枚選ぶ。もしくは指導者はそれぞれの児童/生徒に5枚のミニフラッシュカードを配布する。 2. 児童/生徒は5枚のカードの中で、集めるカードを1枚決める。 3. 児童/生徒はペアを見つけ、学習する語彙やフレーズを使って質問をする。質問された児童/生徒はもしペアが探しているカードを持っていたら、質問に対してYES(肯定)で答え、カードを持っていなければ、NO(否定)で答える。 4. カードを持っていた場合は、そのカードを質問者に渡し、代わりに1枚のカードを受け取る。もしどちらも欲しいカードを持っていなかった場合は、カードを交換せずに他のペアを探す。 5. 指導者が指示するまで活動を続ける。同じ5枚のカードを集めることができた児童/生徒の勝ちとなる。 | ・ミニフラッシュカード (教科書付属の絵カード) | I |
| 活動形態: 全体活動 | 分類: 語彙練習 / やり取り | |

| 48. 雪合戦/Snowball Fight |     | |
|---|---|----------|
| 活動の内容 | 教材 | レベル |
| <ol style="list-style-type: none"> 1. 指導者は紙を児童/生徒に配布し、黒板に3つのカテゴリー(例: スポーツ、食べもの、動物)を書く。 2. 児童/生徒はそれぞれのカテゴリーに当てはまる語彙を1つずつ紙に書き、紙を手で丸めて雪玉に見えるように球状にする。指導者の掛け声を合図に、児童/生徒は目を閉じて丸めた紙を投げる。人に向かって強く投げることをしないよう注意する。 3. それぞれの児童/生徒は丸めた紙を1つ拾い、学習するフレーズや語彙を使用して、持ち主を探す。 4. 自分の書いた紙が見つかった児童/生徒は着席する。 | ・紙 | A |
| 活動形態: 全体活動 | 分類: 語彙練習 / やり取り | |

47. Card Collector



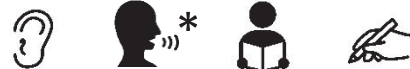
| Procedure | Materials | Level |
|--|--------------------------|---------------------------------|
| <p>1. Each St chooses five cards from the category of cards. (Sports, food, animals, etc.) You can instruct Sts to choose cards from 1-2 categories to make it possible Sts to collect 5 same cards.</p> <p>2. Of those 5 cards, St chooses one card they want to collect five of.</p> <p>3. Sts ask each other questions using the target language. If the St has the card the other asks for, answer affirmatively. If not, answer negatively.</p> <p>4. If the answer is affirmative, they exchange the card the other St. wants, and receive one in return. If neither student has the card the other wants, they do not exchange cards.</p> <p>5. Continue collecting cards until time is up. The students with five of the same cards are winners.</p> | <p>• Mini flashcards</p> | <p>I</p> |
| <p>For use with: Whole Class</p> | | <p>Vocabulary / Interaction</p> |

48. Snowball Fight



| Procedure | Materials | Level |
|---|--------------------------------|-------------------------------|
| <p>1. Instructor hands out small pieces of paper to each student, and writes three categories of words for students to choose from on the board (Ex: Sports, food, animals).</p> <p>2. Sts write one word from each category on their pieces of paper. Sts crumple the paper into a ball (looks like a snowball) and when the instructor says so, close their eyes and throw the slips of paper. Remind Sts not to hit other Sts.</p> <p>3. Sts each pick up one ball, and ask each other questions using the target language to find out whose snowball it is.</p> <p>4. Sts sit down when their snowball is returned to them.</p> | <p>• small strips of paper</p> | <p>A</p> |
| <p>For use with: Whole Class</p> | | <p>Vocabulary/Interaction</p> |

49. ビンゴ/Bingo



活動の内容

1. 児童/生徒は語彙/数字等を使いビンゴカードのマスを埋める。
2. 指導者が発表した語彙/数字等があれば、児童/生徒は自分のビンゴカードに印をつける。
3. 縦もしくは横一列が揃った児童は「ビンゴ！」と言う。

※応用編: 児童/生徒に学習する語彙や文を使い質問させ、指導者が語彙/数字等を発表してもよい。
例) 児童/生徒: "What do you want to eat?" 指導者: "I want to eat a... banana!"

教材

- ・ビンゴカード (3×3マス、4×4マス、5×5マス等)
- ・ワードリスト(フラッシュカード)

レベル

I

活動形態: 全体活動

分類: 語彙練習

バリエーション: "How many?"

1. 児童/生徒は数えられる物の名前(ワードリスト/フラッシュカードから選ぶ)と一緒に1~3の数字を使いビンゴカードのマス埋める(数字は物の数を示す)。
2. 指導者はボランティアの児童/生徒に“How many OOs do you have?”と質問し、児童/生徒は自分のビンゴカードに書いた数字を答え、ビンゴカードに印をつける。
3. ボランティアの児童/生徒と同じ答えのマスがあれば、他の児童/生徒も自分のビンゴカードに印をつける。

(ビンゴカード例)

| | | |
|--------|--------|------------|
| apple | mango | kiwi |
| 1 | 2 | 1 |
| banana | cherry | strawberry |
| 3 | 2 | 1 |
| grape | orange | melon |
| 1 | 3 | 2 |

- ・ビンゴカード (3×3マス、4×4マス、5×5マス等)
- ・ワードリスト(フラッシュカード)

A

活動形態: 全体活動

分類: 語彙練習/語彙練習(数字)

Variation: インタビュー

1. ビンゴカードに載っている語彙を使って、児童/生徒はお互いにインタビューする。
例) 児童/生徒1: Are you a soccer player?
児童/生徒2: Yes, I am. / No, I'm not.
2. お互いにインタビューが終わったらじゃんけんをし、じゃんけんに勝った児童/生徒はビンゴカードの該当するマスに印をつける。
3. 他のパートナーを探し、活動を続ける。

※ビンゴシートの各マスにサインを書く欄をつくり、インタビューした児童/生徒のサインを集める活動にしてもよい。その際違う児童/生徒のサインを集めるように指示しておく。

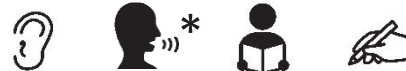
- ・フラッシュカード
- ・ビンゴカード(それぞれのマスに違う語彙が書かれているもの)

A

活動形態: 全体活動

分類: 語彙練習/やり取り

49. Bingo



| Procedure | Materials | Level |
|--|--|------------|
| <p>1. Sts fill in a bingo card with words/numbers/etc.</p> <p>2. The HRT/ALT calls out a word/number/etc. and Sts mark it on their bingo card.</p> <p>3. When Sts complete a full row or column, they say "BINGO!"</p> <p>※When using more advanced language, have the Sts use the target language to ask for the word, i.e. Sts: "What do you want to eat?" HRT/ALT: "I want to eat a... banana!"</p> | <ul style="list-style-type: none"> • Bingo cards for all Sts (3x3, 4x4, 5x5, etc) • Word list (Flashcards) | <h1>I</h1> |

For use with: Whole Class

Vocabulary

Variation: "How many?"

| | | | | | | | | | | | | | | | | | | | | |
|---|--------|------------|------|---|---|---|--------|--------|------------|---|---|---|-------|--------|-------|---|---|---|---|------------|
| <p>1. Sts fill in a bingo card with words and a number 1 to 3. (The number represents how many of that object they have.)</p> <p>2. HRT/ALT asks one volunteer St "How many OOs do you have?" The St answers and then crosses off that square.</p> <p>3. If other Sts have the same number of that item, they can cross off the same square as well.</p> <p>(Bingo card example)</p> <table border="1" data-bbox="304 1066 651 1370" style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td>apple</td> <td>mango</td> <td>kiwi</td> </tr> <tr> <td>1</td> <td>2</td> <td>1</td> </tr> <tr> <td>banana</td> <td>cherry</td> <td>strawberry</td> </tr> <tr> <td>3</td> <td>2</td> <td>1</td> </tr> <tr> <td>grape</td> <td>orange</td> <td>melon</td> </tr> <tr> <td>1</td> <td>3</td> <td>2</td> </tr> </tbody> </table> | apple | mango | kiwi | 1 | 2 | 1 | banana | cherry | strawberry | 3 | 2 | 1 | grape | orange | melon | 1 | 3 | 2 | <ul style="list-style-type: none"> • Bingo cards for all Sts (3x3, 4x4, 5x5, etc.) • Word list (Flashcards) | <h1>A</h1> |
| apple | mango | kiwi | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 1 | | | | | | | | | | | | | | | | | | |
| banana | cherry | strawberry | | | | | | | | | | | | | | | | | | |
| 3 | 2 | 1 | | | | | | | | | | | | | | | | | | |
| grape | orange | melon | | | | | | | | | | | | | | | | | | |
| 1 | 3 | 2 | | | | | | | | | | | | | | | | | | |

For use with: Whole Class





Vocabulary (Numbers)





Variation: Interviews

| | | |
|--|---|------------|
| <p>1. Sts interact by choosing one square from their bingo worksheet and using the target language to have a conversation.</p> <p><i>Ex. Q: Are you a soccer player?</i></p> <p><i>A: Yes, I am. / No, I'm not.</i></p> <p>2. After the conversation, Sts play RPS. Winner marks the square on their sheet.</p> <p>3. Sts move to a new partner, repeat.</p> <p>※ To assist interaction and conversation, have a signature line for each Bingo square, and tell the Sts they must have a different name for each square.</p> | <ul style="list-style-type: none"> • Flashcards (any vocabulary) • Bingo cards with each square representing different vocabulary | <h1>A</h1> |
|--|---|------------|

For use with: Whole Class

Vocabulary/Interaction

| 50. 神経衰弱/Concentration |     | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|--|---|--|--|--|--|--|---|--|--|--|--|--|---|-----|--|--|--|--|--|---|---|---|---|---|------------------------------|---|
| 活動の内容 1. 児童/生徒を給食のグループに分ける。カードを配布し、裏返しにして机の上のカードを広げる。児童/生徒はじゃんけんをして順番を決める。 2. 児童/生徒はカードを2枚めくり、書かれている表現や語彙を発話練習する。マッチするカードが出たらもらうことができる。 3. 1番多くペアをつくることができた児童/生徒の勝ちとなる。 | 教材 ・マッチするカードセット(小)(例:国旗と国を表すもの) | レベル <div style="text-align: center; font-size: 2em; font-weight: bold;">B</div> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 活動形態: グループ活動 | 分類: 語彙練習 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| バリエーション: クラス全体で神経衰弱 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. 指導者はカードを裏返した状態で黒板に並べて貼っておく。横軸と縦軸にそれぞれ数字と文字を振る。 2. 児童/生徒をグループに分け、グループで協力して神経衰弱を行う。カードがマッチし、学習する語彙や文とカードの情報を使って文をつくることができたグループはポイントを獲得できる。 3. 一番多くポイントを獲得できたグループの勝ちとなる。 ※数字と文字の代わりに縦軸と横軸に語彙を使用してもよい。 (黒板レイアウト例) <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: right;">4</td> <td style="width: 20%; border: 1px solid black; height: 20px;"></td> <td style="width: 20%; border: 1px solid black; height: 20px;"></td> <td style="width: 20%; border: 1px solid black; height: 20px;"></td> <td style="width: 20%; border: 1px solid black; height: 20px;"></td> <td style="width: 20%; border: 1px solid black; height: 20px;"></td> </tr> <tr> <td>3</td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> </tr> <tr> <td>2</td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> </tr> <tr> <td>1</td> <td style="border: 1px solid black; height: 20px; text-align: center;">カード</td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> </tr> <tr> <td></td> <td style="text-align: center;">A</td> <td style="text-align: center;">B</td> <td style="text-align: center;">C</td> <td style="text-align: center;">D</td> <td style="text-align: center;">E</td> </tr> </table> </div> | 4 | | | | | | 3 | | | | | | 2 | | | | | | 1 | カード | | | | | | A | B | C | D | E | ・マッチするカードセット(大)(例:国旗と国を表すもの) | <div style="text-align: center; font-size: 2em; font-weight: bold;">B</div> |
| 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | カード | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | A | B | C | D | E | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 活動形態: グループ活動 | 分類: 語彙練習 / 語彙練習(文) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| 51. バトルシップ/Battleship |     | |
|--|---|---|
| 活動の内容 1. 児童/生徒を4人グループに分け、それぞれのグループの中で2対2の2つのペアを作る。一方のペアに見せないように、それぞれのチームでワークシートのマスの中に船を1セット(3マスの船1~3隻、2マスの船1~3隻)分記入する。 2. 児童/生徒はじゃんけんし、順番を決める。横軸、縦軸から1つずつ言葉を選び、児童/生徒は文を作る。 ※(例: Basketball & Monday = Do you play basketball on Monday?) 3. 質問を受けたペアは自分たちのワークシートを確認し、縦軸と横軸が交わる場所に船があるかどうか確認し、質問に答える。 船があれば→Yes, I do. / 船がなければ→No, I don't. 対戦ペアの船を沈没させるように、順番に質問していく。 4. 船の一部ではなく、船1隻を完全に沈没させたペアはポイントを獲得できる。対戦相手のすべての船を沈没させてペアの勝ちとなる。 | 教材 ・バトルシップワークシート 各児童/生徒1枚 (付属ワークシートあり) | レベル <div style="text-align: center; font-size: 2em; font-weight: bold;">I</div> |
| 活動形態: グループ活動 | 分類: 語彙練習 / 語彙練習(文) | |

50. Concentration



| | | |
|--|--|--------------|
| Procedure | Materials | Level |
| <ol style="list-style-type: none"> 1. Divide Sts into lunch groups. Have Sts spread the cards face-down on the desks. Sts play RPS to decide order. 2. Sts flip over two cards, and say the target language/vocabulary when doing so. 3. Sts try to make pairs, the St with the most pairs is the winner. | • Sets of matching or paired cards. (e.g. flag and country symbol) | B |
| For use with: Groups | Vocabulary | |





Variation: Class Concentration





| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-------------------------------------|---|---|---|---|--|---|--|--|--|--|--|---|--|--|--|--|--|---|----------------------|--|--|--|--|--|---|---|---|---|---|---|----------|
| <ol style="list-style-type: none"> 1. HRT/ALT places cards face-down on the blackboard so the Sts cannot see the vocabulary. HRT/ALT then makes a grid of numbers and letters. 2. Divide Sts into groups. Each group takes turns calling out coordinates to make a match. If it is a match, Sts use the cards with the target language to make a sentence and earn points for the match. 3. The group with the greatest number of points is the winner. <p>※Use vocabulary for grid coordinates. (Example layout for blackboard)</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <table style="border-collapse: collapse; text-align: center;"> <tr> <td style="padding-right: 10px;">4</td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> </tr> <tr> <td>3</td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> </tr> <tr> <td>2</td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> </tr> <tr> <td>1</td> <td style="border: 1px solid black; width: 40px; height: 20px; text-align: left; font-size: 8px;">Card(face e down)</td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> </tr> <tr> <td></td> <td style="padding: 0 10px;">A</td> <td style="padding: 0 10px;">B</td> <td style="padding: 0 10px;">C</td> <td style="padding: 0 10px;">D</td> <td style="padding: 0 10px;">E</td> </tr> </table> </div> | 4 | | | | | | 3 | | | | | | 2 | | | | | | 1 | Card(face e down) | | | | | | A | B | C | D | E | • A large set of matching or paired cards. (e.g. flag and country symbol) | B |
| 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Card(face e down) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | A | B | C | D | E | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| For use with: Groups | Vocabulary / Sentence-Making | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |





51. Battleship











| | | |
|--|--|--------------|
| Procedure | Materials | Level |
| <ol style="list-style-type: none"> 1. Students get into groups of four, with two pairs per group. (2 vs 2) Each pair draws a set of ships on their worksheet without letting the other team see. (1 set should have 1~3 3-square "ships" and 1~3 2-square "ships") 2. Sts play RSP to determine which pair goes first. Taking a word from the top, and a word from the side, Sts make a sentence. <p>※ (Example: <i>basketball & Monday = Do you play basketball on Monday?</i>)</p> <ol style="list-style-type: none"> 3. The other pair checks their worksheet to see if the two words (top/side) correspond to a hit on one of their ships. <p>※Answer accordingly: <i>Yes, I do / No, I don't.</i></p> <p>The pairs take turns asking questions, trying to sink the other pair's ships.</p> <ol style="list-style-type: none"> 4. Pairs gets points if a whole ship is sunk, not for each individual hit. When a pair's entire "fleet" is sunk, the other pair wins. | • A "Battleship" worksheet for each St | I |
| For use with: Groups | Vocabulary / Sentence-Making | |





| 52. 三目並べ/Tic-tac-toe/Noughts & Crosses |     | | | | | | | | | | |
|---|--|------------|-------|--------|--------|------------|----------|--------|------------|----|---|
| 活動の内容 | 教材 | レベル | | | | | | | | | |
| <p>1. クラスを×と○の2つのグループに分ける。</p> <p>2. 3×3の格子(9マス)を黒板に書き、それぞれ単語を書き入れる。フラッシュカード(絵カード)を使ってもよい。</p> <p>3. 児童/生徒は格子に書かれた単語、学習する語彙や文を使用し1文を作る。もし文を正確に作ることができれば、使用した単語が書かれた格子に×/○を書き込むことができる。間違えた場合は、もう一方のグループに解答権が移る。×/○のを3つ先に並べることができたグループが勝ちとなる。</p> <p>(黒板レイアウト例)</p> <table border="1" data-bbox="256 645 813 1052"> <tr> <td>banana</td> <td>peach</td> <td>lemon</td> </tr> <tr> <td>orange</td> <td>cherry</td> <td>strawberry</td> </tr> <tr> <td>pinapple</td> <td>grapes</td> <td>watermelon</td> </tr> </table> | banana | peach | lemon | orange | cherry | strawberry | pinapple | grapes | watermelon | なし | I |
| banana | peach | lemon | | | | | | | | | |
| orange | cherry | strawberry | | | | | | | | | |
| pinapple | grapes | watermelon | | | | | | | | | |
| 活動形態: 全体活動 | 分類: 語彙練習 / 語彙練習(文) | | | | | | | | | | |





| 53. センテンスギャザー/Sentence Gather |     | |
|---|---|-----|
| 活動の内容 | 教材 | レベル |
| <p>1. 指導者は文を書いた紙を教室に前もってすべて貼っておく。児童/生徒はグループに分かれ、教室に貼られた英文を見に行く(一度に見に行ける児童/生徒は各グループ1人ずつ)。</p> <p>2. 英文を見た児童/生徒は英文を記憶し、それぞれのグループに戻り英文を伝える。グループで紙に英文を書き出す。</p> <p>3. 英文を見に行く児童/生徒を交代し、すべての英文を見つけ、書き出すまで活動を続ける。</p> | <ul style="list-style-type: none"> ・英文1文が書かれた紙/カード(数種類) ・紙 | A |
| 活動形態: グループ活動 | 分類: 語彙練習 / 語彙練習(文) | |





| 54. スキットロールプレイ/Skit(Roleplay) |     | |
|---|---|-----|
| 活動の内容 | 教材 | レベル |
| <p>1. 児童/生徒をグループに分け、グループ毎に状況を示す写真/絵を配布する。写真/絵を使って児童/生徒は台本(セリフ)を作り、クラスで発表する。</p> <p>※グループ毎に同じまたは異なる場面設定の写真(お題)を配布し、会話を考えさせることもできる。</p> | <ul style="list-style-type: none"> ・状況を示す写真/絵 ・必要な小道具 | A |
| 活動形態: グループ活動 | 分類: やり取り | |





| 52. Tic-tac-toe/Noughts & Crosses |     | | | | | | | | | | |
|--|--|------------|-------|--------|--------|------------|----------|--------|------------|--|----------|
| Procedure | Materials | Level | | | | | | | | | |
| <p>1. Divide the class into two groups; crosses/x's (x) and noughts/o's (O).</p> <p>2. Place vocabulary in a 3x3 grid on the board.</p> <p>3. Sts produce full-sentence target language using the vocabulary in the grid. If they are accurate, they place their group mark in the space. If they are incorrect, the other group gets a chance. The first group to make a row (of 3) is the winner.</p> <p>(Example layout for blackboard)</p> <table border="1" data-bbox="199 638 758 1041"> <tr> <td>banana</td> <td>peach</td> <td>lemon</td> </tr> <tr> <td>orange</td> <td>cherry</td> <td>strawberry</td> </tr> <tr> <td>pinapple</td> <td>grapes</td> <td>watermelon</td> </tr> </table> | banana | peach | lemon | orange | cherry | strawberry | pinapple | grapes | watermelon | <ul style="list-style-type: none"> None | <p>I</p> |
| banana | peach | lemon | | | | | | | | | |
| orange | cherry | strawberry | | | | | | | | | |
| pinapple | grapes | watermelon | | | | | | | | | |
| For use with: Whole Class | Vocabulary / Sentence-Making | | | | | | | | | | |





| 53. Sentence Gather |     | |
|---|---|----------|
| Procedure | Materials | Level |
| <p>1. Instructor places sentences in secret spots around the classroom. Sts make groups and look for sentences one at a time.</p> <p>2. One St finds a sentence, reads it, and returns to the group. Then they repeats the sentence to the group. The group writes the sentence on paper.</p> <p>3. Repeat process with the next St, until all sentences are found.</p> | <ul style="list-style-type: none"> Sentence strips/cards Writing sheet (paper) | <p>A</p> |
| For use with: Groups | Vocabulary / Sentence-Making | |





| 54. Skit (Roleplay) |     | |
|--|---|----------|
| Procedure | Materials | Level |
| <p>1. Sts are split into groups and provided pictures of a situation. Sts make a dialogue together to present to the class.</p> <p>※ Each group can be given the same or different sets of pictures, and create dialogue for the pictures.</p> | <ul style="list-style-type: none"> Picture of situations Props if needed | <p>A</p> |
| For use with: Groups | Interaction | |





| | |
|--|--|
| 55. 買い物ロールプレイ/Shop Role-play |     |
| 活動の内容 | 教材 レベル |
| <p>1. 空欄の空いたワークシートを生徒に配布し、空欄を埋め会話を完成させる。</p> <p>2. グループ毎に前に出て発表する、またはペアを交代しながら会話を実演する。</p> <p>※グループ毎に同じまたは異なる場面設定の写真(お題)を配布し、会話を考えさせることもできる。</p> | <p>・買い物ワークシート</p> <p>・必要な小道具 (付属ワークシートあり)</p> <p style="text-align: center;">A</p> |
| 活動形態: グループ活動 | 分類: やり取り |





| | |
|--|---|
| 56. 持ち主さがしインタビュー/Find the Owner Interview |     |
| 活動の内容 | 教材 レベル |
| <p>1. ワークシートを配布する。それぞれのトピックに対する自分の答えを1つずつワークシートに3分間で書くように指示する。名前は活動後に記入するように指示する。</p> <p>2. 指導者は児童/生徒から一旦ワークシートを回収し、シャッフルする。</p> <p>3. ワークシートを再配布し、すべての児童/生徒が他の児童/生徒のワークシートを持っていることを確認する。</p> <p>4. 児童/生徒は学習するフレーズを使いペアでインタビューを行い、ワークシートの持ち主を探す。</p> <p>例: 児童/生徒1: What color do you like? 児童/生徒2: I like green. 児童/生徒1: Match! Next question. What food do you like? 児童/生徒2: I like pasta. 児童/生徒1: Oh! Another match! Next question. What sport do you like? 児童/生徒2: I like tennis. 児童/生徒1: Oh no! No match! It's different. It's not your WS. 児童/生徒2: Now, my turn. what sport do you like? 児童/生徒1: I like tennis. 児童/生徒2: Sorry, it's different. Bye. 児童/生徒2: Okay. Bye.</p> <p>※活動を終えた児童/生徒は、自分が探し当てられるまで活動に参加しつづける。終わったら他の児童/生徒の手伝いをさせる。</p> | <p>・ワークシート 各児童/ 生徒1枚 (付属ワークシートあり)</p> <p style="text-align: center;">A</p> |
| 活動形態: 全体活動 | 分類: やり取り |





| | |
|--|---|
| 57. インフォメーションギャップ/Information Gap |     |
| 活動の内容 | 教材 レベル |
| <p>1. ワークシートを配布する。児童/生徒は学習する語彙や文を使用しながらお互いにインタビューし、自分のワークシートに欠けている情報を集める。</p> <p>2. 児童/生徒がワークシートを完成させた時、または時間切れとなるまで活動を続ける。</p> <p>※(中学校)ワークシートの内容を必要に応じてアレンジし、使用することができる。</p> | <p>・ワークシート (付属ワークシートあり)</p> <p style="text-align: center;">A</p> |
| 活動形態: 全体活動 | 分類: やり取り |





| | | |
|---|--|--------------|
| 55. Shop Role-play |     | |
| Procedure | Materials | Level |
| <p>1. Sts are provided a worksheet with blanks, and work together to fill in the blanks/dialogue.</p> <p>2. Groups come to the front and present, or Sts can perform the dialogue in rotating pairs.</p> <p>※ Each group can be given the same or different sets of pictures, and create dialogue for the pictures.</p> | <ul style="list-style-type: none"> • Shopping dialogue worksheet • Props if needed | A |
| For use with: Groups | Interaction | |





| | | |
|---|---|--------------|
| 56. Find the Owner Interview |     | |
| Procedure | Materials | Level |
| <p>1. Distribute WS to each St. Instruct Sts to write one thing for each topic in 3 mins. Remind Sts to write down their names after the activity.</p> <p>2. JTE/ALT collects all WS from Sts and shuffles.</p> <p>3. Distribute WS again and make sure every St does not have their own WS.</p> <p>4. Sts interview each other using the target language to find the owner in pairs.</p> <p><i>Ex: St1: What color do you like? St 2: I like green.</i> <i>St1: Match! Next question. What food do you like? St 2: I like pasta.</i> <i>St1: Oh no! Another match! Next question. What sport do you like? St 2: I like tennis.</i> <i>St1: Oh no! No match! It's different. It's not your WS. St 2: Now, my turn. what sport do you like?</i> <i>St1: I like tennis. St 2: Sorry, it's different. Bye.</i> <i>St1: Okay. Bye.</i></p> <p>※ Sts that are finished continue to participate until they are also found. Once Sts have completed both aspects of the task, have them help their peers.</p> | <ul style="list-style-type: none"> • Find the Owner Interview worksheet for each St | A |
| For use with: Whole Class | Interaction | |





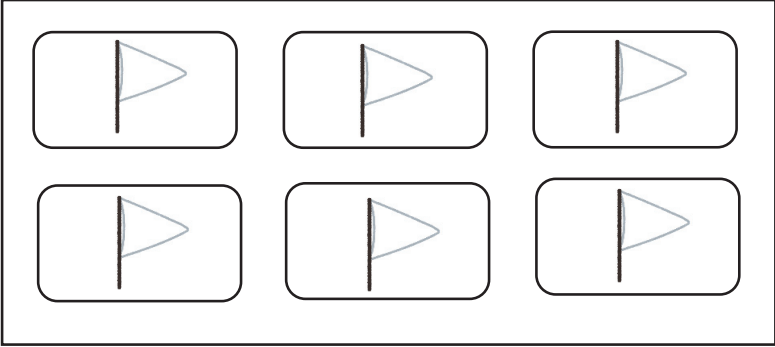
| | | |
|---|---|--------------|
| 57. Information Gap |     | |
| Procedure | Materials | Level |
| <p>1. Distribute sets of WS to each St. Sts interview each other using the target language to collect missing information on their worksheets.</p> <p>2. The process is completed until Sts have completed the worksheet or an appropriate time limit is reached.</p> <p>※ This activity can be used in JHS with original WS and modified contents.</p> | <ul style="list-style-type: none"> • Worksheet | A |
| For use with: Whole Class | Interaction | |





| 58. ○×クイズ/True or False (Maru/batsu) |     | |
|---|--|----------|
| 活動の内容 | 教材 | レベル |
| 1. 指導者は自分自身に関して発言をする。 2. 児童/生徒は指導者の発言が本当(○)かうそ(×)かを推測し、ジェスチャーで示す。不正解だった児童/生徒は着席する。 3. 最後まで残った児童/生徒を勝者とする。 | なし | B |
| 活動形態: 全体活動 | 分類: Q&A | |





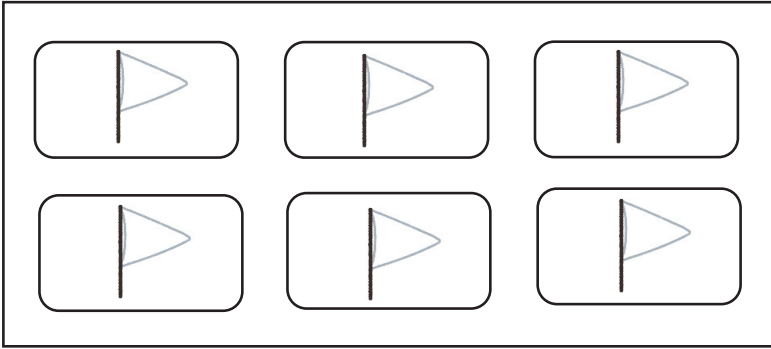
| 59. リレーレース/Relay Race |     | |
|---|---|----------|
| 活動の内容 | 教材 | レベル |
| 1. クラスを2つのグループに分け、それぞれ1列に並び座る。 2. 列の先頭の児童/生徒は起立し、指導者は2人に質問をする。分かった児童/生徒は手を挙げ質問に答える。 3. 正解した児童/生徒は座り、列の次の児童/生徒が起立し次の質問に答える。先にすべての児童/生徒が質問に答え終わったグループが勝ちとなる。 <small>※もし活動が難しい児童/生徒がいれば、チームの他のメンバーが手助けしたり、一定の質問数答えられなかった児童/生徒は座るように指示してもよい。</small> | ・質問リスト | B |
| 活動形態: 全体活動 | 分類: Q&A | |





| 58. True or False (Maru/batsu) |     | |
|--|--|--------------|
| Procedure | Materials | Level |
| 1. The HRT gives statements about themselves. 2. Sts gesture if it is true or false. If a St is wrong, they sit down. 3. The last St left is the winner. | • None | B |
| For use with: Whole Class | Q&A | |





| 59. Relay Race |     | |
|---|---|--------------|
| Procedure | Materials | Level |
| 1. Split the class into two groups, each sitting single-file behind one another in a line. 2. The first St of each line stands up, and the HRT/ALT asks a question to the two standing. The first to raise their hand gets to answer. 3. If the St answers correctly they can sit down and the next St in the row answers the next question. The first group to have all members sitting wins. <i>※If a St is having trouble, allow other Sts on their team to help them or allow them to sit after a certain number of questions.</i> | • Prepared list of questions | B |
| For use with: Whole Class | Q&A | |





| 60. 旗取りゲーム/Capture the Flag |     | |
|---|---|------------|
| 活動の内容 | 教材 | レベル |
| <p>1. クラスを6-7のグループに分ける。黒板にグループの数だけ四角でスペース(ガード)を作り、中に旗を描いておく。どの旗がどのチームのものかを確認する。</p> <p>2. すべてのグループの準備ができたなら、指導者は質問もしくは会話を実演するように投げかけ、質問に答えたり、実演ができたグループは、他のグループの旗のガードを消すことができ、ガードのない旗は旗を奪うことができる。</p> <p>※旗を失ったグループは質問に答えることで旗とガードを同時に回復することができる。 ※自分たちの旗があるグループのみ、他のグループのガードを消したり、旗を奪うことができる。</p> <p>(黒板レイアウト例)</p> <div data-bbox="118 674 896 1019" style="border: 1px solid black; padding: 10px; text-align: center;">  </div> | <p>・カラーチョーク ・質問リスト</p> | <h1>B</h1> |
| 活動形態: グループ活動 | 分類: Q&A | |





| 61. クリス-クロス/Criss-Cross |     | |
|--|---|------------|
| 活動の内容 | 教材 | レベル |
| <p>1. 横一列もしくは縦一列の児童/生徒は起立する。指導者は学習する語彙や文を使用した質問をする。</p> <p>2. 答えがわかった児童/生徒は手を挙げ、質問に答える。正解した児童/生徒は着席する。</p> <p>3. 横列/縦列の最後の一人に残った児童/生徒と交わる縦一列/横一列の児童/生徒は起立する。指導者が合図するまで、活動を続ける。</p> <p>※同じ児童/生徒が起立したままにならないように、残り2人になったらじゃんけんをさせてもよい。</p> | <p>なし (質問リスト)</p> | <h1>B</h1> |
| 活動形態: 全体活動 | 分類: Q&A | |
| バリエーション: クラス全員起立バージョン | | |
| <p>1. クラス全員が起立した状態から活動を始める。指導者は学習する語彙や文を使用した質問をする。</p> <p>2. 答えがわかった児童/生徒は手を挙げ、質問に答える。正解した児童/生徒は横列の人すべて、縦列の人すべて、自分だけから着席する人を選択する。</p> <p>3. すべての児童/生徒が着席するまで、活動を続ける。</p> | <p>なし (質問リスト)</p> | <h1>B</h1> |
| 活動形態: 全体活動 | 分類: Q&A | |





| 60. Capture the Flag |     | |
|--|--|----------|
| Procedure | Materials | Level |
| <p>1. Divide the class into 6-7 groups. Divide the board into same number of spaces. Draw a square in each space and draw a flag in each square. Ensure that each group knows which flag is theirs.</p> <p>2. When all groups are ready, Sts in each group answer the HRT/ALT's questions/perform dialogues for the chance to steal another team's flags. The border surrounding the flag must be erased first before another team can steal the flag.</p> <p><i>✘ A group that lost its flag can retrieve their flag by answering a question. Once a flag is retrieved, the border surrounding the flag will return.</i></p> <p><i>✘ A group can only erase another group's square or capture a flag if they have a flag.</i></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;">  </div> | <ul style="list-style-type: none"> • Different colors of chalk • Prepared list of questions | B |
| For use with: Groups | Q & A | |





| 61. Criss-Cross |     | |
|--|---|----------|
| Procedure | Materials | Level |
| <p>1. One row or column of Sts stand. The HRT/ALT asks questions using the target language.</p> <p>2. Sts raise hands, answer question using the target language. Sts with a correct answer sit down.</p> <p>3. The last St in the row/column will remain standing, and the opposite row/column intersecting that St stands up. Continue until the HRT/ALT decide to end the game.</p> <p><i>✘ Last two Sts can play RPS to prevent lower ability Sts from remaining standing.</i></p> | <ul style="list-style-type: none"> • None (Prepared list of questions) | B |
| For use with: Whole Class | Q&A | |
| Variation: Whole Class Stands | | |
| <p>1. The game begins with the whole class standing. The HRT/ALT asks questions using the target language.</p> <p>2. Sts raise hands, answer questions. Sts with a correct answer can choose the row/column/only them to sit down.</p> <p>3. Continue until all Sts sit down.</p> | <ul style="list-style-type: none"> • None (Prepared list of questions) | B |
| For use with: Whole Class | Q&A | |





| | | |
|--|--|---|
| <h2>62. アタック25/Attack 25</h2> |     | |
| <p>活動の内容</p> <ol style="list-style-type: none"> 1. 児童/生徒はグループを作り、グループの色を決める。グループは順番に質問に答え、正解した場合、表の空いている1マスグループの色に塗る。 2. 次のグループは質問に答え、正解した場合、色が塗られているマスに接している1マスグループの色に塗る。 3. 両端を他のグループの色に挟まれたマスは、両端のグループのマスになる。 4. 一番多くのマスを獲得したグループの勝ちとなる。 | <p>教材</p> <ul style="list-style-type: none"> ・カラーチョーク ・5×5マスの表(黒板に書いてもよい) ・質問リスト | <p>レベル</p> <p style="text-align: center; font-size: 2em;">B</p> |
| <p>活動形態: グループ活動</p> | | <p>分類: Q&A</p> |

| | | |
|--|---|---|
| <h2>63. ヘビと梯子/Team Snakes & Ladders</h2> |     | |
| <p>活動の内容</p> <ol style="list-style-type: none"> 1. 4×4マスの表を大きく黒板に書き、いくつかのヘビと梯子を表に書き加える。クラスを2グループに分け、それぞれにマグネットを1つずつ用意する。じゃんけんをし順番を決める。 2. 質問に正しく答えることができた生徒のチームはサイコロを振り、出た目の数だけ進む。もしヘビのいるマスに止まった場合は下のマスへ移動し、梯子のあるマスに止まったら場合は上のマスへ移動する。 3. どちらかのチームがゴールするまで活動を続ける。 <p>※その後グループ毎に活動することもできる。</p> | <p>教材</p> <ul style="list-style-type: none"> ・2色のマグネット ・フラッシュカード ・サイコロ ・質問リスト ・4×4マスのワークシート(グループ活動用付属ワークシートあり) | <p>レベル</p> <p style="text-align: center; font-size: 2em;">I</p> |
| <p>活動形態: 全体活動、グループ活動</p> | | <p>分類: Q&A</p> |

| | | |
|--|---|---|
| <h2>64. 竜巻/Tornado (Tatsumaki)</h2> |     | |
| <p>活動の内容</p> <ol style="list-style-type: none"> 1. 児童/生徒を2つのグループに分け、すべてのカードを裏向きに黒板に貼っておく。順番を決め、最初のグループから1人の児童/生徒が前に出て、カードを1枚選ぶ。 2. カードの内容が文もしくは質問の場合には、児童/生徒は学習する語彙や文を使用して、文を変えたり質問に答える。正しく答えられた場合、グループはポイントを獲得する。もし不正解の場合、同じカードに対する解答権がもう一方のグループに移る。 3. 3枚の特別なカードがある。The house card(家カード):カードを引いたグループが5ポイント獲得する、The reverse card(反対向きカード):家のカード以外のグループのすべてのポイントが入れ替わる。The tornado card(竜巻カード):対戦グループの家のカードを含む、すべてのポイントを0にすることができる。すべてのカードが引かれたときに、より多くのポイントを獲得しているグループの勝ちとなる。 | <p>教材</p> <ul style="list-style-type: none"> ・質問カード/フラッシュカード ・家カード、反対向きカード、竜巻カード(付属カードあり) | <p>レベル</p> <p style="text-align: center; font-size: 2em;">I</p> |
| <p>活動形態: 全体活動</p> | | <p>分類: Q&A</p> |

| 62. Attack 25 |     | |
|---|--|----------|
| Procedure | Materials | Level |
| 1. Sts make groups and choose a color. Groups are asked questions in turns. When an answer is correct, that group chooses an empty space to color in on the board. 2. The next group answers, and can place their color on the board next to another colored-in square. 3. If one group surrounds another group on two sides, they can steal the square. 4. The group with the most squares on the board wins. | <ul style="list-style-type: none"> • Color chalk • 5x5 Grid (drawn on the blackboard) • Prepared list of questions | B |
| For use with: Groups | Q & A | |

| 63. Team Snakes & Ladders |     | |
|--|---|----------|
| Procedure | Materials | Level |
| 1. Draw a large 4x4 grid on the board, adding a few snakes and ladders. Split the class into 2 groups and assign a magnet. Play RPS to determine order. 2. Sts answer a question producing the target language, and can move if answered correctly. If they land on a snake, the piece moves down. If they land on a ladder, the piece moves up. 3. Continue until one team has landed on the last square. <i>※ A good method to model the game for smaller group play later.</i> | <ul style="list-style-type: none"> • Two different colored magnets • Flashcards • Dice • Prepared list of questions • Grid Worksheet (for smaller group play) | I |
| For use with: Whole Class, Groups | Q & A | |

| 64. Tornado (Tatsumaki) |     | |
|--|---|----------|
| Procedure | Materials | Level |
| 1. Divide Sts into 2 groups, place all of the cards face-down on the board. Decide which group goes first. The first St from that group comes up to the board and picks a card. 2. If the card is a sentence or question, the St must change it to the desired target language or grammar. If the St can do this correctly, their group gets one point. If incorrect, the other group can steal the question 3. There are also 3 special cards: The house card gives the group who picked it 5 points. The reverse card switches both group's points, but houses don't switch. The tornado card causes the other group to lose all of their points (including houses). After all cards have been picked, the group with the most points is the winner. | <ul style="list-style-type: none"> • Prepared question cards/Flashcards • Tornado Cards/ | I |
| For use with: Whole Class | Q & A | |

65. ジェパディ/Jeopardy



活動の内容

1. 児童/生徒をグループ分けする。指導者は最初の問題を選ぶ。
2. 最初に手を挙げた児童／生徒が解答し、正解すれば正解した児童／生徒のグループはポイントを獲得する。もし不正解であれば、他の児童／生徒に解答権がうつる。正解した児童／生徒が次の問題を選ぶことができる。
3. 指導者が合図するまで活動を続け、一番ポイントが高いグループの勝ちとなる。

(黒板レイアウト例)

| | | | | |
|---------------|-------------|---------------|----------------|--------------|
| animal 100 | food 100 | sports 100 | subject 100 | hobby 100 |
| animal 200 | food 200 | sports 200 | subject 200 | hobby 200 |
| animal 300 | food 300 | sports 300 | subject 300 | hobby 300 |

教材

- ・質問リスト
- ・カテゴリーカード／PowerPointで作成したジェパディゲーム

レベル



活動形態: グループ活動

分類: Q&A

65. Jeopardy



Procedure

1. Divide Sts into groups. The HRT/ALT chooses the first question.
2. The first St to raise their hand is called on. If correct, the group receives points. If incorrect, move onto the next St who raises their hand. The St who got the answer correct chooses the next question.
3. Continue until time runs out. The group with the most points wins.

(Example layout for blackboard)

| | | | | |
|---------------|-------------|---------------|----------------|--------------|
| animal 100 | food 100 | sports 100 | subject 100 | hobby 100 |
| animal 200 | food 200 | sports 200 | subject 200 | hobby 200 |
| animal 300 | food 300 | sports 300 | subject 300 | hobby 300 |

Materials

- Prepared list of questions
- Category cards, or a PowerPoint version of a Jeopardy game/above materials

Level





















I

For use with: Groups

Q & A

Name: _____

BOUNCE AROUND

| | | | | | |
|---|---|---|--|---|---|
|  | |  | |  | What vegetables do you like on pizza? |
| |  | |  | |  |
|  | |  | |  | |
| |  | |  | |  |
| What is a yellow fruit? | | START | |  | How many fruits? |
|  | |  | |  | |
| |  | |  | |  |
|  | |  | What vegetables are in curry? |  | |

Battleship

Name: _____

Your ships:

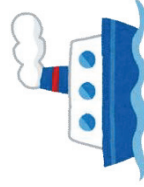
| | You | He | She | They | We |
|-------------|-----|----|-----|------|----|
| play tennis | | | | | |
| eat natto | | | | | |
| study math | | | | | |
| watch anime | | | | | |
| like judo | | | | | |

Partner's ships:

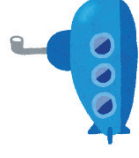
| | You | He | She | They | We |
|-------------|-----|----|-----|------|----|
| play tennis | | | | | |
| eat natto | | | | | |
| study math | | | | | |
| watch anime | | | | | |
| like judo | | | | | |

Student A: Does he like *judo*?

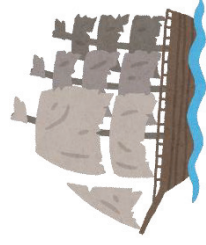
Student B: O → Yes, he does. / x → No, he doesn't.



= 1 space



= 2 spaces



= 3 spaces

Name: _____

Shop Role-play

Clerk : Hello! Welcome to _____ Vegetable World _____.

Customer : Hello.

Clerk : May I help you?

Customer : Yes, I'd like _____ potatoes _____, please.

Clerk : Okay. How many _____ potatoes _____?

Customer : I'd like _____ five _____, please.

And, I'd like some _____ carrots _____, please.

Clerk : Okay, some _____ carrots _____?

How many would you like?

Customer : _____ Eight _____, please.

Clerk : Sure. So _____ five potatoes _____ and _____ eight carrots _____?

Customer : That's right. How much is it?

Clerk : That will be _____ \$7.50 _____. Here you are.

Customer : Thank you!

Clerk : Thank you very much! Please come again.

Name: _____

Find the Owner Interview



1. What () do you like?

2. What () do you like?

3. What () do you like?

(A)

Name: _____

Our Class Schedule

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------------|-----------------|----------------|-----------------|-----------------|-----------------|
| 1 st | social studies | | Japanese | social studies | science |
| 2 nd | | Japanese | science | | math |
| 3 rd | math | | math | P.E. | moral education |
| 4 th | arts and crafts | P.E. | | English | social studies |
| 5 th | science | social studies | arts and crafts | moral education | |

What is the class schedule on Tuesday? / What class is 2nd period on Monday?

(B)

Name: _____

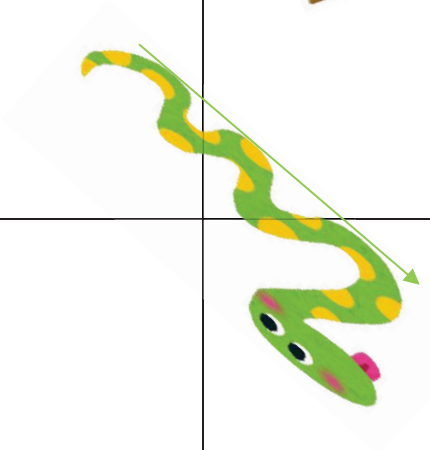
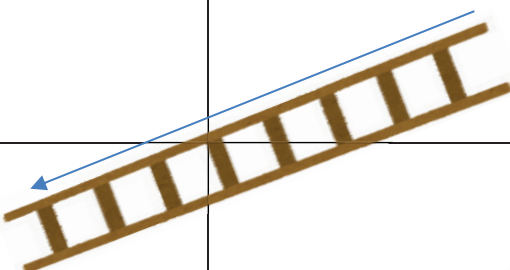
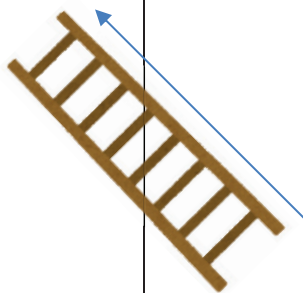
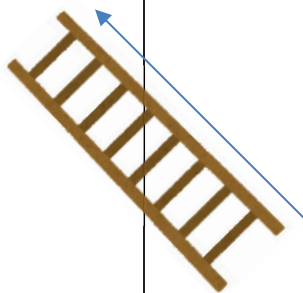
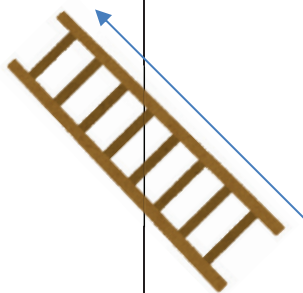

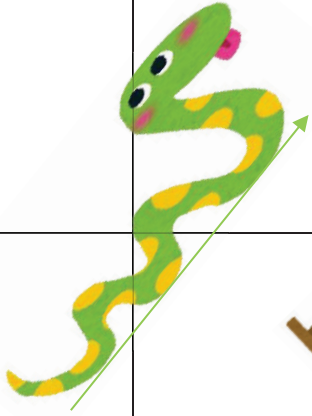
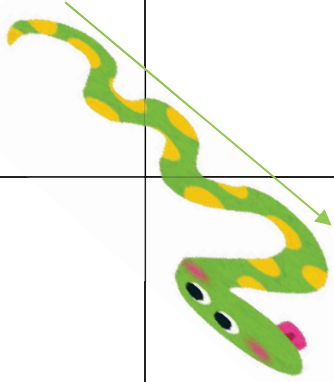
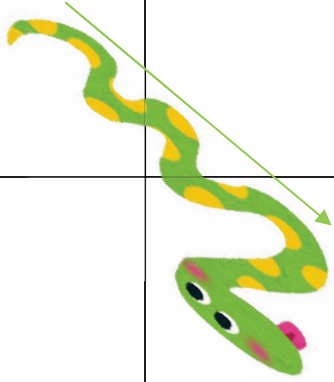
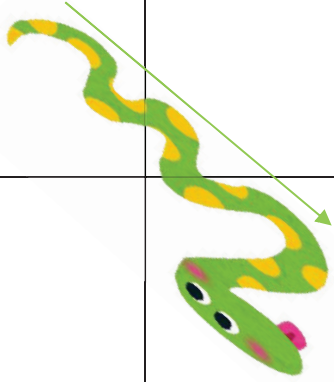
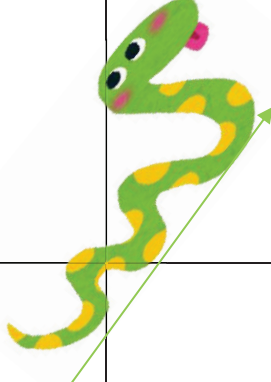
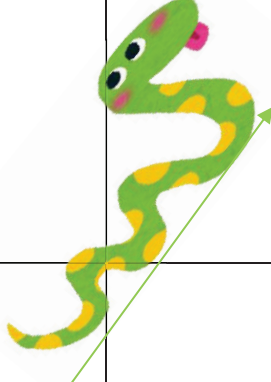
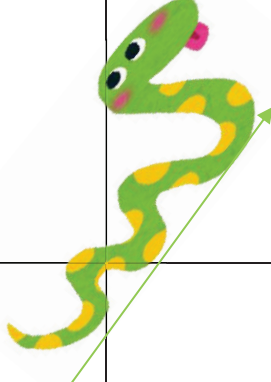
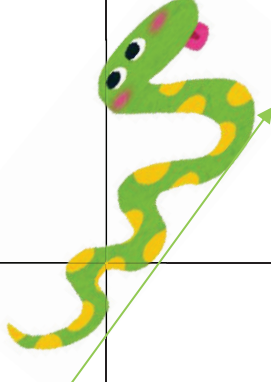
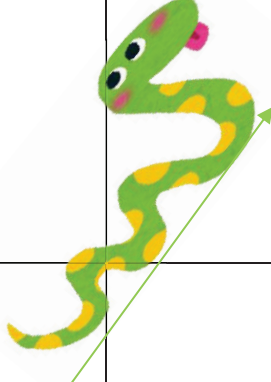
Our Class Schedule

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------------|----------------|-----------------|-----------------|-----------------|-----------------|
| 1 st | social studies | English | | social studies | science |
| 2 nd | P.E. | Japanese | science | P.E. | |
| 3 rd | math | moral education | | P.E. | moral education |
| 4 th | | P.E. | social studies | | social studies |
| 5 th | science | | arts and crafts | moral education | home economics |

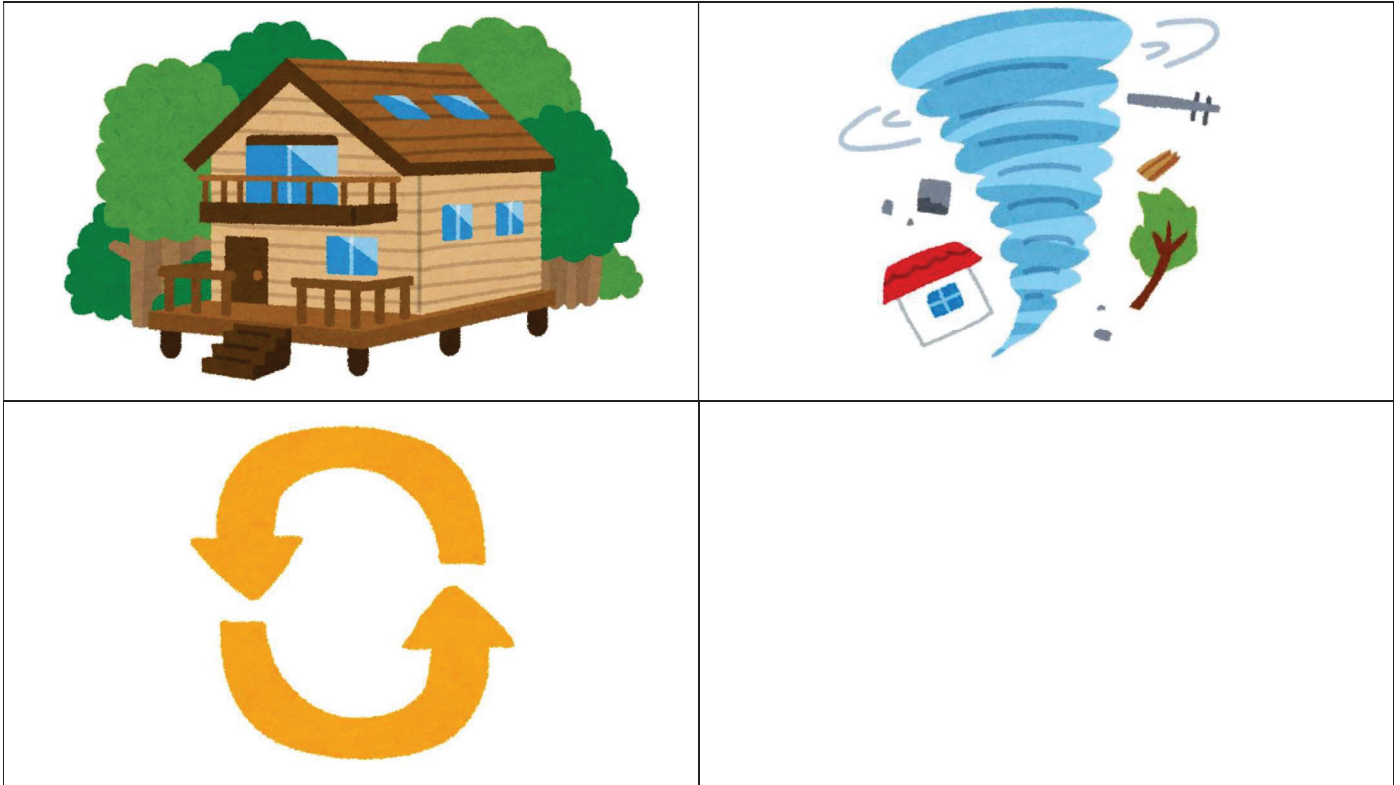
What is the class schedule on Tuesday? / What class is 4th period on Monday?

Team Snakes & Ladders

Name: _____

| GOAL | | | | | |
|---|--|---|--|--|--|
|  |  | |  |  |  |
| |  |  |  |  |  |
| |  |  |  |  |  |

Tornado (Tatsumaki)



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Tornado (Tatsumaki)

| | |
|--|---|
| <p>What country do you want to go to?</p> | <p>What do you want to be in the future?</p> |
| <p>Why did you open the window?</p> | <p>What is your favorite color?</p> |

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Debate Section

ディベート活動 セクション

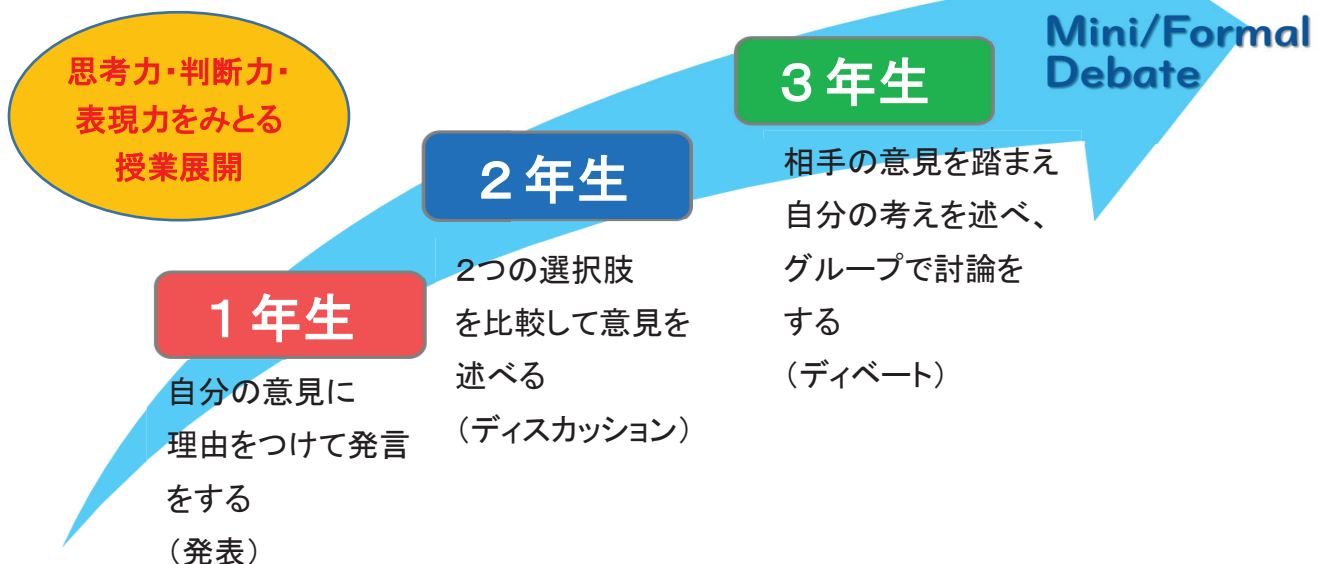
はじめに

ディベート活動セッションでは、生徒の学習段階に合わせた生徒発信型の授業を行うことをねらいとし、チームティーチング、教科担任の先生または ALT 単独でも無理なく授業が展開できる20のレッスンプランとワークシートを収録しています。

20のレッスンプランの内、下記9つのレッスンでは共通または類似した論題(テーマ)を扱い、それぞれのレッスンで段階的に育むことが期待される、ディベート活動で必要な思考力・判断力・表現力を目標として設定しています。

| | | テーマ | 目標 |
|---|---------|---|---|
| 1 | 1年生 1学期 | What pet do you like? Why? | 簡単な理由とともに意見を述べるができる。 |
| 2 | 1年生 2学期 | What pet do you like? Why? | 具体的な理由とともに意見を述べるができる。 |
| 3 | 2年生 2学期 | Which do you like, <u>dogs</u> or <u>cats</u> ? | 自分の意見を述べたり、自分の意見と反対の立場について考えたりすることができる。 |
| 4 | | Why? Why not ... ? | 自分の意見と反対の立場を選ばなかった理由を考えて言うことができる。 |
| 5 | 3年生 1学期 | <u>Dogs</u> are <u>better</u> pets than <u>cats</u> . | 自分の立場を主張できる説得力のある理由を考えて言うことができる。(強い理由付け) |
| 6 | | | 自分の意見について、その理由の根拠を示し説得力のある内容を言うことができる。(強い理由付け+立証) |
| 7 | | | 相手の意見に対して、反対する理由や根拠を考えて言うことができる。(反駁:はんぱく) |
| 8 | | | ディベートの流れやジャッジの方法を知り、実際に行ってみる。(ディベートの流れ+ジャッジ) |
| 9 | | | 相手の意見を踏まえながら自分の考えを述べ、ディベートをすることができる。(ディベートの練習) |

◎3年間の授業展開のイメージ



※2年生・3年生ではテーマ例一覧とワークシートテンプレートを組み合わせて使用することで、生徒の状況、興味・関心に応じて題材を変更して頂けます。

(ワークシートテンプレートは NEXT TIME WEB からダウンロード可能)。

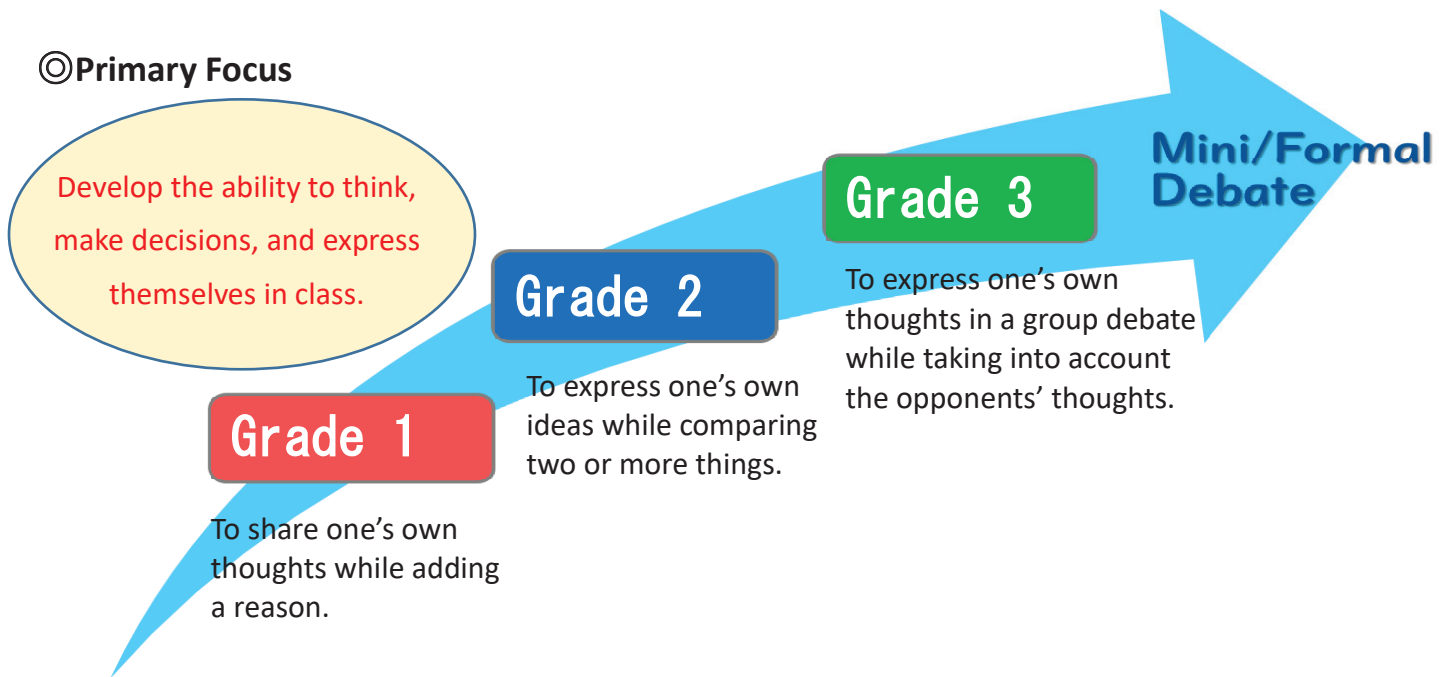
※発表活動やワークシート等の成果物から生徒の成長をみとることができます。

活動で使用したワークシート等成果物はポートフォリオとして保存することを推奨します。

Preface for ALTs

By introducing debate in student-oriented lesson style, Sts will be able to supplement their daily English studies with more writing, speaking, and listening exercises. But more importantly, it will also teach Sts logic and critical thinking skills. It will teach Sts to reach the conclusion that if $A=B$ and $B=C$, then $A=C$. It will teach Sts to form opinions and offer in-depth explanations. These skills are far-reaching and useful in multiple subjects and in their daily life outside of class. And it's no stretch to say that Sts equipped with these critical thinking skills have the potential to impact the world in a positive way at the local level and even at the global level.

◎Primary Focus



◎Tips for the lessons

- Communicate with JTEs and make materials appropriate for St level, to decide pace and contents, etc.
- Always assume preparation sessions will take longer than anticipated.
- If a debate activity seems too easy for a class, increase the sentence minimum for their explanations and rebuttals.
- When introducing topics not in this booklet, use topics that are close to the Sts' lives and interests such as school-related, popular culture, local issues.
- Worksheet template are downloadable on Material Link Site and NEXT TIME WEB.
- Encourage group work. Debate is a team effort. Encourage Sts who pick up quickly to help others.
- Emphasize the questions **Why? Why does this matter?**
- Instructors should try to take notes of what Sts present. It is best to use student-generated content in future lessons as examples.

ディベート活動 セクション 目次

中学1年生 レッスンプラン(全5回)

80

| | テーマ | 目標 | 教材 | ページ | |
|---|-------|--|---|--------------------------------------|----|
| 1 | 一学期 A | What pet do you like? Why? | 簡単な理由とともに意見を述べるができる。 | G1T1Aワークシート | 82 |
| 2 | B | What season do you like? Why? | | G1T1Bワークシート | 86 |
| 3 | 二学期 A | What pet do you like? Why? | 具体的な理由とともに意見を述べるができる。 | G1T2Aワークシート Useful Expressions | 90 |
| 4 | B | Where do you want to go for your school trip? Why? | | G1T2Bワークシート ブレインストーミング ワークシートA | 94 |
| 5 | 三学期 A | Who is your favorite character? Why? | できることやできないことについて触れながら、具体的な理由とともに意見を述べるができる。 | G1T3Aワークシート ブレインストーミング ワークシートA | 98 |

中学2年生 レッスンプラン(全5回)

102

| | テーマ | 目標 | 教材 | ページ | |
|---|-------|---|---|--------------------------------------|-----|
| 1 | 一学期 A | What country do you want to go to? Why? | できることやできないことについて触れながら、具体的な理由とともに意見を述べるができる。(1年次の復習) | G2T1Aワークシート ブレインストーミング ワークシートA | 104 |
| 2 | 二学期 A | Which do you like, dogs or cats? Why? Why not ... ? | 自分の意見を述べたり、自分の意見と反対の立場について考えたりすることができる。 | G2T2Aワークシート ブレインストーミング ワークシートA | 108 |
| 3 | | 自分の意見と反対の立場を選ばなかった理由を考えて言うことができる。 | | | |
| 4 | B | Which do you like, paper or plastic bags? Why? Why not? | 例を挙げながら自分の意見を述べたり、自分の意見と反対の立場について考えた内容を言ったりすることができる。 | G2T2Bワークシート ブレインストーミング ワークシートB | 114 |
| 5 | 三学期 A | Which are better, paper dictionaries or electronic dictionaries? Why? Why not ... ? | 2つのものを比べながら、自分の意見を述べたり、自分の意見と反対の立場について考えた内容を言ったりすることができる。 | G2T3Aワークシート ブレインストーミング ワークシートB | 118 |

中学3年生 レッスンプラン(全10回)

122

| | テーマ | 目標 | 教材 | ページ | | |
|----|-----|--|---|---|---|-----|
| 1 | 一学期 | Dogs are better pets than cats. | A | 自分の立場を主張できる説得力のある理由を考えて言うことができる。(強い理由付け) | G3T1A ワークシート | 124 |
| 2 | | | B | 自分の意見について、そう考えた理由の根拠を示し説得力のある内容を言うことができる。(強い理由付け+立証) | G3T1B ワークシート | 128 |
| 3 | | | C | 相手の意見に対して、反対する理由や根拠を考えて言うことができる。(反駁:はんぱく) | G3T1C ワークシート | 132 |
| 4 | | | D | ディベートの流れやジャッジの方法を知り、実際に行ってみる。(ディベートの流れ+ジャッジ) | G3T1D ワークシート デモディベート | 136 |
| 5 | | | E | 相手の意見を踏まえながら自分の考えを述べ、ディベートをすることができる。(ディベートの練習) | G3T1E ワークシート | 140 |
| 6 | 二学期 | Students should wear school uniforms. | A | 自分の立場を主張できる説得力のある理由を考えて言ったり、相手の意見に対して反対する理由や根拠を考えたりできる。(テーマの提示+ディベート準備) | G3T2A ワークシート ディベートワークシート | 144 |
| 7 | | | 相手の意見を踏まえながら自分の考えを述べ、ディベートをすることができる。(ディベート) | | | |
| 8 | 三学期 | We should use robots and AI in everyday life in Japan. | A | 自分の意見について理由を考えて言ったり、反対の立場に対して反論する理由を考えたりできる。(テーマの提示+ディベート準備) | G3T3A ワークシート ディベートワークシート リサーチワークシート | 150 |
| 9 | | | B | 自分の意見や反論について、根拠となる内容を調査し説得力のある意見や理由を考えることができる。(調査) | | |
| 10 | | | C | 調査した内容に基づき、相手の意見を踏まえながら自分の考えを述べ、ディベートをすることができる。(ディベート) | | |

ワークシートはオンラインサイトNEXT TIME WEBより閲覧・印刷が可能です。
(Brainstorming WS, Useful Expressions WS, Debate WS, Research WS等)

Debate Section Table of Contents

Lesson Plan for JHS Grade 1 (5 lessons)

80

| | | | Theme | Objective | Materials | Page |
|---|--------|---|--|--|--------------------------------|------|
| 1 | Term 1 | A | What pet do you like? Why? | Sts practice offering reasons for an opinion using a demo topic | G1T1A WS | 82 |
| 2 | | B | What season do you like? Why? | Sts practice offering reasons for an opinion using a real topic | G1T1B WS | 86 |
| 3 | Term 2 | A | What pet do you like? Why? | Sts practice giving detailed explanations for their reasons using a demo topic | G1T2A WS Useful Expressions | 90 |
| 4 | | B | Where do you want to go for your school trip? Why? | Sts practice giving detailed explanations for their reasons using a real topic | G1T2B WS Brainstorming WS A | 94 |
| 5 | Term 3 | A | Who is your favorite character? Why? | Sts practice giving detailed explanations for their reasons using a real topic by using the grammar can/cannot | G1T3A WS Brainstorming WS A | 98 |

Lesson Plan for JHS Grade 2 (5 lessons)

102

| | | | Theme | Objective | Materials | Page |
|---|--------|---|---|---|--------------------------------|------|
| 1 | Term 1 | A | What country do you want to go to? Why? | Sts review the process of presenting an opinion and offering reasons with detailed explanations using a real topic | G2T1A WS Brainstorming WS A | 104 |
| 2 | Term 2 | A | Which do you like, dogs or cats? Why? Why not ... ? | Sts learn the concept of arguing against the side/option in addition to presenting and explaining their own position using a demo topic | G2T2A WS Brainstorming WS A | 108 |
| 3 | | | | Sts develop their position against the other side using a demo topic | | |
| 4 | | B | Which do you like, paper or plastic bags? Why? Why not? | Sts practice arguing for their position and against the other side using a real topic | G2T2B WS Brainstorming WS B | 114 |
| 5 | Term 3 | A | Which are better, paper dictionaries or electronic dictionaries? Why? Why not ... ? | Sts practice arguing for their position and against the other side using a real topic | G2T3A WS Brainstorming WS B | 118 |

Lesson Plan for JHS Grade 3 (10 lessons)

122

| | | | Theme | Objective | Materials | Page |
|----|--------|---|--|--|--------------------------------------|------|
| 1 | Term 1 | A | Dogs are better pets than cats. | Sts learn useful vocabulary, review choosing strong reasons, and practice presenting their position using a demo topic (Strong reasons) | G3T1A WS | 124 |
| 2 | | B | | Sts review choosing strong reasons, learn about supporting evidence and practice presenting their position using a demo topic (Strong reasons + supporting evidence) | G3T1B WS | 128 |
| 3 | | C | | Sts learn and practice making rebuttals using a demo topic (Rebuttals) | G3T1C WS | 132 |
| 4 | | D | | Sts are introduced to the flow of a debate and learn and practice how to judge a debate using a demo topic (Debate flow + judging debates) | G3T1D WS Demo debate | 136 |
| 5 | | E | | Sts practice doing an actual debate using a demo topic (Practice debate) | G3T1E WS | 140 |
| 6 | Term 2 | A | Students should wear school uniforms. | Sts are introduced to a real topic familiar to them and prepare for a debate without outside research (Topic Intro + Debate Preparation) | G3T2A WS Debate WS | 144 |
| 7 | | | | Sts debate a familiar topic without outside research (Debate) | | |
| 8 | Term 3 | A | We should use robots and AI in everyday life in Japan. | Sts are introduced to a real topic familiar to them and prepare for a debate with outside research (Topic Intro + Debate Preparation) | G3T3A WS Debate WS Research WS | 150 |
| 9 | | B | | Sts are introduced to a real topic familiar to them and prepare for a debate with outside research (Topic Research) | | |
| 10 | | C | | Sts debate on a real life topic with outside research (Debate) | | |

中学1年生レッスンプラン

Focus: 自分の意見に理由をつけて発言をする

1年生ではディベートの基礎となる“考える力”を身に付けるために、自分たちの意見に理由をつけて発言をする練習を行います(発表)。3年生で実施するディベート活動では、自分たちの主張を論理的かつ正確に相手に伝え、聞き手を納得させることが求められますが、1年生では理由とともに発言すること、意見を発表する活動自体に慣れることに焦点をおきます。

1年生の主な問いは“What do you like? Why?” とし、“what season do you like?” や“where do you want to go for the school trip?”といった自由に回答ができるテーマを扱います。生徒はテーマに対し、自分の意見を3つの理由とともに発言できるように授業を展開します。

| | | | テーマ | 目標 |
|---|-----|---|--|---|
| 1 | 一学期 | A | What pet do you like? Why? | 簡単な理由とともに意見を述べることができる。 |
| 2 | | B | What season do you like? Why? | |
| 3 | 二学期 | A | What pet do you like? Why? | 具体的な理由とともに意見を述べることができる。 |
| 4 | | B | Where do you want to go for your school trip? Why? | |
| 5 | 三学期 | A | Who is your favorite character? Why? | できることやできないことについて触れながら、具体的な理由とともに意見を述べることができる。 |

*アルファベット(A, B)はワークシートの種類を示しています。

1年生の終わりには以下のような発表ができることを目標とします。

What season do you like?

Answer: I like summer.

Why?

Reason 1: I want to swim.

Explanation: Swimming is my favorite sport. You can't swim in winter.

Reason 2: I can enjoy fireworks.

Explanation: Fireworks are only in summer.

Reason 3: I like watermelons.

Explanation: Watermelons are in summer. You can also play *suikawari*.

Lesson Plans for JHS Grade 1

Focus: To share one's own thoughts while adding a reason.

Debate activities in junior high school grade 1 focus less on actual debating and more on developing the thinking skills necessary for debating. The first step in this process is for students to learn to share their opinions, state their reasons, and offer detailed explanations. In a formal debate, it is not enough to simply state a reason for one's position. One has to explain their reason and convince the listener that their reason is valid and their side is the correct side.

The focus question for grade 1 is **“What do you like? Why?”** Students will be presented with a broad topic/question like “what season do you like?” or “where do you want to go for the school trip?” These are **open-ended** topics that allow students a unique answer. Students will answer, offer 3 reasons, and explain their reasons.

By the end of grade 1, students should be able to present an example such as this one:

What season do you like?

Answer: I like summer.

Why?

Reason 1: I want to swim.

Explanation: Swimming is my favorite sport. You can't swim in winter.

Reason 2: I can enjoy fireworks.

Explanation: Fireworks are only in summer.

Reason 3: I like watermelons.

Explanation: Watermelons are in summer. You can also play *suikawari*.


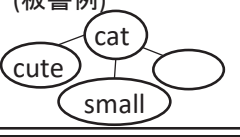
To help facilitate smooth instruction of debate throughout the school year, instruction will be presented in a daily lesson plan format.

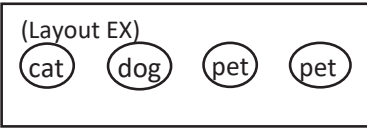
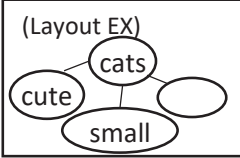
The lesson plans are split into 3 school terms (terms 1, 2, 3) and labeled as such:

Ex. G1T1A

G1 – Grade 1 T1 – Term 1 A – order in the series of lessons

When demonstrating an activity/concept, the DEMO topic of “pets” and “dogs vs cats” will be used. Ideally, students should do these debate activities at the END of each term. During these students will do a presentation of their opinions on the given topic using the worksheets included in this booklet. Please have students make a debates folder and keep all materials handed out by the teachers.

| 中学 1年次 | | 1学期 | A |
|---|---|---|---|
| 時間 50 | テーマ: What pet do you like? Why? 何のペットが好きですか。それはなぜですか。 目標: 簡単な理由とともに意見を述べることができる。 | | |
| 言語材料: What ~ do you like? / I like ~. / It is ~. / I am ~. / 複数形 | | | |
| 語彙: topic, choose, reason, brainstorming, group leader, pet, small, big, friendly, cute | | | |
| 時間 | 内容 | 留意点 | |
| 5 | 導入 | | |
| | 指導者は生徒に挨拶し、“何のペットが好きですか。”をクラスに問いかける(例: 猫、犬、ハムスター等)。 生徒は1種類のペットを選び、同じペットを選んだ生徒同士で4-5人組のグループを作る。 [英会話(スキット)の実演] JTE: Hello everyone! Sts: Hello! ALT: Today's topic is "what pet do you like?" Do you like cats? Dogs? Hamsters? What pet do you like? JTE: Please choose 1 pet. No zoo animals please. ALT: Did everybody choose an animal? What did you choose? Sts: Dog! Cat! Hamster! Fish! ALT: Good! Please make groups with the same animal! JTE: Please make groups of 4 or 5. | 教材: なし | |
| 5 | ミニディスカッション | | |
| | グループでなぜそのペットが好きなのか理由を考える。 指導者は黒板にペットの名前を書き、ブレインストーミングの準備しておく。 [英会話(スキット)の実演] JTE: Ok everybody, now think of WHY you like that pet. Please work together. Think of many reasons. ALT: For example, I like Guine Pigs (モルモット). They are cute. They are small. JTE: Everybody has 5 minutes. Ok? Sts: OK! | 教材: なし <div style="border: 1px solid black; padding: 5px; display: inline-block;"> (板書例)  </div> | |
| 10 | ブレインストーミング(クラス) | | |
| | グループ毎にそのペットが好きな理由を2-3つ発表する。指導者は“なぜ”そのペットが好きなかを強調し、生徒が英語で言葉にできるように適宜サポートをする。必要があれば日本語で発表させてもよい。 指導者は黒板に書いたそれぞれのペットの名前の下に、理由を書き加える(ブレインストーミング)。 <i>例: cute, strong, friendly, cool, fluffy, easy, can take a walk 等</i> [英会話(スキット)の実演] JTE: OK everybody. Remember the question, "WHY do you like that pet?" ALT: Why do you like that pet? Is it cute? Is it fluffy? JTE: Each group, please choose a leader. Leader, please tell us 2 or 3 reasons for your pet. ALT: Try to use English. But Japanese is OK. Sts: I like dogs! They are friendly. They are cute! ALT: Very nice! | 教材: なし <div style="border: 1px solid black; padding: 5px; display: inline-block;"> (板書例)  </div> | |
| 5 | ワークシートの説明 | | |
| | 生徒にG1T1Aワークシートを配布する。 拡大コピーしたワークシートを使用しながら、ワークシートの進め方を説明する。 [英会話(スキット)の実演] JTE: Does everybody have the worksheet? Sts: Yes! ALT: (拡大コピーしたワークシートを黒板に貼る) Everybody, please watch. I will show you how to do this worksheet. JTE: Everybody, please fill in your own worksheet. Use the ideas on the board. ALT: Please fill in your own worksheet. Sts: OK! | 教材: G1T1Aワークシート G1T1Aワークシート(拡大コピー版) | |
| 7 | 個人活動 | | |
| | 生徒は黒板に書かれたアイディアも参考にしながら、個人でワークシートに取り組む。指導者は適宜机間指導を行う。 | 教材: G1T1Aワークシート | |
| 15 | プレゼンテーション(グループ&クラス) | | |
| | 生徒はグループ内で発表し、その後グループリーダーは全体で発表する。 [英会話(スキット)の実演] ALT: OK everybody, it's presentation time. We will give you 5 minutes. First, share your ideas with your group members. (グループ内で発表後) ALT: Every group, please choose a group leader. Present your animal, and 3 reasons. Sts: OK! Group leader: I like cats. They are cute. They are easy. I am happy. ALT: Very good ideas! JTE: Good job! | 教材: G1T1Aワークシート | |
| 3 | 終わりのあいさつ | | |
| | 授業の振り返り、フィードバックを行い、終わりのあいさつをする。 [英会話(スキット)の実演] JTE: OK everyone, class is finished. ALT: Everybody had good ideas! I like the idea about ~! JTE/ALT: Goodbye everyone! Sts: See you! | 教材: なし | |

| Grade 1 | | Term 1 | A |
|---|--|--------|--|
| Time 50 | Theme: What pet do you like? Why? | | |
| | Objective: Sts practice offering reasons for an opinion using a demo topic. | | |
| Target Language: What ~ do you like? / I like ~. / It is ~. / I am~. / <i>Plural form</i> | | | |
| Vocab: topic, choose, reason, brainstorming, group leader, pet, small, big, friendly, cute | | | |
| Time | Contents | | Remarks |
| 5 | Introduction | | |
| | The instructors greet Sts and ask the class "What pet do you like?" (i.e. cats, dogs, hamsters, etc.). All Sts must choose an animal. | | Materials: None. |
| [English script with JTE/ALT] JTE: Hello everyone! Sts: Hello! ALT: Today's topic is "what pet do you like?" Do you like cats? Dogs? Hamsters? What pet do you like? JTE: Please choose 1 pet. No zoo animals please. ALT: Did everybody choose an animal? What did you choose? Sts: Dog! Cat! Hamster! Fish! ALT: Good! Please make groups with the same animal! JTE: Please make groups of 4 or 5. | | | |
| 5 | Mini-Discussion | | |
| | The groups think of reasons why they like that pet. The instructors write the pets on the board and prepare for brainstorming. | | Materials: None. |
| [English script with JTE/ALT] JTE: Ok everybody, now think of WHY you like that pet. Please work together. Think of many reasons. ALT: For example, I like Guinea Pigs. They are cute. They are small. JTE: Everybody has 5 minutes. Ok? Sts: OK! | | | |
| (Layout EX)  | | | |
| 10 | Brainstorming in the class | | |
| | Each group presents 2 or 3 reasons why they like the pet that they do. Instructors should ask the question "WHY do you like that pet?" Help Sts phrase their thoughts in English. Using Japanese is ok. Write the reasons Sts present on the board under each animal. (Brainstorming) <i>Examples: cute, strong, friendly, cool, fluffy, easy, can take a walk, etc.</i> | | Materials: None. |
| [English script with JTE/ALT] JTE: OK everybody. Remember the question, "WHY do you like that pet?" ALT: Why do you like that pet? Is it cute? Is it fluffy? JTE: Each group, please choose a leader. Leader, please tell us 2 or 3 reasons for your pet. ALT: Try to use English. But Japanese is OK. Sts: I like dogs! They are friendly. They are cute! ALT: Very nice! | | | |
| (Layout EX)  | | | |
| 5 | Demo Worksheet | | |
| | Pass out the Sts copy of the G1T1A worksheet to all Sts. Demonstrate how to fill out the worksheet using an enlarged copy of G1T1A worksheet. | | Materials: G1T1A worksheet Enlarged copy of G1T1A worksheet |
| [English script with JTE/ALT] JTE: Does everybody have the worksheet? Sts: Yes! ALT: (Put large version of G1T1A worksheet on the board) Everybody, please watch. I will show you how to do this worksheet. JTE: Everybody, please fill in your own worksheet. Use the ideas on the board. ALT: Please fill in your own worksheet. Sts: OK! | | | |
| 7 | Individual Activity | | |
| | Sts fill out their G1T1A worksheets individually. They can use the ideas on the board. Instructors walk around, observe, and help Sts with their thought process when necessary. | | Materials: G1T1A worksheet |
| 15 | Presentation in groups and the class | | |
| | Sts present in a group and have a group leader present in the class. | | Materials: G1T1A worksheet |
| [English script with JTE/ALT] ALT: OK everybody, it's presentation time. We will give you 5 minutes. First, share your ideas with your group members. (After presentation in groups) ALT: Every group, please choose a group leader. Present your animal, and 3 reasons. Sts: OK! Group leader: I like cats. They are cute. They are easy. I am happy. ALT: Very good ideas! JTE: Good job! | | | |
| 3 | Closing & Goodbye | | |
| | Summarize lesson, give feedback, and greet Sts. | | Materials: None. |
| [English script with JTE/ALT] JTE: OK everyone, class is finished. ALT: Everybody had good ideas! I like the idea about ~! JTE/ALT: Goodbye everyone! Sts: See you! | | | |

Topic: What pet do you like? Why?

Aim:

I like _____.
(cats, dogs, hamsters etc.)



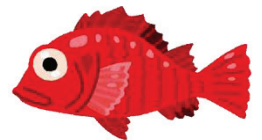
Reasons 

1. They are _____.

2. They are _____.



Choose from the word box.



3. _____.

Word Box

| | |
|----------------|---------------|
| I like ... | I can ... |
| I want (a) ... | I want to ... |
| It is ... | I am ... |

Topic: What pet do you like? Why?

Aim:

I like dogs.
(cats, dogs, hamsters etc.)



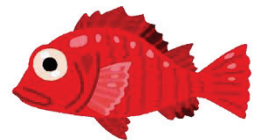
Reasons 

1. They are cute.

2. They are friendly.



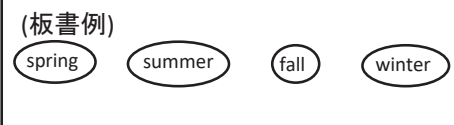
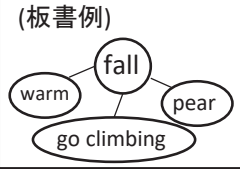
Choose from the word box.

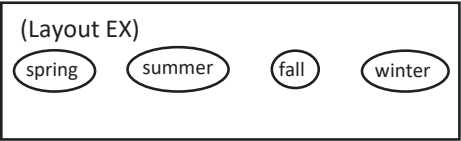
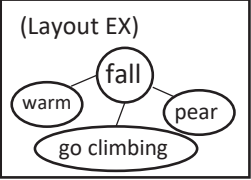


3. I can take a walk.

Word Box

| | |
|----------------|---------------|
| I like ... | I can ... |
| I want (a) ... | I want to ... |
| It is ... | I am ... |

| 中学 1年次 | | 1学期 | B |
|--|--|-----|--|
| 時間 50 | テーマ: What season do you like? Why? どの季節が好きですか。それはなぜですか。 目標: 簡単な理由とともに意見を述べることができる。 | | |
| 言語材料: What ~ do you like? / I like ~. / It is~. / I can ~. / I want to ~. / 複数形 | | | |
| 語彙: topic, choose, reason, brainstorming, group leader, seasons, warm, hot, cold | | | |
| 時間 | 内容 | | 留意点 |
| 5 | 導入 指導者は生徒に挨拶し、“どの季節が好きですか。”をクラスに問いかける(春、夏、秋、冬)。 生徒は1つの季節を選び、同じ季節を選んだ生徒同士で4-5人組のグループを作る。 [英会話(スキット)の実演] JTE: Hello everyone! Sts: Hello! ALT: Today's topic is "What season do you like?" Do you like spring? Summer? Winter? What season do you like? JTE: Please choose 1 season. ALT: Did everybody choose a season? What did you choose? Sts: Fall! Winter! Spring! Summer! ALT: Good! Please make groups with the same season! JTE: Please make groups of 4 or 5. | | 教材: なし |
| 5 | ミニディスカッション グループでなぜその季節が好きなのか理由を考える。 指導者は黒板に季節を書き、ブレインストーミングの準備しておく。 [英会話(スキット)の実演] JTE: OK everybody, now think of WHY you like that season. Please work together. Think of many reasons. ALT: For example, I like fall. I like warm climate. I can go climbing. I want to eat pears (梨). JTE: Everybody has 5 minutes. Ok? Sts: OK! | | 教材: なし <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> (板書例)  </div> |
| 10 | ブレインストーミング(クラス) グループ毎にその季節が好きな理由を2-3つ発表する。指導者は“なぜ”その季節が好きなのかを強調し、生徒が英語で言葉にできるように適宜サポートをする。必要があれば日本語で発表させてもよい。 指導者は黒板に書いたそれぞれの季節の下に、理由を書き加える(ブレインストーミング)。 <i>例: hot, cold, fun, beautiful, I can enjoy ~, I can eat ~等</i> [英会話(スキット)の実演] JTE: OK everybody. Remember the question, "WHY do you like that season?" ALT: Why do you like that season? Is it warm? Can you eat delicious foods? JTE: Each group, please choose a leader. Leader, please tell us 2 or 3 reasons for your season. ALT: Try to use English. But Japanese is ok. Sts: I like summer! It is sunny everyday. I can eat barbecue! ALT: Very nice! | | 教材: なし <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> (板書例)  </div> |
| 5 | ワークシートの説明 生徒にG1T1Bワークシートを配布する。 拡大コピーしたワークシートを使用しながら、ワークシートの進め方を説明する。 [英会話(スキット)の実演] JTE: Does everybody have the worksheet? Sts: Yes! ALT: (拡大コピーしたワークシートを黒板に貼る) Everybody, please watch. I will show you how to do this worksheet. JTE: Everybody, please fill in your own worksheet. Use the ideas on the board. ALT: You can work in groups and share ideas. But please fill in your own worksheet. Sts: OK! | | 教材: G1T1Bワークシート G1T1Bワークシート(拡大コピー版) |
| 7 | 個人活動 生徒は黒板に書かれたアイデアも参考にしながら、個人でワークシートに取り組む。指導者は適宜机間指導を行う。 | | 教材: G1T1Bワークシート |
| 15 | プレゼンテーション(グループ&クラス) 生徒はグループ内で発表し、その後グループリーダーは全体で発表する。 [英会話(スキット)の実演] ALT: OK everybody, it's presentation time. We will give you 5 minutes. First, share your ideas with your group members. (グループ内で発表後) ALT: Every group, please choose a group leader. Present your season, and 3 reasons. Sts: OK! Group leader: I like summer. I like swimming. I can go to the beach. I want (to eat) barbecue. ALT: Very good ideas! JTE: Good job! | | 教材: G1T1Bワークシート |
| 3 | 終わりのあいさつ 授業の振り返り、フィードバックを行い、終わりのあいさつをする。 [英会話(スキット)の実演] JTE: OK everyone, class is finished. ALT: Everybody had good ideas! I like the idea about ~! JTE/ALT: Goodbye everyone! Sts: See you! | | 教材: なし |

| Grade 1 | | Term 1 | B |
|--|--|--------|---|
| Time 50 | Theme: What season do you like? Why? | | |
| | Objective: Sts practice offering reasons for an opinion using a real topic. | | |
| Target Language: What ~ do you like? / I like ~. / It is~. / I can ~. / I want to ~. / <i>Plural form</i> | | | |
| Vocab: topic, choose, reason, brainstorming, group leader, seasons, warm, hot, cold | | | |
| Time | Contents | | Remarks |
| 5 | Introduction | | |
| | The instructors greet Sts and ask the class "What season do you like?"(spring, summer, fall, winter) All Sts must choose a season. Sts make groups based on the season they choose (4~5 Sts). | | Materials: None. |
| [English script with JTE/ALT] JTE: Hello everyone! Sts: Hello! ALT: Today's topic is "What season do you like?" Do you like spring? Summer? Winter? What season do you like? JTE: Please choose 1 season. ALT: Did everybody choose a season? What did you choose? Sts: Fall! Winter! Spring! Summer! ALT: Good! Please make groups with the same season! JTE: Please make groups of 4 or 5. | | | |
| 5 | Mini-Discussion | | |
| | The groups think of reasons why they like that season. The instructors write the seasons on the board and prepare for brainstorming. | | Materials: None. |
| [English script with JTE/ALT] JTE: OK everybody, now think of WHY you like that season. Please work together. Think of many reasons. ALT: For example, I like fall. I like warm climate. I can go climbing. I want to eat pears. JTE: Everybody has 5 minutes. OK? Sts: OK! | | | |
| (Layout EX)  | | | |
| 10 | Brainstorming in the class | | |
| | Each group presents 2 or 3 reasons why they like the season that they do. Instructors should ask the question "WHY do you like that season?" Help Sts phrase their thoughts in English. Using Japanese is ok. Write the reasons Sts present on the board under each season. (Brainstorming) <i>Examples:</i> hot, cold, fun, beautiful, I can enjoy ~, I can eat ~, etc. | | Materials: None. |
| [English script with JTE/ALT] JTE: OK everybody. Remember the question, "WHY do you like that season?" ALT: Why do you like that season? Is it warm? Can you eat delicious foods? JTE: Each group, please choose a leader. Leader, please tell us 2 or 3 reasons for your season. ALT: Try to use English. But Japanese is ok. Sts: I like summer! It is sunny everyday. I can eat barbecue! ALT: Very nice! | | | |
| (Layout EX)  | | | |
| 5 | Demo Worksheet | | |
| | Pass out the Sts copy of the G1T1B worksheet to all Sts. Demonstrate how to fill out the worksheet using an enlarged copy of G1T1B worksheet. | | Materials: G1T1B worksheet Enlarged copy of G1T1AB worksheet |
| [English script with JTE/ALT] JTE: Does everybody have the worksheet? Sts: Yes! ALT: (Put large version of G1T1B worksheet on the board) Everybody, please watch. I will show you how to do this worksheet. JTE: Everybody, please fill in your own worksheet. Use the ideas on the board. ALT: You can work in groups and share ideas. But please fill in your own worksheet. Sts: Ok! | | | |
| 7 | Individual Activity | | |
| | Sts fill out their G1T1B worksheets individually. They can use the ideas on the board. Instructors walk around, observe, and help Sts with their thought process when necessary. | | Materials: G1T1B worksheet |
| 15 | Presentation in groups and the class | | |
| | Sts present in a group and have a group leader present in the class. | | Materials: G1T1B worksheet |
| [English script with JTE/ALT] ALT: OK everybody, it's presentation time. We will give you 5 minutes. First, share your ideas with your group members. (After presentation in groups) ALT: Every group, please choose a group leader. Present your season, and 3 reasons. Sts: OK! Group leader: I like summer. I like swimming. I can go to the beach. I want (to eat) barbecue. ALT: Very good ideas! JTE: Good job! | | | |
| 3 | Closing & Goodbye | | |
| | Summarize lesson, give feedback, and greet Sts. | | Materials: None. |
| [English script with JTE/ALT] JTE: OK everyone, class is finished. ALT: Everybody had good ideas! I like the idea about ~~! JTE/ALT: Goodbye everyone! Sts: See you! | | | |

Topic: What season do you like? Why?

Aim:

I like _____
(spring/summer/fall/winter)



Reasons 

1. I like _____.

2. I can _____.



Choose from the word box.

3. _____.

Word Box

| | |
|----------------|---------------|
| I like ... | I can ... |
| I want (a) ... | I want to ... |
| It is ... | I am ... |

Topic: What season do you like? Why?

Aim:

I like fall .
(spring/summer/fall/winter)



Reasons 

1. I like warm climates .

2. I can go climbing .



Choose from the word box.

3. I want to eat pears .

Word Box

| | |
|----------------|---------------|
| I like ... | I can ... |
| I want (a) ... | I want to ... |
| It is ... | I am ... |

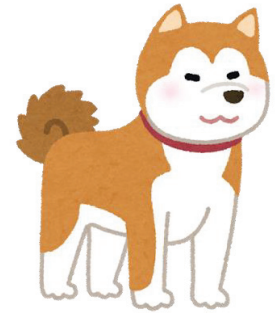
| 中学 1年次 | | 2学期 | A |
|--|--|-----|---|
| 時間 50 | テーマ: What pet do you like? Why? 何のペットが好きですか。それはなぜですか。 目標: 具体的な理由とともに意見を述べることができる。 | | |
| 言語材料: What ~ do you like? / I like~. / I like their~. / I can ~. / They can ~. | | | |
| 語彙: explanation, pet, small, big, friendly, cute, useful phrases, ... is ... , ... is not ... | | | |
| 時間 | 内容 | | 留意点 |
| 5 | 導入 指導者は生徒に挨拶し、1学期に使用したG1T1Aワークシートを用意させる。同じペットを選んだ生徒同士で前回と同じ4-5人組のグループを作り、なぜそのペットが好きなのか前回グループで考えた理由を思い出させる。指導者は"なぜ"、"なぜそう思うのか"と生徒に問いかけ、より具体的な理由を付けを促す。 | | 教材: G1T1Aワークシート(前時使用) ※必要があれば、日本語でなぜそう思うのか問いかけてもよい。 |
| [英会話(スキット)の実演] JTE: Hello everyone! Sts: Hello! ALT: Today's topic is "What pet do you like? Why?" Please take out your worksheet from the first lesson. JTE: Please make the same groups, and remember why you like that pet. ALT: Why do you like [dogs]? Sts: They are cute! ALT: Good! Why are they cute? Sts: ...I like their fur! JTE: Great! Today, let's think about WHY we like that pet. | | | |
| 12 | ブレインストーミング(クラス) a) 理由1として"They are cute"と書き、"Why are dogs cute?"、"What part of a dog is cute?"と生徒に問う。生徒はグループで話し合い、代表の生徒が全体で発表する。 例: eyes, tails, paws(足), play games等 指導者は生徒の発表をもとに黒板上でブレインストーミングをする。例: "I like their eyes and tails" b) 理由2として"They are friendly"と書き、"Why are dogs friendly?"、"Why do you think they are friendly?"と生徒に問う。生徒はグループで話し合い、代表の生徒が全体で発表する。 例: play games, are funny/interesting, lick you(なめる), guide dogs等 指導者は生徒の発表をもとに黒板上でブレインストーミングをする。例: "They can play games together" c) 理由3として"They can take a walk"と書き、"Why is this important to you?"と生徒に問う。生徒はグループで話し合い、代表の生徒が全体で発表する。 例: I like taking walks, I like the park, it is exercise for me等 指導者は生徒の発表をもとに黒板上でブレインストーミングをする。例: "I like walking in the park" | | 教材: G1T1Aワークシート(前時使用)  |
| 5 | 語彙の学習 G1T2Aワークシート、Useful Expressionワークシートを生徒に配布する。 必要な文法事項、語彙、フレーズを導入し、Useful Expressionワークシートに書くように指示する。小学校や1学期に学習したことを振り返る。 ※ 使える表現例一覧を参照 | | 教材: G1T2Aワークシート Useful Expression ワークシート ※生徒が未習のフレーズは避けた方がよい。 ※必要があれば、日本語でサポートしてもよい。 |
| 10 | 個人活動 個人でG1T2Aワークシートに取り組み、それぞれの理由になぜそのペットが好きなのかより詳しい説明を加える。 指導者は適宜機間指導を行う。 | | 教材: G1T2Aワークシート |
| 15 | プレゼンテーション(グループ&クラス) 生徒はグループ内で発表し、その後グループリーダーは全体で発表する。 | | 教材: G1T2Aワークシート |
| [英会話(スキット)の実演] ALT: OK everybody, it's presentation time. We will give you 5 minutes. First, share your ideas with your group members. (グループ内で発表後) ALT: Every group, please choose a group leader. Present your animal, and 3 reasons. Sts: OK! Group leader: I like dogs. They are cute. I like their eyes and tails. They are friendly. They can play games together. I like walking in the park. I can take a walk with dogs. ALT: Very good ideas! JTE: Good job! | | | |
| 3 | 終わりのあいさつ 授業の振り返り、フィードバックを行い、終わりのあいさつをする。 | | 教材: なし |
| [英会話(スキット)の実演] JTE: OK everyone, class is finished. ALT: Everybody had good ideas! I like the idea about ~~! JTE/ALT: Goodbye everyone! Sts: See you! | | | |

| Grade 1 | | Term 2 | A |
|--|---|--------|--|
| Time 50 | Theme: What pet do you like? Why? | | |
| | Objective: Sts practice giving detailed explanations for their reasons using a demo topic. | | |
| Target Language: What ~ do you like? / I like~. / I like their~. / I can ~. / They can ~. | | | |
| Vocab: explanation, pet, small, big, friendly, cute, useful phrases, ... is ... , ... is not ... | | | |
| Time | Contents | | Remarks |
| 5 | Introduction | | Materials: G1T1A worksheet ※ If necessary, the JTE can help explain the significance of asking Why? in Japanese. |
| | The instructors greet Sts and have Sts get their debate materials from last term. Sts get into their same groups and remember their reasons for liking their pet. Instructors introduce the concept of explaining their reasons and adding details. Emphasize the questions “Why?” and “Why do you think that?” | | |
| [English script with JTE/ALT] JTE: Hello everyone! Sts: Hello! ALT: Today's topic is "What pet do you like? Why?" Please take out your worksheet from the first lesson. JTE: Please make the same groups, and remember why you like that pet. ALT: Why do you like [dogs]? Sts: They are cute! ALT: Good! Why are they cute? Sts: ...I like their fur! JTE: Great! Today, let's think about WHY we like that pet. | | | |
| 12 | Brainstorming in the class | | Materials: G1T1A worksheet (from previous lesson) <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> (Layout EX) </div> |
| | a) Instructor writes “They are cute” for reason 1. Ask the Sts “Why are dogs cute?” “What part of a dog is cute?” Sts discuss in groups and volunteers present their answers. <i>Examples: eyes, tails, paws, play games, etc.</i> Instructors should use sts' examples for the explanation, such as “I like their eyes and tails” b) Instructor writes “They are friendly” for reason 2. Ask the Sts “Why are dogs friendly?” “Why do you think they are friendly?” Sts discuss in groups and volunteers present their answers. <i>Examples: play games, are funny/interesting, lick you, guide dogs, etc.</i> Instructors should use Sts' examples for the explanation, such as “They can play games together” c) Instructor writes “They can take a walk” for reason 3. Ask the Sts “Why is this important to you?” Give Sts a few moments to discuss. Instructors ask for volunteers to give answers. <i>Examples: I like taking walks, I like the park, it is exercise for me, etc.</i> Instructors should use sts' examples for the explanation, such as “I like walking in the park” | | |
| 5 | Useful Phrases | | Materials: G1T2A worksheet Useful Expression worksheet ※Try to avoid phrases the Sts haven't yet learned. |
| | Pass out the Sts copies of the G1T2A worksheet and Useful Expression worksheet to all Sts. The instructors introduce useful phrases on the board and the Sts copy them onto their Useful Expression worksheets. Introduce phrases from elementary school and from the first term of English classes. Useful Expression Example (<i>included in this booklet</i>) may also be used. The JTE can help with the Japanese equivalents. | | |
| 10 | Individual Activity | | Materials: G1T2A worksheet |
| | Sts fill out their G1T2A worksheets individually and write explanations for the reasons they like their pet. Instructors walk around, observe, and help Sts with their thought process when necessary. | | |
| 15 | Presentation in groups and the class | | Materials: G1T2A worksheet |
| | Sts present in a group and have a group leader present in the class. | | |
| [English script with JTE/ALT] ALT: OK everybody, it's presentation time. We will give you 5 minutes. First, share your ideas with your group members. <i>(After presentation in groups)</i> ALT: Every group, please choose a group leader. Present your animal, and 3 reasons. Sts: OK! Group leader: I like dogs. They are cute. I like their eyes and tails. They are friendly. They can play games together. I can take a walk with dogs. I like walking in the park. ALT: Very good ideas! JTE: Good job! | | | |
| 3 | Closing & Goodbye | | Materials: None. |
| | Summarize lesson, give feedback, and greet Sts. | | |
| [English script with JTE/ALT] JTE: OK everyone, class is finished. ALT: Everybody had good ideas! I like the idea about ~~! JTE/ALT: Goodbye everyone! Sts: See you! | | | |

Topic: What pet do you like? Why?

Aim:

I like _____ .
(cats, dogs, hamsters, etc.)



Reasons 

1. They are _____ .



_____ .

2. They are _____ .



_____ .



Choose from the word box.



3. _____ .



_____ .

Word Box

| | |
|-----------------------|-------------------------------|
| I like ... | I can ... |
| I want (a) ... | I want to ... |
| It is ... | I am ... |
| ... is (small, etc.). | ... is not (difficult, etc.). |

Topic: What pet do you like? Why?

Aim:

I like dogs.
(cats, dogs, hamsters, etc.)



Reasons 

1. They are cute.

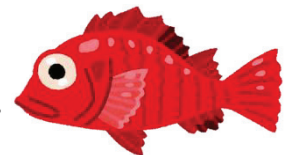
Why? I like their eyes and tails.

2. They are friendly.

Why? They can play games together.



Choose from the word box.



3. I can take a walk.

Why? I like walking in the park.

Word Box

| | |
|-----------------------|-------------------------------|
| I like ... | I can ... |
| I want (a) ... | I want to ... |
| It is ... | I am ... |
| ... is (small, etc.). | ... is not (difficult, etc.). |

| 中学 1年次 | | 2学期 | B |
|--|---|-----|---|
| 時間 50 | テーマ: Where do you want to go for your school trip? Why? 修学旅行でどこに行きたいですか。それはなぜですか。 目標: 具体的な理由とともに意見を述べることができる。 | | |
| 言語材料: I want to go to~. / I like~. / I can ~. / I want a~. / I want to ~. / It is... / I am... | | | |
| 語彙: school trip, explanation, clear, reason, ...is... | | | |
| 時間 | 内容 | | 留意点 |
| 5 | 導入 | | |
| | 指導者は生徒に挨拶する。トピックを提示し、G1T2Bワークシートを生徒に配布する。“修学旅行でどこに行きたいですか。”をクラスに問いかけ、5-7人の生徒に答えてもらう(京都、奈良、大阪、沖縄、アメリカ等)。生徒は1つの行先を選び、同じ行先を選んだ生徒同士で4-5人組のグループを作る。 | | 教材: G1T2Bワークシート ※少数派の行先を選択した生徒は"その他"のグループをつくりまとめる。 |
| | [英会話(スキット)の実演] JTE: Hello everyone! Sts: Hello! ALT: Today's topic is "Where do you want to go for your school trip?" Do you have any ideas? Sts: Disneyland! US! Okinawa!... ALT: Wow! Many great ideas! JTE: Now, please choose where you want to go. Make a group with the same place. | | |
| 12 | ブレインストーミング(グループ&クラス) | | |
| | 生徒にブレインストーミングワークシートを配布し、ブレインストーミングをグループで行う。選択した行先になぜ行きたいのか、3つの具体的な理由を考え、2つを全体で発表する。指導者はそれぞれの理由を黒板に書き留めておく。 a) 全体でそれぞれの理由について議論をする。 b) 生徒は全体での発表を聞き、アイデアを自分のワークシートに反映させる。 | | 教材: G1T2Bワークシート ブレインストーミングワークシートA |
| | [英会話(スキット)の実演] ALT: Why do you want to go to Okinawa? Let's discuss as a class. Sts: I like the beach! I want to eat taco rice! JTE: Good! Now, please talk with your group. Write three good reasons you want to go to that place. | | |
| 5 | ブレインストーミング(グループ&クラス) | | |
| | 生徒はブレインストーミングワークシートを使用し、ブレインストーミングをグループで行う。具体的な説明とともになぜ選択した行先に行きたいのかの理由をグループで考え、1-2つを全体で発表する。指導者は黒板上のそれぞれの理由に説明を書き加える。 a) 全体でそれぞれの説明が適切かどうか議論する。理由の説明になっているか、明確かどうかを確認する。 b) 生徒は全体での発表を聞き、アイデアを自分のワークシートに反映させる。 | | 教材: G1T2Bワークシート ブレインストーミングワークシートA |
| | [英会話(スキット)の実演] ALT: Why do you want to go to your place? Let's discuss as a class. Please share 1 or 2 ideas. Sts: I like the beach! I like shopping! JTE: Thank you. Let's see... How is this example? "I want to go to disneyland. I like shopping." Is this clear? ALT: Hmmm, I like shopping too. I can go shopping anywhere. JTE: Oh, I see. (生徒に向かって) Why do you want to shop at Disneyland? Sts: I like shopping. I want to buy a Disneyland T-shirt. ALT: Great! JTE: Now, please work in your group to make clear reasons. | | |
| 10 | 個人活動 | | |
| | 生徒は個人でG1T2Bワークシートに取り組み、なぜ選択した行先に行きたいのかの理由、また理由に説明を加える。生徒は黒板に書かれたアイディアやマインドブレインストーミングワークシートを参考にしながらワークシートに取り組む。指導者は適宜机間指導を行う。 | | 教材: G1T2Bワークシート ブレインストーミングワークシートA |
| 15 | プレゼンテーション(グループ&クラス) | | |
| | 生徒はグループ内で発表し、その後グループリーダーは全体で発表する。 | | 教材: G1T2Bワークシート ブレインストーミングワークシートA |
| | [英会話(スキット)の実演] ALT: OK everybody, it's presentation time. We will give you 5 minutes. First, share your ideas with your group members. (グループ内で発表後) ALT: Every group, please choose a group leader. Present your location and explain your 3 reasons. Sts: OK! Group leader: I want to go to Okinawa. I like the beach. I want to go swimming at the beach. I want to eat taco rice. Taco rice is an Okinawan dish. The aquarium is very big. You can see a whale shark. ALT: Very good ideas! JTE: Good job! | | |
| 3 | 終わりのあいさつ | | |
| | 授業の振り返り、フィードバックを行い、終わりのあいさつをする。 | | 教材: なし |
| | [英会話(スキット)の実演] JTE: OK everyone, class is finished. ALT: Everybody had good ideas! I like the idea about ~~! JTE/ALT: Goodbye everyone! Sts: See you! | | |

| Grade 1 | | Term 2 | B |
|--|---|---|----------------|
| Time 50 | Theme: Where do you want to go for your school trip? Why? | | |
| | Objective: Sts practice giving detailed explanations for their reasons using a real topic. | | |
| Target Language: I want to go to~. / I like~. / I can ~. / I want a~. / I want to ~. / It is... / I am... | | | |
| Vocab: school trip, explanation, clear, reason, ...is... | | | |
| Time | Contents | | Remarks |
| 5 | Introduction | | |
| | The instructors greet Sts, present the topic to the class, and pass out the worksheet G1T2B. Ask Sts "Where do you want to go for your school trip?" and ask volunteers for answers. Have 5 – 7 Sts offer a location (Kyoto, Nara, Osaka, Okinawa, USA, etc.). Sts make groups based on the location they choose (4~5 Sts). | Materials: G1T2B worksheet ※Sts with unique destinations make an "other locations" group | |
| | <p>[English script with JTE/ALT] JTE: Hello everyone! Sts: Hello! ALT: Today's topic is "Where do you want to go for your school trip?" Do you have any ideas? Sts: Disneyland! USJ! Okinawa!... ALT: Wow! So many great ideas! JTE: Now, please choose where you want to go. Make a group with the same place.</p> | | |
| 12 | Brainstorming in groups and the class | | |
| | Instructors pass out a brainstorming worksheet for brainstorming reasons for wanting to visit that location. Each group takes 5 minutes to brainstorm 3 tangible reasons for why they want to visit their location, and then present 2 of them. Instructors will write these down on the board. a) Discuss the reasons as a class. b) Sts can use these examples for their own worksheets. | Materials: G1T2B worksheet Brainstorming worksheet A | |
| | <p>[English script with JTE/ALT] ALT: Why do you want to go to Okinawa? Let's discuss as a class. Sts: I like the beach! I want to eat taco rice! JTE: Good! Now, please talk with your group. Write three good reasons you want to go to that place.</p> | | |
| 5 | Brainstorming in groups and the class | | |
| | The groups take 5 minutes discuss explanations for the reasons they want to visit their location, and then present 1 or 2 of them. Instructors write these on the board. a) Discuss as a class if the explanations are good or not, if they are related to the reason or not, if it's clear or vague. b) Sts can use these examples for their own worksheets. | Materials: G1T2B worksheet Brainstorming worksheet A | |
| | <p>[English script with JTE/ALT] ALT: Why do you want to go to your place? Let's discuss as a class. Please share 1 or 2 ideas. Sts: I like the beach! I like shopping! JTE: Thank you. Let's see... How is this example? "I want to go to disneyland. I like shopping." Is this clear? ALT: Hmmm, I like shopping too. I can go shopping anywhere. JTE: Oh, I see. (to Sts) Why do you want to shop at Disneyland? Sts: I like shopping. I want to buy a Disneyland T-shirt. ALT: Great! JTE: Now, please work in your group to make clear reasons.</p> | | |
| 10 | Individual Activity | | |
| | Sts fill out individually and write reasons and explanations for why they want to visit their location. They are free to use the ideas written up on the board and a brainstorming worksheet. Instructors walk around, observe, and help Sts with their thought process when necessary. | Materials: G1T2B worksheet Brainstorming worksheet A | |
| 15 | Presentation in groups and the class | | |
| | Sts present in a group and have a group leader present in the class. | Materials: G1T2B worksheet Brainstorming worksheet A | |
| | <p>[English script with JTE/ALT] ALT: OK everybody, it's presentation time. We will give you 5 minutes. First, share your ideas with your group members. <i>(After presentation in groups)</i> ALT: Every group, please choose a group leader. Present your location and explain your 3 reasons. Sts: OK! Group leader: I want to go to Okinawa. I like the beach. I want to go swimming at the beach. I want to eat taco rice. Taco rice is an Okinawan dish. The aquarium is very big. You can see a whale shark. ALT: Very good ideas! JTE: Good job!</p> | | |
| 3 | Closing & Goodbye | | |
| | Summarize lesson, give feedback, and greet Sts. | Materials: None. | |
| | <p>[English script with JTE/ALT] JTE: OK everyone, class is finished. ALT: Everybody had good ideas! I like the idea about ~~! JTE/ALT: Goodbye everyone! Sts: See you!</p> | | |

Topic: Where do you want to go for your school trip? Why?

Aim:

I want to go to _____ .

(Kyoto, Okinawa, Disney Land, Europe, China, etc.)

Reasons



1. I like _____ .



_____ .

2. I want _____ .



_____ .

Choose from the word box.

3. _____ .



_____ .



Word Box



| | |
|---------------------------|-------------------------------|
| I like ... | I can ... |
| I want (a) ... | I want to ... |
| It is ... | I am ... |
| ... is (delicious, etc.). | ... is not (difficult, etc.). |

Topic: Where do you want to go for your school trip? Why?

Aim:

I want to go to Okinawa .

(Kyoto, Okinawa, Disney Land, Europe, China, etc.)

Reasons



1. I like the weather .



I don't like cold .

2. I want to go to the beach .



I like swimming .

Choose from the word box.

3. I want to eat Okinawa food .



Okinawa pork is delicious .



Word Box



| | |
|---------------------------|-------------------------------|
| I like ... | I can ... |
| I want (a) ... | I want to ... |
| It is ... | I am ... |
| ... is (delicious, etc.). | ... is not (difficult, etc.). |

| 中学 1年次 | | 3学期 | A |
|---|--|-----|---|
| 時間 50 | テーマ: Who is your favorite character? Why? 好きなキャラクターは何ですか。それはなぜですか。 | | |
| | 目標: できることやできないことについて触れながら、具体的な理由とともに意見を述べるができる。 | | |
| 言語材料: I can/cannot... / He she can/cannot... / I want to... / He/She is... | | | |
| 語彙: character, favorite, why, reason, explain, strong, fast, brave, fly, other edjectives | | | |
| 時間 | 内容 | | 留意点 |
| 5 | 導入 | | |
| | <p>指導者は生徒に挨拶する。トピックを提示し、G1T3Aワークシートを生徒に配布する。“好きなキャラクターは何ですか。”をクラスに問いかけ、5-7人の生徒に答えてもらう。 生徒は1つのキャラクターを選び、同じキャラクターを選んだ生徒同士で4-5人組のグループを作る。</p> | | <p>教材: G1T3Aワークシート ※少数派のキャラクターを選択した生徒は“その他”のグループをつくりまとめる。</p> |
| <p>[英会話(スキット)の実演] JTE: Hello everyone! Sts: Hello! ALT: Today's topic is "Who is your favorite character? WHY?" Who is your favorite character? Sts: Eevee! Detective Conan! etc. ALT: Wow! Me too! JTE: Now, please choose a favorite charcter. Make a group with the same character.</p> | | | |
| 10 | ブレインストーミング(グループ&クラス) | | |
| | <p>生徒にブレインストーミングワークシートを配布し、ブレインストーミングをグループで行う。選択したキャラクターが好きな3つの具体的な理由を考え、2つを全体で発表する。指導者はそれぞれの理由を黒板に書き留めておく。 a) 全体でそれぞれの理由について議論する。 b) 生徒は全体での発表を聞き、アイデアを自分のワークシートに反映させる。</p> | | <p>教材: G1T3Aワークシート ブレインストーミングワークシートA</p> |
| <p>[英会話(スキット)の実演] ALT: Why do you like that character? Let's discuss as a class. Sts: He is strong! He can fly! I want a magic pocket. JTE: Good! Now, please talk about the character with your group. Write three good reasons you like him/her the best!</p> | | | |
| 7 | ブレインストーミング(グループ&クラス) | | |
| | <p>生徒はブレインストーミングワークシートを使用し、ブレインストーミングをグループで行う。具体的な説明とともに選択したキャラクターが好きな理由をグループで考え、1-2つを全体で発表する。指導者は黒板上のそれぞれの理由に説明を書き加える。 a) 全体でそれぞれの説明が適切かどうか議論する。理由の説明になっているか、明確かどうかを確認する。 b) 生徒は全体での発表を聞き、アイデアを自分のワークシートに反映させる。</p> | | <p>教材: G1T3Aワークシート ブレインストーミングワークシートA</p> |
| <p>[英会話(スキット)の実演] ALT: Why do you like your character? Let's discuss as a class. Please share 1 or 2 ideas. Sts: She can fly! She is very pretty. JTE: Thank you. Let's see... How is this example? "I like Detective Conan. He is very cute." Is this clear? ALT: Hmmm, doraemon is cute too. Why do you like Detective Conan? Sts: He is very cute. He has a nice uniform. ALT: Great! JTE: Now, please work in your group to make clear reasons.</p> | | | |
| 10 | 個人活動 | | |
| | <p>生徒は個人でG1T3Aワークシートに取り組み、選択したキャラクターが好きな理由、また理由に説明を加える。生徒は黒板に書かれたアイデアやブレインストーミングワークシートを参考にしながらワークシートに取り組む。指導者は適宜机間指導を行う。</p> | | <p>教材: G1T3Aワークシート ブレインストーミングワークシートA</p> |
| 15 | プレゼンテーション(グループ&クラス) | | |
| | <p>生徒はグループ内で発表し、その後グループリーダーは全体で発表する。</p> | | <p>教材: G1T3Aワークシート ブレインストーミングワークシートA</p> |
| <p>[英会話(スキット)の実演] ALT: OK everybody, it's presentation time. We will give you 5 minutes. First, share your ideas with your group members. (グループ内で発表後) ALT: Every group, please choose a group leader. Present your character and explain your 3 reasons. Sts: OK! Group leader: Detective Conan is my favorite character. He is very cute. He is small and has a nice unifrom. Conan is very smart, too. I want to be very smart too. He uses many interesting tools. I want to use tools to solve my problems everyday. ALT: Very good ideas! JTE: Good job!</p> | | | |
| 3 | 終わりのあいさつ | | |
| | <p>授業の振り返り、フィードバックを行い、終わりのあいさつをする。</p> | | <p>教材: なし</p> |
| <p>[英会話(スキット)の実演] JTE: OK everyone, class is finished. ALT: Everybody had good ideas! I like the idea about ~~! JTE/ALT: Goodbye everyone! Sts: See you!</p> | | | |

| Grade 1 | | Term 3 | A |
|---|--|--------|--|
| Time 50 | Theme: Who is your favorite character? Why? | | |
| | Objective: Sts practice giving detailed explanations for their reasons using a real topic by using the grammar can/cannot. | | |
| Target Language: I can/cannot... / He she can/cannot... / I want to... / He/She is... | | | |
| Vocab: character, favorite, why, reason, explain, strong, fast, brave, fly, other edjectives | | | |
| Time | Contents | | Remarks |
| 5 | Introduction | | |
| | <p>The instructors greet Sts, present the topic to the class and pass out the worksheet G1T3A. Ask Sts "Who is your favorite character?" and ask volunteers for answers. Have 5 – 7 Sts offer a character. (Doraemon, Pokemon, Youkai Watch, etc.)</p> <p>Sts make groups based on the character they choose (4~5 Sts).</p> | | Materials: G1T3A worksheet ※Sts with unique characters make an "other characters" group |
| <p>[English script with JTE/ALT] JTE: Hello everyone! Sts: Hello! ALT: Today's topic is "Who is your favorite character? WHY?" Who is your favorite character? Sts: Eevee! Detective Conan! etc. ALT: Wow! Me too! JTE: Now, please choose a favorite charcter. Make a group with the same character.</p> | | | |
| 10 | Brainstorming in groups and the class | | |
| | <p>Instructors pass out a brainstorming worksheet for brainstorming reasons for liking that character. Each group takes 5 minutes to brainstorm 3 tangible reasons for why they like their character and then present 2 of them. Instructors will write these down on the board.</p> <p>a) Discuss the reasons as a class. b) Sts can use these examples for their own worksheets.</p> | | Materials: G1T3A worksheet Brainstorming worksheet A |
| <p>[English script with JTE/ALT] ALT: Why do you like that character? Let's discuss as a class. Sts: He is strong! He can fly! I want a magic pocket. JTE: Good! Now, please talk about the character with your group. Write three good reasons you like him/her the best!</p> | | | |
| 7 | Brainstorming in groups and the class | | |
| | <p>The groups take 5 minutes discuss explanations for the reasons for why they like their character, and then present 1 or 2 of them. Instructors write these on the board.</p> <p>a) Discuss as a class if the explanations are good or not, if they are related to the reason or not, if it's clear or vague. b) Sts can use these examples for their own worksheets.</p> | | Materials: G1T3A worksheet Brainstorming worksheet A |
| <p>[English script with JTE/ALT] ALT: Why do you like your character? Let's discuss as a class. Please share 1 or 2 ideas. Sts: She can fly! She is very pretty. JTE: Thank you. Let's see... How is this example? "I like Detective Conan. He is very cute." Is this clear? ALT: Hmmm, doraemon is cute too. Why do you like Detective Conan? Sts: He is very cute. He has a nice uniform. ALT: Great! JTE: Now, please work in your group to make clear reasons.</p> | | | |
| 10 | Individual Activity | | |
| | <p>Sts fill out the G1T3A worksheet individually and write reasons and explanations for why they like their character. They are free to use the ideas written up on the board. Instructors walk around, observe, and help Sts with their thought process when necessary.</p> | | Materials: G1T3A worksheet Brainstorming worksheet A |
| 15 | Presentation in groups and the class | | |
| | <p>Sts present in a group and have a group leader present in the class.</p> | | Materials: G1T3A worksheet Brainstorming worksheet A |
| <p>[English script with JTE/ALT] ALT: OK everybody, it's presentation time. We will give you 5 minutes. First, share your ideas with your group members. <i>(After presentation in groups)</i> ALT: Every group, please choose a group leader. Present your character and explain your 3 reasons. Sts: OK! Group leader: Detective Conan is my favorite character. He is very cute. He is small and has a nice unifrom. Conan is very smart, too. I want to be very smart too. He uses many interesting tools. I want to use tools to solve my problems everyday. ALT: Very good ideas! JTE: Good job!</p> | | | |
| 3 | Closing & Goodbye | | |
| | <p>Summarize lesson, give feedback, and greet Sts.</p> | | Materials: None. |
| <p>[English script with JTE/ALT] JTE: OK everyone, class is finished. ALT: Everybody had good ideas! I like the idea about ~~! JTE/ALT: Goodbye everyone! Sts: See you!</p> | | | |

Topic: Who is your favorite character? Why?

Aim:

My favorite character is _____.



Reasons



1.

_____.

Why?

_____.

2.

_____.

Why?

_____.

Choose from the word box.

3.

_____.

Why?

_____.



Word Box



| | |
|------------------------------|----------------------------------|
| I can ... | I cannot ... |
| I want (a) ... | I want to ... |
| He/She is ... | He/She can ... |
| ... is (strong, fast, etc.). | ... is not (strong, fast, etc.). |

Topic: Who is your favorite character? Why?

Aim:

My favorite character is Superman .



Reasons



1. He can fly .



I want to fly .

2. He is my hero .



He is very kind. He saves many people .

Choose from the word box.

3. He is very strong. .



He can fight with monsters. .



Word Box



| | |
|------------------------------|----------------------------------|
| I can ... | I cannot ... |
| I want (a) ... | I want to ... |
| He/She is ... | He/She can ... |
| ... is (strong, fast, etc.). | ... is not (strong, fast, etc.). |

中学2年生レッスンプラン

Focus: 2つの選択肢を比較して意見を述べる

2年生では、理由とともに発言することに加え、ディベート活動で行う反論・反駁に必要な“考える力”を身に付けます。聞き手はなぜ反対の立場を選ぶべきではないのかの理由を議論することを練習します(ディスカッション)。

2年生の主な問いかけは“Which do you like? Why A and NOT B?”(形容詞の比較級、最上級学習後の3学期では“Which is better/best? Why A and NOT B?”)とし、2つの選択肢からどちらかの立場を選択できるテーマを扱います。生徒はなぜ自分たちの立場を選ぶべきなのか、なぜ反対の立場を選ぶべきではないのかそれぞれ2つの理由とともに議論できるように授業を展開します。

| | | | テーマ | 目標 |
|---|-----|---|---|---|
| 1 | 一学期 | A | What country do you want to go to? Why? | できることやできないことについて触れながら、具体的な理由とともに意見を述べるができる。(1年次の復習) |
| 2 | 二学期 | A | Which do you like, <u>dogs</u> or <u>cats</u> ? | 自分の意見を述べたり、自分の意見と反対の立場について考えたりすることができる。 |
| 3 | | | Why? Why not ... ? | 自分の意見と反対の立場を選ばなかった理由を考えて言うことができる。 |
| 4 | | B | Which do you like, <u>paper</u> or <u>plastic bags</u> ? Why? Why not? | 例を挙げながら自分の意見を述べたり、自分の意見と反対の立場について考えた内容を言ったりすることができる。 |
| 5 | 三学期 | A | Which are better, <u>paper dictionaries</u> or <u>electronic dictionaries</u> ? Why? Why not ... ? | 2つのものを比べながら、自分の意見を述べたり、自分の意見と反対の立場について考えた内容を言ったりすることができる。 |

*アルファベット(A, B)はワークシートの種類を示しています。

2年生の終わりには以下のような発表ができることを目標とします。

Which do you like? (Which is better?) Paper bags or plastic bags?

Answer: I like plastic bags.

Why?

Reason 1: Plastic bags are strong.

Explanation: You can use them many times.

Reason 2: They are convenient.

Explanation: Many stores don't have paper bags.

Why not paper?

Reason 1: Paper bags are not strong.

Explanation: You cannot carry many things in a paper bag.

Reason 2: Paper bags are bad for the environment.

Explanation: You must cut down trees to make paper bags.

Lesson Plans for JHS Grade 2

Focus: To express one's own ideas while comparing two or more things.

Debate activities in junior high school grade 2 are closer to actual debating. At the beginning of the school year, 2nd graders will review the process of thinking of detailed explanations for their reasons. The second step in learning debate is for students to learn to argue against the other side/option, and likewise offer detailed explanations as to why listeners shouldn't choose the other option. Through this practice, students will cultivate the thinking skills necessary to form counter-arguments and rebuttals in debate. At this point, students should be introduced to the reality that they may have to argue for a side they don't agree with. Cat-lovers may have to argue against choosing cats as pets.

The focus question for grade 2 is **“Which do you like? Why A and NOT B? When students learn comparatives and superlatives in term 3, this question will change to “Which is better/best? Why A and NOT B?”** students will be presented with a **narrower** topic with only two choices. However, these topics should be about things **familiar** to the students, such as the environment, school, clubs, etc. students will answer, offer 2 reasons and explanations for their position, and 2 reasons and explanations for why they are against the other option.

By the end of grade 2, students should be able to present an example such as the following:

Which do you like? (Which is better?) Paper bags or plastic bags?

Answer: I like plastic bags.

Why?

Reason 1: Plastic bags are strong.

Explanation: You can use them many times.

Reason 2: They are convenient.

Explanation: Many stores don't have paper bags.

Why not paper?

Reason 1: Paper bags are not strong.

Explanation: You cannot carry many things in a paper bag.

Reason 2: Paper bags are bad for the environment.

Explanation: You must cut down trees to make paper bags.

When demonstrating an activity/concept, the DEMO topic of “pets” and “dogs vs cats” will be used. Ideally, students should do these debate activities at the END of each term. During these, students will do a presentation of their opinions on the given topic using the worksheets included in this booklet. Please have students reuse their debate folder from last year and keep all materials handed out by the teachers.

| 中学 2年次 | | 1学期 | A |
|---|---|-----|--|
| 時間 50 | テーマ: What country do you want to go to? Why? どの国に行きたいですか。それはなぜですか。 目標: できることやできないことについて触れながら、具体的な理由とともに意見を述べるができる。(1年次の復習) | | |
| 言語材料: I want to go to... / I like... / I want... / You can/cannot... / ...is... / ...has... | | | |
| 語彙: brainstorm, reason, explanation, explain, clear, choose, group leader, buy, visit, makeup | | | |
| 時間 | 内容 | | 留意点 |
| 5 | 導入 | | |
| | 指導者は生徒に挨拶する。トピックを提示し、G2T1Aワークシートを生徒に配布する。“どの国に行きたいですか。”をクラスに問いかけ、5-7人の生徒に答えてもらう。 生徒は1つの国を選び、同じ国を選んだ生徒同士で4-5人組のグループを作る。 | | 教材: G2T1Aワークシート |
| | [英会話(スキット)の実演] JTE: Hello everyone! Sts: Hello! ALT: Today's topic is "What country do you want to go to? Why?" Please tell me, what country do you want to go to? Sts: Korea! Australia! etc. ALT: Sounds great! JTE: Now, please choose a country. Make a group by the same country. | | |
| 10 | ブレインストーミング(グループ&クラス) | | |
| | 生徒にブレインストーミングワークシートを配布し、ブレインストーミングをグループで行う。選択した国へ行きたい3つの具体的な理由を考え、2つを全体で発表する。指導者はそれぞれの理由を黒板に書き留めておく。 a) 全体でそれぞれの理由について議論する。 b) 生徒は全体での発表を聞き、アイデアを自分のワークシートに反映させる。 | | 教材: G2T1Aワークシート ブレインストーミングワークシートA |
| | [英会話(スキット)の実演] ALT: Why do you want to go to that country? Let's discuss as a class. Sts: I want to buy makeup! I want to see the Sydney Opera House. JTE: Great start, everyone! ALT: Now, let's think about why. Why do you want to see the Sydney Opera House? Why do you want to buy makeup? | | |
| 7 | ブレインストーミング(グループ&クラス) | | |
| | 生徒はワークシートを使用し、ブレインストーミングをグループで行う。具体的な説明とともに選択した国へ行きたい理由をグループで考え、1-2つを全体で発表する。指導者は黒板上のそれぞれの理由に説明を書き加える。 a) 全体でそれぞれの説明が適切かどうか議論する。理由の説明になっているか、明確かどうかを確認する。 b) 生徒は全体での発表を聞き、アイデアを自分のワークシートに反映させる。 | | 教材: G2T1Aワークシート ブレインストーミングワークシートA |
| | [英会話(スキット)の実演] ALT: Why do you want to go to [Korea]? Let's discuss as a class. Please share 1 or 2 ideas. Sts: I want to buy makeup. JTE: Thank you. Let's see... How is this example? "I want to go to Korea. I want to buy makeup." Is this clear? ALT: Hmm, you can buy makeup in Japan. Why do you want to buy makeup in Korea? Sts: I want to buy Korean makeup. Makeup in Korea is very good. ALT: Great! JTE: Now, please work in your group to make clear reasons. | | |
| 10 | 個人活動 | | |
| | 生徒は個人でG2T1Aワークシートに取り組み、選択した国へ行きたい理由、また理由に説明を加える。生徒は黒板に書かれたアイデアやマインドマップワークシートを参考にしながらワークシートに取り組む。指導者は適宜中間指導を行う。 | | 教材: G2T1Aワークシート ブレインストーミングワークシートA |
| 15 | プレゼンテーション(グループ&クラス) | | |
| | 生徒はグループ内で発表し、その後グループリーダーは全体で発表する。 | | 教材: G2T1Aワークシート ブレインストーミングワークシートA |
| | [英会話(スキット)の実演] ALT: OK everybody, it's presentation time. We will give you 5 minutes. First, share your ideas with your group members. (グループ内で発表後) ALT: Every group, please choose a group leader. Present your country and explain your 3 reasons. Sts: OK! Group leader: I want to go to Korea. I like spicy food. Korea has many spicy foods. I want to eat kimchi and hot noodles. I want to buy makeup. Korean makeup is the best in the world. I cannot wear cute hanbok in Japan. I want to take pictures in hanbok with my friends. ALT: Very good ideas! JTE: Good job! | | |
| 3 | 終わりのあいさつ | | |
| | 授業の振り返り、フィードバックを行い、終わりのあいさつをする。 | | 教材: なし |
| | [英会話(スキット)の実演] JTE: OK everyone, class is finished. ALT: Everybody had good ideas! I like the idea about ~! JTE/ALT: Goodbye everyone! Sts: See you! | | |

| Grade 2 | | Term 1 | A |
|---|---|--------|---|
| Time 50 | Theme: What country do you want to go to? Why? | | |
| | Objective: Sts review the process of presenting an opinion and offering reasons with detailed explanations using a real topic (Review of Grade 1) | | |
| Target Language: I want to go to... / I like... / I want... / You can/cannot... / ...is... / ...has... | | | |
| Vocab: brainstorm, reason, explanation, explain, clear, choose, group leader, buy, visit, makeup | | | |
| Time | Contents | | Remarks |
| 5 | Introduction | | |
| | The instructors greet Sts, present the topic to the class and pass out the worksheet G2T1A. Ask Sts "What country do you want to go to?" and ask volunteers for answers. Have 5 – 7 Sts offer a country. Ask the Sts the question "Why do you want to go to ...?" Sts make groups based on the country they choose (4~5 Sts). Assign groups if there are no popular countries. | | Materials: G2T1A worksheet |
| | [English script with JTE/ALT] JTE: Hello everyone! Sts: Hello! ALT: Today's topic is "What country do you want to go to? Why?" Please tell me, what country do you want to go to? Sts: Korea! Australia! etc. ALT: Sounds great! JTE: Now, please choose a country. Make a group by the same country. | | |
| 10 | Brainstorming in groups and the class | | |
| | Instructors pass out a brainstorming worksheet for brainstorming reasons for wanting to visit that country. Each group takes 5 minutes to brainstorm 3 tangible reasons for why they want to visit their country and then present 2 of them. Instructors will write these down on the board. a) Discuss the reasons as a class. b) Sts can use these examples for their own worksheets. | | Materials: G2T1A worksheet Brainstorming worksheet A |
| | [English script with JTE/ALT] ALT: Why do you want to go to that country? Let's discuss as a class. Sts: I want to buy makeup! I want to see the Sydney Opera House. JTE: Great start, everyone! ALT: Now, let's think about why. Why do you want to see the Sydney Opera House? Why do you want to buy makeup? | | |
| 7 | Brainstorming in groups and the class | | |
| | The groups take 5 minutes to discuss explanations for the reasons for wanting to visit that country, and then present 1 or 2 of them. Instructors write these on the board. a) Discuss as a class if the explanations are good or not, if they are related to the reason or not, if it's clear or vague. b) Sts can use these examples for their own worksheets. | | Materials: G2T1A worksheet Brainstorming worksheet A |
| | [English script with JTE/ALT] ALT: Why do you want to go to [Korea]? Let's discuss as a class. Please share 1 or 2 ideas. Sts: I want to buy makeup. JTE: Thank you. Let's see... How is this example? "I want to go to Korea. I want to buy makeup." Is this clear? ALT: Hmm, you can buy makeup in Japan. Why do you want to buy makeup in Korea? Sts: I want to buy Korean makeup. Makeup in Korea is very good. ALT: Great! JTE: Now, please work in your group to make clear reasons. | | |
| 10 | Individual Activity | | |
| | Sts fill out their G2T1A worksheets individually and write reasons and explanations for why they want to visit their country. They are free to use the ideas written up on the board. Instructors walk around, observe, and help Sts with their thought process when necessary. | | Materials: G2T1A worksheet Brainstorming worksheet A |
| 15 | Presentation in groups and the class | | |
| | Sts present in a group and have a group leader present in the class. | | Materials: G2T1A worksheet Brainstorming worksheet A |
| | [English script with JTE/ALT] ALT: OK everybody, it's presentation time. We will give you 5 minutes. First, share your ideas with your group members. (After presentation in groups) ALT: Every group, please choose a group leader. Present your country and explain your 3 reasons. Sts: OK! Group leader: I want to go to Korea. I like spicy food. Korea has many spicy foods. I want to eat kimchi and hot noodles. I want to buy makeup. Korean makeup is the best in the world. I cannot wear cute hanbok in Japan. I want to take pictures in hanbok with my friends. ALT: Very good ideas! JTE: Good job! | | |
| 3 | Closing & Goodbye | | |
| | Summarize lesson, give feedback, and greet Sts. | | Materials: None. |
| | [English script with JTE/ALT] JTE: OK everyone, class is finished. ALT: Everybody had good ideas! I like the idea about ~~! JTE/ALT: Goodbye everyone! Sts: See you! | | |

Topic: What country do you want to go to? Why?

Aim:

I want to go to _____ .

(America, Korea, Germany, Russia, Ghana, etc.)



Reasons



1. I like _____



2. I want _____



Choose from the word box.

3. _____





Word Box



| | | | |
|-------------------------------|-------------|------------------------------------|--------------|
| I can/cannot... | You can ... | I want to ... | I want a ... |
| ... is (exciting, fun, etc.). | | ... is not (far, expensive, etc.). | |

| 中学 2年次 | | 2学期 | A (1 of 2) |
|--|---|-----|---|
| 時間 50 | テーマ: Which do you like, dogs or cats? Why? Why not ... ? イヌとネコどちらが好きですか。なぜ好き/好きではないですか。 | | |
| | 目標: 自分の意見を述べたり、自分の意見と反対の立場について考えたりすることができる。 | | |
| 言語材料: I like... / They are... / They can... / You can... / I think that... / It is... | | | |
| 語彙: why, reason, explanation, help, do tricks, expensive, difficult, stinky, annoying, dangerous, loud, etc. | | | |
| 時間 | 内容 | | 留意点 |
| 5 | 導入 | | |
| | <p>指導者は生徒に挨拶し、“イヌとネコどちらが好きですか。”をクラスに問いかけ、何人かの生徒に答えてもらう。生徒はイヌかネコどちらかを選び、同じ動物を選んだ生徒同士で4-5人組のグループを作る。どちらかの動物にグループの数が偏った場合は、グループの数が均等になるように調整する。その際指導者は、ディベート(討論)では自分の意見に反する事柄について、議論することもしばしばあることを説明する。</p> <p>[英会話(スキット)の実演] JTE: Hello everyone! Sts: Hello! ALT: Today's topic is "Which do you like, dogs or cats?" JTE: Please choose one, and make a group with people who like the same animal.</p> | | 教材: なし |
| 7 | 個人活動 | | |
| | <p>生徒にG2T2Aワークシートを配布し、ステップ1に取り組む。なぜイヌもしくはネコが好きなのか、具体的な説明とともに理由を考え、ワークシートに記入する。時間があればそれぞれの理由に説明文を2文書のように指示する。</p> <p>例: 理由 - イヌは賢い。 説明 - イヌは芸ができる。人々を助けることができる。</p> <p>[英会話(スキット)の実演] ALT: Why do you like that animal? Please think of some reasons why. JTE: For example, I like cats! Cats are warm and friendly. They sit with me when I read books. ALT: What a great reason!</p> | | 教材: G2T2Aワークシート ※必要があれば、日本語で説明を加えてもよい。 |
| 15 | ブレインストーミング(グループ) | | |
| | <p>生徒にブレインストーミングワークシートを配布し、ブレインストーミングをグループで行う。なぜもう一方の動物を選択しなかったのかブレインストーミングワークシートを使用しアイデアを出し、G2T2Aワークシートステップ2に記入する。指導者は適宜机間指導を行う。</p> <p>例: expensive, difficult, stinky(臭い), annoying, dangerous, loud, etc.</p> | | 教材: G2T2Aワークシート ブレインストーミングワークシートA |
| 20 | ブレインストーミング(クラス) | | |
| | <p>グループの代表はG2T2Aワークシートステップ2をもとに、選択した動物が好きな理由を1つ、もう一方の動物を選択しなかった理由を1つ、全体で発表する。指導者は黒板上にそれぞれの理由を書き留める。</p> <p>a) 全体で様々な理由を比較し、議論する。 b) 指導者は、ディベートでは自分が選択した立場について批判的な視点をもつことが必要不可欠であること、反対意見側が主張することを予測しておくことが大切であることを説明する。</p> <p>[英会話(スキット)の実演] ALT: Now let's discuss the reasons why we don't like the other animal. JTE: For example, I like dogs because they are friendly. I don't like cats because they are boring. ALT: Good. (黒板に理由を書き留める) ... When you debate, you have to think about reasons why some people don't like the things you like. JTE: It's important to think of a reason. It helps them understand why you think one animal is better.</p> | | 教材: G2T2Aワークシート ブレインストーミングワークシートA ※必要があれば、日本語で説明を加えてもよい。 |
| (板書例) | | | |
| | | | |
| 3 | 終わりのあいさつ | | |
| | <p>グループのメンバーの名前をワークシートへメモするように生徒に指示する。授業の振り返り、終わりのあいさつをする。 ※指導者は生徒が発表したアイデアをメモしておく(次回の授業で使用するため)。</p> <p>[英会話(スキット)の実演] JTE: OK everyone, class is finished. ALT: Everybody had good ideas! I like the idea about ~~! JTE/ALT: Goodbye everyone! Sts: See you!</p> | | 教材: G2T2Aワークシート ※必要があれば、ワークシートを回収し、次回の授業まで保管する。 |

| Grade 2 | | Term 2 | A (1 of 2) |
|--|---|--------|--|
| Time 50 | Theme: Which do you like, dogs or cats? Why? Why not ... ? | | |
| | Objective: Sts learn the concept of arguing against the side/option in addition to presenting and explaining their own position using a demo | | |
| Target Language: I like... / They are... / They can... / You can... / I think that... / It is... | | | |
| Vocab: why, reason, explanation, help, do tricks, expensive, difficult, stinky, annoying, dangerous, loud, etc. | | | |
| Time | Contents | | Remarks |
| 5 | Introduction | | |
| | The instructors greet Sts, ask the question "Which do you like, dogs or cats?", and ask volunteers for answers. Sts make separate groups for cats and dogs (4-5 sts each). Instructors should assign sts cat or dog if more than half the class likes one animal. Instructors should explain that sts often have to argue for something they don't agree with. | | Materials: None. |
| [English script with JTE/ALT] JTE: Hello everyone! Sts: Hello! ALT: Today's topic is "Which do you like, dogs or cats?" JTE: Please choose one, and make a group with people who like the same animal. | | | |
| 7 | Individual Activity | | |
| | Instructors hand out the Sts copy G2T2A worksheet. Sts write 2 reasons why they like dogs or cats and their explanations for their reasons in Step 1. If there is time, have Sts write 2 sentences for each explanation. <i>Example:</i> Reason - Dogs are smart. Explanation- They can do tricks. They can help people. | | Materials: G2T2A worksheet ※If necessary, the JTE can help explain in Japanese. |
| [English script with JTE/ALT] ALT: Why do you like that animal? Please think of some reasons why. JTE: For example, I like cats! Cats are warm and friendly. They sit with me when I read books. ALT: What a great reason! | | | |
| 15 | Brainstorming in groups | | |
| | Instructors will hand out brainstorming worksheet to all Sts. The groups brainstorm the reasons they didn't choose the other animal using brainstorming worksheet and write them down on G2T2A worksheet Step2. ALT and JTE walk around, observe, and assist where necessary. <i>Examples:</i> expensive, difficult, stinky, annoying, dangerous, loud, etc. | | Materials: G2T2A worksheet Brainstorming worksheet A |
| 20 | Brainstorming in the class | | |
| | Using G2T2A worksheet Step2, all groups present one reason for their animal, and one reason against the OTHER animal. Instructors will write all of these up on the board. a) Compare and discuss the various reasons they thought of against both animals. b) The instructors should explain that in debates, one has to look at their position critically and predict what the opposition might say . | | Materials: G2T2A worksheet Brainstorming worksheet A ※If necessary, the JTE can help explain in Japanese. |
| [English script with JTE/ALT] ALT: Now let's discuss the reasons why we don't like the other animal. JTE: For example, I like dogs because they are friendly. I don't like cats because they are boring. ALT: Good. (<i>writes more examples</i>) When you debate, you have to think about reasons why some people don't like the things you like. JTE: It's important to think of a reason. It helps them understand <i>why</i> you think one animal is better. | | | |
| <div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 0 auto;"> <p>(Layout EX)</p> </div> | | | |
| 3 | Closing & Goodbye | | |
| | Have Sts write their group members on their worksheets, summarize lesson, and greet Sts. | | Materials: G2T2A worksheet ※The instructors should take notes about what ideas the Sts present. |
| [English script with JTE/ALT] JTE: OK everyone, class is finished. ALT: Everybody had good ideas! I like the idea about ~~! JTE/ALT: Goodbye everyone! Sts: See you! | | | |

| 中学 2年次 | | 2学期 | A (1 of 2) |
|--|---|-----|--|
| 時間 50 | テーマ: Which do you like, dogs or cats? Why? Why not ... ? イヌとネコどちらが好きですか。なぜ好き/好きではないですか。 | | |
| | 目標: 自分の意見と反対の立場を選ばなかった理由を考えて言うことができる。 | | |
| 言語材料: I like... / They are... / They can... / You can... / I think that... / It is... | | | |
| 語彙: why, reason, explanation, help, do tricks, expensive, difficult, stinky, annoying, dangerous, loud, etc. | | | |
| 時間 | 内容 | | 留意点 |
| 5 | 導入 指導者は生徒に挨拶する。前回活動した同じグループに分かれ、前回使用したG2T2Aワークシート、ブレインストーミングワークシートを用意させる。前回の活動を続けることを生徒に伝える。 | | |
| | [英会話(スキット)の実演] JTE: Hello everyone! Sts: Hello! ALT: Hello class! Today we will continue to think about which is better, dogs or cats. Please take out your worksheets from last class. | | 教材: G2T2Aワークシート ブレインストーミングワークシートA (前時使用) |
| 17 | ブレインストーミング(グループ&クラス) なぜもう一方の動物を選ばなかったのか、前回の授業で出合ったアイデアをクラスで確認する。10分間グループでブレインストーミングワークシートを使用し、もう一方の動物を選ばなかった理由の説明を考え、1-2つを全体で発表するように指示する。指導者は発表内容を黒板に書き留めておく。 a) 全体でそれぞれの説明が適切かどうか議論する。理由の説明になっているか、明確かどうか確認する。 b) 生徒は全体での発表を聞き、アイデアを自分のワークシートに反映させる。 | | |
| | 例: Expensive=the food is expensive (食費がかさむ), difficult=must walk the dog every day (毎日散歩に行く必要がある), loud, noisy=annoy the neighbors (近所に迷惑をかける), dangerous=can bite and scratch (噛んだり引っ掻いたりする)等 | | 教材: G2T2Aワークシート ブレインストーミングワークシートA (前時使用) |
| | [英会話(スキット)の実演] ALT: Now let's discuss with our groups why you don't like the other animal. Try to be clear. JTE: For example, I don't like dogs because they are so loud. ALT: That's a good start. But why is that bad? JTE: Dogs are loud. They bark all the time. It is annoying for our neighbors. ALT: Great! That's a good explanation! | | (板書例) |
| 10 | 個人活動 なぜもう一方の動物を選ばなかったのか、具体的な説明とともに理由を考え、G2T2Aワークシートステップ2に記入する。指導者は適宜机間指導を行う。 | | |
| | | | 教材: G2T2Aワークシート ブレインストーミングワークシートA (前時使用) |
| 15 | プレゼンテーション(グループ&クラス) なぜイヌもしくはネコを選んだのか、なぜもう一方の動物を選ばなかったのかについて、生徒はグループ内で発表し、その後グループリーダーは全体で発表する。 | | |
| | [英会話(スキット)の実演] ALT: OK everybody, it's presentation time. We will give you 5 minutes. First, share your ideas with your group members. (グループ内で発表後) ALT: Every group, please choose a group leader. Present your animal and explain why you chose that animal. Sts: Ok! Group leader: I like dogs. They are friendly. Dogs kiss me a lot and we can play games together. I think dogs are very smart. Dogs can help people and do interesting tricks. Cats are not nice. They scratch people and don't like to play together. Cats can't do tricks. ALT: Very good ideas! JTE: Good job! | | 教材: G2T2Aワークシート ブレインストーミングワークシートA (前時使用) |
| 3 | 終わりのあいさつ 授業の振り返り、フィードバックを行い、終わりのあいさつをする。 | | |
| | | | 教材: なし |
| | [英会話(スキット)の実演] JTE: OK everyone, class is finished. ALT: Everybody had good ideas! I like the idea about ~~! JTE/ALT: Goodbye everyone! Sts: See you! | | |

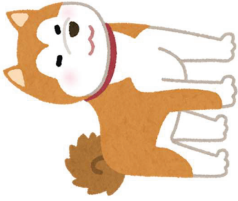
| Grade 2 | | Term 2 | A (1 of 2) |
|--|--|---|---|
| Time 50 | Theme: Which do you like, dogs or cats? Why? Why not ... ? | | |
| | Objective: Sts develop their position against the other side using a demo topic (Continuation of Previous lesson) | | |
| Target Language: I like... / They are... / They can... / You can... / I think that... / It is... | | | |
| Vocab: why, reason, explanation, help, do tricks, expensive, difficult, stinky, annoying, dangerous, loud, etc. | | | |
| Time | Contents | | Remarks |
| 5 | Introduction | | |
| | The instructors greet Sts. Sts get into their groups from the previous lesson and take out all their worksheets (G2T2A, mindmaps). Sts will continue arguing for their originally chosen animal. | | Materials: G2T2A worksheet Brainstorming worksheetA (from previous lesson) |
| [English script with JTE/ALT] JTE: Hello everyone! Sts: Hello! ALT: Hello class! Today we will continue to think about which is better, dogs or cats. Please take out your worksheets from last class. | | | |
| 17 | Brainstorming in groups and the class | | |
| | Instruct Sts to recall the reasons they offered for not choosing the other animal in the class. Instructors will ask the question "why?" (Why do you think that?). The groups take 10 minutes to discuss explanations for the reasons they didn't choose the other animal using the brainstorming worksheet and then present 1 or 2 of them. Instructors write these on the board. a) Discuss as a class if the explanations are good or not, if they are related to the reason or not, if it's clear or vague. b) Sts can reference these examples for their own worksheets. <i>Examples:</i> Expensive=the food is expensive, difficult=must walk the dog every day, loud, noisy=annoy the neighbors, dangerous=can bite and scratch, etc. | | Materials: G2T2A worksheet Brainstorming worksheetA (from previous lesson) |
| [English script with JTE/ALT] ALT: Now let's discuss with our groups why you don't like the other animal. Try to be clear. JTE: For example, I don't like dogs because they are so loud. ALT: That's a good start. But why is that bad? JTE: Dogs are loud. They bark all the time. It is annoying for our neighbors. ALT: Great! That's a good explanation! | | <div style="border: 1px solid black; padding: 5px;"> <p>(Layout EX)</p> <pre> graph TD dogs((dogs)) --- noisy((noisy)) dogs --- bark((bark all the time)) cats((cats)) --- boring((boring)) cats --- sleep((sleep)) cats --- trick((don't trick)) </pre> </div> | |
| 10 | Individual Activity | | |
| | Sts will fill out the G2T2A worksheet Part2 and write reasons and explanations for why they didn't choose the other animal. Instructors walk around, observe, and assist Sts with their through process when necessary. | | Materials: G2T2A worksheet Brainstorming worksheetA (from previous lesson) |
| 15 | Presentation in groups and the class | | |
| | Sts present in a group and have a group leader present in the class about reasons and explanations for why they chose one and not the other. | | Materials: G2T2A worksheet Brainstorming worksheetA (from previous lesson) |
| [English script with JTE/ALT] ALT: OK everybody, it's presentation time. We will give you 5 minutes. First, share your ideas with your group members. (After presentation in groups) ALT: Every group, please choose a group leader. Present your animal and explain why you chose that animal. Sts: Ok! Group leader: I like dogs. They are friendly. Dogs kiss me a lot and we can play games together. I think dogs are very smart. Dogs can help people and do interesting tricks. Cats are not nice. They scratch people and don't like to play together. Cats can't do tricks. ALT: Very good ideas! JTE: Good job! | | | |
| 3 | Closing & Goodbye | | |
| | Summarize lesson, give feedback, and greet Sts. | | Materials: None. |
| [English script with JTE/ALT] JTE: OK everyone, class is finished. ALT: Everybody had good ideas! I like the idea about ~~! JTE/ALT: Goodbye everyone! Sts: See you! | | | |

Topic: Which do you like, dogs or cats? Why not ... ?

Aim:

Step1

I like _____



Why?

Reasons



1. They are _____

Why?

2. _____

Why?

Step2

Why not _____ ?



Reasons



1. They are _____

Why?

2. _____

Why?



Word Box



I have to ...

I think (that) ...

For example, ...

... are (friendly, scary, etc.).

I don't have to ...

... because ...

I / You can ...

... are not (clean, cute, etc.).

Topic: Which do you like, dogs or cats? Why not ... ?

Aim:

Step1

I like _____ dogs .



Why?

Reasons

1. They are _____ friendly .
 I can play games together .
 They kiss me a lot .

Step2

Why not _____ cats ?



Reasons

1. They are _____ boring .
 Cats sleep all day .
 Cats don't do tricks .

2. _____ I think that cats are scary .
 _____ They can scratch you .
 _____ They look very scary at night .



Word Box



| | |
|----------------------------------|----------------------------------|
| I have to ... | I don't have to ... |
| I think (that) ... | ... because ... |
| For example, ... | I / You can ... |
| ... are (friendly, scary, etc.). | ... are not (clean, cute, etc.). |

| 中学 2年次 | | 2学期 | B |
|---|---|-----|---|
| 時間 | テーマ: Which do you like, paper or plastic bags? Why? Why not? 紙袋とプラスチックの袋どちらが好きですか。なぜ好き/好きではないですか。 | | |
| 50 | 目標: 例を挙げながら自分の意見を述べたり、自分の意見と反対の立場について考えた内容を言ったりすることができる。 | | |
| 言語材料: I have to/don't have to... / I think that... / ...because... / It is... / I/You can... / ...are/are not | | | |
| 語彙: argument, better, good for, bad for, break, heavy, trash, useful phrases WS | | | |
| 時間 | 内容 | | 留意点 |
| 3 | 導入 指導者はトピックを提示し、G2T2Bワークシートとブレインストーミングワークシートを生徒に配布する。“紙袋とプラスチックの袋どちらが好きですか。なぜ好きですか。”をクラスに問いかける。クラスを半分に分け、4-5人組のグループを作る。 | | |
| | [英会話(スキット)の実演] JTE: Hello everyone! Sts: Hello! ALT: Hello! Today's topic is "Which do you like, paper or plastic bags? " JTE: Please choose one, and make a group with people who have the same opinion. | | 教材: G2T2Bワークシート ブレインストーミングワークシートB |
| 13 | ブレインストーミング(グループ&クラス) ブレインストーミングワークシートを使用し、5分間グループでその袋を選んだ理由を説明とともに2つ考え、G2T2Bワークシートステップ1にまとめるように指示する。1-2つを全体で発表するように指示し、指導者は発表内容を黒板に書き留めておく。 a) 全体でそれぞれの説明が適切かどうか議論する。理由の説明になっているか、明確かどうかを確認する。 b) 生徒は全体での発表を聞き、アイデアを自分のワークシートに反映させる。 | | |
| | [英会話(スキット)の実演] ALT: First, please choose which you like better. Then, work in small groups to create two reasons for your bags. After 5 minutes, we will share our ideas. (5分経過後) Time's up! Any volunteers from each group? Sts: I like paper bags. They are good for the planet. ALT: Nice! Any more? Sts: Paper bags are cool. ALT: Why? Sts: Paper bags have nice designs. They look cooler than plastic bags. ALT: I see, great! | | 教材: G2T2Bワークシート ブレインストーミングワークシートB |
| 8 | ブレインストーミング(グループ&クラス) ブレインストーミングワークシートを使用し、グループで5分間ブレインストーミングを行い、もう一方の袋を選択しなかった理由を2つ考え、G2T2Bワークシートステップ2にまとめるように指示する。グループの代表者は1-2つの理由を全体で発表するように指示する。 a) 全体でそれぞれの理由について議論する b) 生徒は全体での発表を聞き、アイデアを自分のワークシートに反映させる。 | | |
| | [英会話(スキット)の実演] ALT: Alright, let's share our reasons why we didn't choose the other bags. Plastic is bad for the planet. Paper gets wet... etc. JTE/ALT: Great ideas, everyone! | | 教材: G2T2Bワークシート ブレインストーミングワークシートB |
| 8 | ブレインストーミング(グループ&クラス) ブレインストーミングワークシートを使用し、5分間グループでもう一方の袋を選ばなかった理由の説明を考え、1-2つを全体で発表するように指示する。指導者は発表内容を黒板に書き留めておく。 a) 全体でそれぞれの説明が適切かどうか議論する。理由の説明になっているか、明確かどうかを確認する。 b) 生徒は全体での発表を聞き、アイデアを自分のワークシートに反映させる。 | | |
| | [英会話(スキット)の実演] ALT: What are some of the explanations you have for your reasons not to choose a bag? Sts: Plastic is bad for the planet. ALT: Yes, but can you tell me more? Sts: Plastic garbage cannot be burned. It is in the ocean. It is in the fish we eat, too. ALT: Great work! That's a nice explanation. | | 教材: G2T2Bワークシート ブレインストーミングワークシートB |
| 15 | プレゼンテーション(グループ&クラス) なぜ紙袋もしくはプラスチックの袋を選んだのか、なぜもう一方の袋を選ばなかったのかについて、生徒はグループ内で発表し、その後グループリーダーは全体で発表する。 | | |
| | [英会話(スキット)の実演] ALT: OK everybody, it's presentation time. We will give you 5 minutes. First, share your ideas with your group members. (グループ内で発表後) ALT: Every group, please choose a group leader. Present your bag and explain why you chose that bag. Group leader: I like paper bags. Paper bags have many uses. They can be used for new things, presents, and trash. Paper bags look nice, and are very strong. Paper bags are also good for the planet. Paper bags don't stay in the ocean. Plastic bags are bad for the planet. They stay in the ocean. Plastic bags are also not very pretty. People don't want a birthday present in a plastic bag. ALT: Wow! What great presentations, everyone! JTE: Good job! | | 教材: G2T2Bワークシート、ブレインストーミングワークシートB |
| 3 | Closing & Goodbye: 終わりのあいさつ 授業の振り返り、フィードバックを行い、終わりのあいさつをする。 | | |
| | | | 教材: なし |

| Grade 2 | | Term 2 | B |
|---|--|--------|---|
| Time 50 | Theme: Which do you like, paper or plastic bags? Why? Why not? | | |
| | Objective: Sts practice arguing for their position and against the other side using a real topic | | |
| Target Language: I have to/don't have to... / I think that... / ...because... / It is... / I/You can... / ...are/are not | | | |
| Vocab: argument, better, good for, bad for, break, heavy, trash, useful phrases WS | | | |
| Time | Contents | | Remarks |
| 3 | Introduction | | |
| | Instructors present the topic to the class and pass out the worksheet G2T2B and brainstorming worksheet. Ask the question "Which do you like, paper or plastic bags? Why?". The class splits into halves according to their choice and make smaller groups (4 or 5). | | Materials: G2T2B worksheet Brainstorming worksheetB |
| [English script with JTE/ALT] JTE: Hello everyone! Sts: Hello! ALT: Hello! Today's topic is "Which do you like, paper or plastic bags? " JTE: Please choose one, and make a group with people who have the same opinion. | | | |
| 13 | Brainstorming in groups and the class | | |
| | The groups take 5 minutes to brainstorm 2 tangible reasons and explanations for why they like paper or plastic using brainstorming worksheet and G2T2B worksheet Step1. Each group shares 1 or 2 reasons with explanations. Instructors write these on the board. a) Discuss as a class if the explanations are good or not, if they are related to the reason or not, if it's clear or vague. b) Sts can reference these examples for their own worksheets. | | Materials: G2T2B worksheet Brainstorming worksheetB |
| [English script with JTE/ALT] ALT: First, please choose which you like better. Then, work in small groups to create two reasons for your bags. After 5 minutes, we will share our ideas. (5 minutes later) Time's up! Any volunteers from each group? Sts: I like paper bags. They are good for the planet. ALT: Nice! Any more? Sts: Paper bags are cool. ALT: Why? Sts: Paper bags have nice designs. They look cooler than plastic bags. ALT: I see, great! | | | |
| 8 | Brainstorming in groups and the class | | |
| | The groups take 5 minutes to brainstorm 2 reasons why they didn't choose the other type of bag using brainstorming worksheet and G2T2B worksheet Step2. Each group shares 1 or 2 reasons why they didn't choose the other type of bag. a) Discuss the reasons as a class. b) Sts can reference these examples for their own worksheets. | | Materials: G2T2B worksheet Brainstorming worksheetB |
| [English script with JTE/ALT] ALT: Alright, let's share our reasons why we didn't choose the other bags. Plastic is bad for the planet. Paper gets wet... etc. JTE/ALT: Great ideas, everyone! | | | |
| 8 | Brainstorming in groups and the class | | |
| | The groups take 5 minutes to brainstorm explanations for the reasons they didn't choose the other type of bag. Each group shares 1 or 2 explanations for the reasons. Instructors write these on the board. a) Discuss as a class if the explanations are good or not, if they are related to the reason or not, if it's clear or vague. b) Sts can reference these examples for their own worksheets. | | Materials: G2T2B worksheet Brainstorming worksheetB |
| [English script with JTE/ALT] ALT: What are some of the explanations you have for your reasons not to choose a bag? Sts: Plastic is bad for the planet. ALT: Yes, but can you tell me more? Sts: Plastic garbage cannot be burned. It is in the ocean. It is in the fish we eat, too. ALT: Great work! That's a nice explanation. | | | |
| 15 | Presentation in groups and the class | | |
| | Sts present in a group and have a group leader present in the class about reasons and explanations for why they chose one and not the other. | | Materials: G2T2B worksheet Brainstorming worksheetB |
| [English script with JTE/ALT] ALT: OK everybody, it's presentation time. We will give you 5 minutes. First, share your ideas with your group members. (After presentation in groups) ALT: Every group, please choose a group leader. Present your bag and explain why you chose that bag. Group leader: I like paper bags. Paper bags have many uses. They can be used for new things, presents, and trash. Paper bags look nice, and are very strong. Paper bags are also good for the planet. Paper bags don't stay in the ocean. Plastic bags are bad for the planet. They stay in the ocean. Plastic bags are also not very pretty. People don't want a birthday present in a plastic bag. ALT: Wow! What great presentations, everyone! JTE: Good job! | | | |
| 3 | Closing & Goodbye | | |
| | Summarize lesson, give feedback, and greet Sts. | | Materials: None. |

Topic: Which do you like, paper or plastic bags? Why not?

Aim:

Step 1

I like _____ .



Why?



Reasons

1. They are _____



2. _____



Step 2

Why not _____



?

Reasons



1. They are _____



2. _____



Word Box



| | |
|---------------------------------|---|
| I have to ... | I don't have to ... |
| I think (that) ... | ... because ... |
| For example, ... | I / You can ... |
| ... are (strong, pretty, etc.). | ... are not (strong, convenient, etc.). |

Topic: Which do you like, paper or plastic bags? Why not?

Aim:

Step 1

I like paper bags .



Why?

Reasons

1. They are good for the planet .
Paper bags don't stay in the ocean .
You can recycle paper bags .

Step 2

Why not plastic bags ?



Reasons

1. They are bad for the planet .
Plastic bags stay in the ocean .
You can't recycle plastic bags .

2. Plastic bags are not pretty .
I think people don't want a present
in a plastic bag.



Word Box

| | |
|---------------------------------|---|
| I have to ... | I don't have to ... |
| I think (that) ... | ... because ... |
| For example, ... | I / You can ... |
| ... are (strong, pretty, etc.). | ... are not (strong, convenient, etc.). |

| 中学 2年次 | | 3学期 | A |
|--------|--|---|---|
| 時間 | テーマ: Which are better, paper dictionaries or electronic dictionaries? Why? Why not ... ? | | |
| 50 | 辞書を買うなら、紙の辞書か、電子辞書か。なぜですか。なぜそうではないのですか。 | | |
| | 目標: 2つのものを比べながら、自分の意見を述べたり、自分の意見と反対の立場について考えた内容を言ったりすることができる。 | | |
| | 言語材料: I have to/don't have to... / I think that... / ...because... / for example / I/You can... / ...are/are not | | |
| | 語彙: dictionary, paper, electronic, convenient, space, light, heavy, explanation | | |
| 時間 | 内容 | 留意点 | |
| 3 | 導入 | | |
| | 指導者はトピックを提示し、G2T3Aワークシートとブレインストーミングワークシートを生徒に配布する。“辞書を買うなら、紙の辞書か、電子辞書か。”をクラスに問いかける。クラスを半分に分け、4-5人組のグループを作る。 | 教材: G2T3Aワークシート ブレインストーミングワークシートB | |
| | [英会話(スキット)の実演] JTE: Hello everyone! Sts: Hello! ALT: Hello! Today's topic is "Which are better, paper dictionaries or electronic dictionaries?" JTE: Please choose one, and make a group with people who have the same opinion. | | |
| 13 | ブレインストーミング(グループ&クラス) | | |
| | ブレインストーミングワークシートを使用し、10分間グループでその立場を選んだ理由を説明とともに2つ考え、G2T3Aワークシートステップ1にまとめるように指示する。1-2つを全体で発表するように指示し、指導者は発表内容を黒板に書き留めておく。 a) 全体でそれぞれの説明が適切かどうか議論する。理由の説明になっているか、明確かどうかを確認する。 b) 生徒は全体での発表を聞き、アイデアを自分のワークシートに反映させる。 生徒が使用できるように留意: I think that ... /Comparatives (比較級)/Superlatives (最上級)/I think that ... 、形容詞(比較級、最上級) | 教材: G2T3Aワークシート ブレインストーミングワークシートB | |
| | [英会話(スキット)の実演] ALT: First, please choose which you like better. Then, work in small groups to create a speech for your side. After 10 minutes, we will share our ideas. (10分経過後) Time's up! Any volunteers from each group? Sts: I like electronic dictionaries. They are more convenient because you can take them anywhere. ALT: Nice! Any more? Sts: I like paper dictionaries. ALT: Why? Sts: I think that a paper dictionary is easier to use than an electronic dictionary. ALT: Good! That's very important too! | | |
| 8 | ブレインストーミング(グループ&クラス) | | |
| | ブレインストーミングワークシートを使用し、グループで5分間ブレインストーミングを行い、もう一方の立場を選択しなかった理由を2つ考え、G2T3Aワークシートステップ2にまとめるように指示する。グループの代表者は1-2つの理由を全体で発表するように指示する。 a) 全体でそれぞれの理由について議論する b) 生徒は全体での発表を聞き、アイデアを自分のワークシートに反映させる。 | 教材: G2T3Aワークシート ブレインストーミングワークシートB | |
| | [英会話(スキット)の実演] ALT: Alright, let's share our reasons why we didn't choose the other. Sts: Paper dictionaries are too big, paper dictionaries are bad for the planet.etc. JTE/ALT: Great ideas, everyone! | | |
| 8 | ブレインストーミング(グループ&クラス) | | |
| | ブレインストーミングワークシートを使用し、5分間グループでもう一方の立場を選ばなかった理由の説明を考え、1-2つを全体で発表するように指示する。指導者は発表内容を黒板に書き留めておく。 a) 全体でそれぞれの説明が適切かどうか議論する。理由の説明になっているか、明確かどうかを確認する。 b) 生徒は全体での発表を聞き、アイデアを自分のワークシートに反映させる。 | 教材: G2T3Aワークシート ブレインストーミングワークシートB | |
| | [英会話(スキット)の実演] ALT: What are some of the explanations you have for your reasons not to choose a paper dictionary? Sts: Paper dictionaries take up a lot of space. ALT: Yes, but can you tell me more? Sts: The dictionaries are big. They need a lot of space in a small apartment. ALT: Great work! That's a nice explanation. | | |
| 15 | プレゼンテーション(グループ&クラス) | | |
| | なぜその立場を選んだのか、なぜもう一方の立場を選ばなかったのかについて、生徒はグループ内で発表し、その後グループリーダーは全体で発表する。 | 教材: G2T3Aワークシート、ブレインストーミングワークシートB | |
| | [英会話(スキット)の実演] ALT: OK everybody, it's presentation time. We will give you 5 minutes. First, share your ideas with your group members. (グループ内で発表後) ALT: Every group, please choose a group leader. Present your ideas and explain why you chose the paper or electronic dictionary. Group leader: I think that electronic dictionaries are better than paper dictionaries. They are very convenient. An electronic dictionary is easier to take on trips, and is small. They are also lighter than paper dictionaries. Paper dictionaries take a lot of space, and are heavier than electronic dictionaries. In small apartments, I think electronic dictionaries are better. ALT: Wow! What great presentations, everyone! JTE: Good job! | | |
| 3 | 終わりのあいさつ | | |
| | 授業の振り返り、フィードバックを行い、終わりのあいさつをする。 | 教材: なし | |

| Grade 2 | | Term 3 | A |
|---|--|--------|--|
| Time 50 | Theme: Which are better, paper dictionaries or electronic dictionaries? Why? Why not ... ? | | |
| | Objective: Sts practice arguing for their position and against the other side using a real topic | | |
| Target Language: I have to/don't have to... / I think that... / ...because... / for example / I/You can... / ...are/are not | | | |
| Vocab: dictionary, paper, electronic, convenient, space, light, heavy, explanation | | | |
| Time | Contents | | Remarks |
| 3 | Introduction | | |
| | Instructors present the topic to the class and pass out the worksheet G2T3A and brainstorming worksheet. Ask the question "Which are better, paper dictionaries or electronic dictionaries? Why? Why not...?". The class splits into halves according to their choice and make smaller groups (4 or 5). | | Materials: G2T3A worksheet Brainstorming worksheetB |
| [English script with JTE/ALT] JTE: Hello everyone! Sts: Hello! ALT: Hello! Today's topic is "Which are better, paper dictionaries or electronic dictionaries?" JTE: Please choose one, and make a group with people who have the same opinion. | | | |
| 13 | Brainstorming in groups and the class | | |
| | The groups take 10 minutes to brainstorm 2 tangible reasons and explanations for why paper or electronic dictionaries are better using brainstorming worksheet and G2T3A worksheet Step1. Each group shares 1 or 2 reasons with explanations. Instructors write these on the board. a) Discuss as a class if the explanations are good or not, if they are related to the reason or not, if it's clear or vague. b) Sts can reference these examples for their own worksheets. Encourage Sts to use the following forms: I think that ... /Comparatives/Superlatives/Combination of I think that ... , comparatives and superlatives | | Materials: G2T3A worksheet Brainstorming worksheetB |
| [English script with JTE/ALT] ALT: First, please choose which you like better. Then, work in small groups to create a speech for your side. After 10 minutes, we will share our ideas. (10 minutes later) Time's up! Any volunteers from each group? Sts: I like electronic dictionaries. They are more convenient because you can take them anywhere. ALT: Nice! Any more? Sts: I like paper dictionaries. ALT: Why? Sts: I think that a paper dictionary is easier to use than an electronic dictionary. ALT: Good! That's very important too! | | | |
| 8 | Brainstorming in groups and the class | | |
| | The groups take 5 minutes to brainstorm 2 reasons why they didn't choose the other option using brainstorming worksheet and G2T3A worksheet Step2. Each group shares 1 or 2 reasons why they chose their option. a) Discuss the reasons as a class. b) Sts can reference these examples for their own worksheets. | | Materials: G2T3A worksheet Brainstorming worksheetB |
| [English script with JTE/ALT] ALT: Alright, let's share our reasons why we didn't choose the other. Sts: Paper dictionaries are too big, paper dictionaries are bad for the planet.etc. JTE/ALT: Great ideas, everyone! | | | |
| 8 | Brain Storming in groups and the class | | |
| | The groups take 5 minutes to brainstorm explanations for the reasons they didn't choose the other option. Each group shares 1 or 2 explanations for the reasons. Instructors write these on the board. a) Discuss as a class if the explanations are good or not, if they are related to the reason or not, if it's clear or vague. b) Sts can reference these examples for their own worksheets. | | Materials: G2T3A worksheet Brainstorming worksheetB |
| [English script with JTE/ALT] ALT: What are some of the explanations you have for your reasons not to choose a paper dictionary? Sts: Paper dictionaries take up a lot of space. ALT: Yes, but can you tell me more? Sts: The dictionaries are big. They need a lot of space in a small apartment. ALT: Great work! That's a nice explanation. | | | |
| 15 | Presentation in groups and the class | | |
| | Sts present in a group and have a group leader present in the class about reasons and explanations for why one option is better than the other. | | Materials: G2T3A worksheet Brainstorming worksheetB |
| [English script with JTE/ALT] ALT: OK everybody, it's presentation time. We will give you 5 minutes. First, share your ideas with your group members. (After presentation in groups) ALT: Every group, please choose a group leader. Present your ideas and explain why you chose the paper or electronic dictionary. Group leader: I think that electronic dictionaries are better than paper dictionaries. They are very convenient. An electronic dictionary is easier to take on trips, and is small. They are also lighter than paper dictionaries. Paper dictionaries take a lot of space, and are heavier than electronic dictionaries. In small apartments, I think electronic dictionaries are better. ALT: Wow! What great presentations, everyone! JTE: Good job! | | | |
| 3 | Closing & Goodbye | | |
| | Summarize lesson, give feedback, and greet Sts. | | Materials: None. |

Topic: Which are better, paper dictionaries or electronic dictionaries? Why? Why not ☒ ?

Aim:

Step1

I think that _____ .



Why?



Reasons

1. I think that _____



2. _____



Step2

Why not _____ ?



Reasons

1. I think that _____



2. _____



Word Box

| | |
|-----------------------------------|---------------------------------|
| I have to ... | I don't have to ... |
| I think (that) ... | ... because ... |
| For example, ... | I / You can ... |
| ... are (more expensive, etc.)... | ... are not (cheaper, etc.)... |

Topic: Which are better, paper dictionaries or electronic dictionaries? Why? Why not ☒ ?

Aim:

Step 1

I think that electronic dictionaries are better .



Why?



Reasons

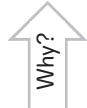
1. I think that electronic dictionaries are more convenient.

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They are lighter than paper dictionaries.

2. Electronic dictionaries are better for the planet.



You don't need paper.

Step 2

Why not paper dictionaries ?



Reasons

1. I think that paper dictionaries are too big.



Paper dictionaries take up space.

I have no space in my room.

2.

Paper dictionaries are bad for the planet.



We must cut down trees to make paper.

This is not good.

Word Box

| | |
|-----------------------------------|---------------------------------|
| I have to ... | I don't have to ... |
| I think (that) ... | ... because ... |
| For example, ... | I / You can ... |
| ... are (more expensive, etc.)... | ... are not (cheaper, etc.)... |

中学3年生LESSンプラン

Focus: 相手の意見を踏まえ自分の考えを述べ、グループで討論をする

3年生では、1年次、2年次に培った“考える力”を活用し、実際のディベートに取り組みます。3年生の終わりには確かな根拠を示しながら論理的な議論、反駁をし、ミニディベート／フォーマルディベートに取り組むことができることを目標とします。

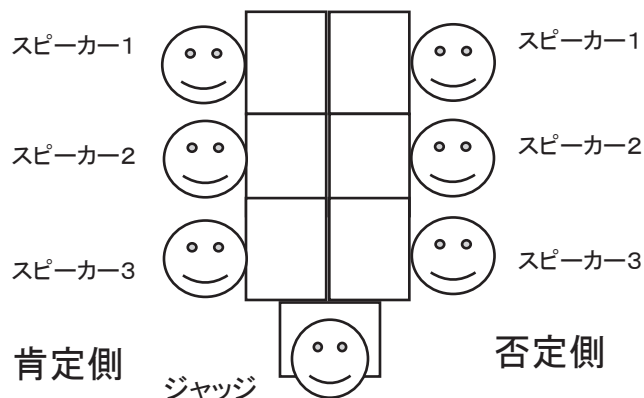
*アルファベット(A～E)はワークシートの種類を示しています。

| | | | テーマ | 目標 |
|----|-----|---|--|---|
| 1 | 一学期 | A | Dogs are better pets than cats. | 自分の立場を主張できる説得力のある理由を考えて言うことができる。(強い理由付け) |
| 2 | | B | | 自分の意見について、そう考えた理由の根拠を示し説得力のある内容を言うことができる。(強い理由付け+立証) |
| 3 | | C | | 相手の意見に対して、反対する理由や根拠を考えて言うことができる。(反駁:はんぱく) |
| 4 | | D | | ディベートの流れやジャッジの方法を知り、実際に行ってみる。(ディベートの流れ+ジャッジ) |
| 5 | | E | | 相手の意見を踏まえながら自分の考えを述べ、ディベートをすることができる。(ディベートの練習) |
| 6 | 二学期 | A | Students should wear school uniforms. | 自分の立場を主張できる説得力のある理由を考えて言ったり、相手の意見に対して反対する理由や根拠を考えたりできる。(テーマの提示+ディベート準備) |
| 7 | | | | 相手の意見を踏まえながら自分の考えを述べ、ディベートをすることができる。(ディベート) |
| 8 | 三学期 | A | We should use robots and AI in everyday life in Japan. | 自分の意見について理由を考えて言ったり、反対の立場に対して反論する理由を考えたりできる。(テーマの提示+ディベート準備) |
| 9 | | B | | 自分の意見や反論について、根拠となる内容を調査し説得力のある意見や理由を考えることができる。(調査) |
| 10 | | C | | 調査した内容に基づき、相手の意見を踏まえながら自分の考えを述べ、ディベートをすることができる。(ディベート) |

ディベート中の机の配置案

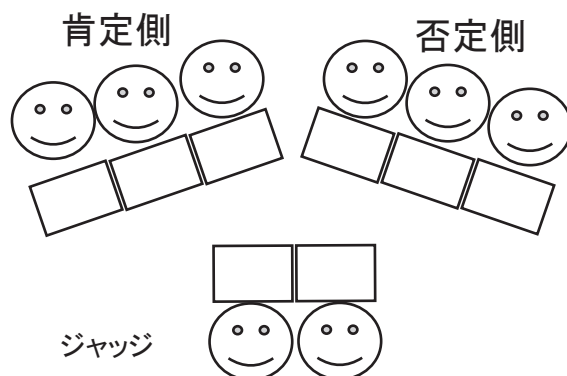
ミニディベート

より多くの生徒がディベート練習に参加することができます。本LESSンプランの中ではこのミニディベートを使用し活動します。スピーカーは自分の席で起立し、スピーチを行います。



フォーマルディベート

2チームがクラス全体の前でディベートを行います。以下の図を参考に教室の前に肯定側、否定側の机と椅子を配置してください。スピーカーは自分の席で起立し、スピーチを行います。



Lesson Plan for JHS Grade 3

Focus: To express one's own thoughts in a group debate while taking into account the opponents' thoughts.

In junior high school grade 3, students will do actual formal debates. Students will build upon the thinking skills they have ideally acquired in grades 1 and 2. These skills are offering an opinion, providing reasons, explaining those reasons, arguing against the other position, and offering explanations as to why they are against the other position.

The style of debate used in this booklet are **reason 1, reason 2**, and the **rebuttals** for both the affirmative and the negative teams. This style was chosen over others for simplicity's sake. Please see G3T1D worksheet page for an idea of how this format flows.

The instructors will teach the students the structure and elements of a debate, the phrases commonly used in debates, and how to judge a debate. As for the elements, the instructors should teach students what is a **strong reason, how to use evidence and what types of evidence there are**, how to offer **rebuttals**, and how to judge their classmates' debates.

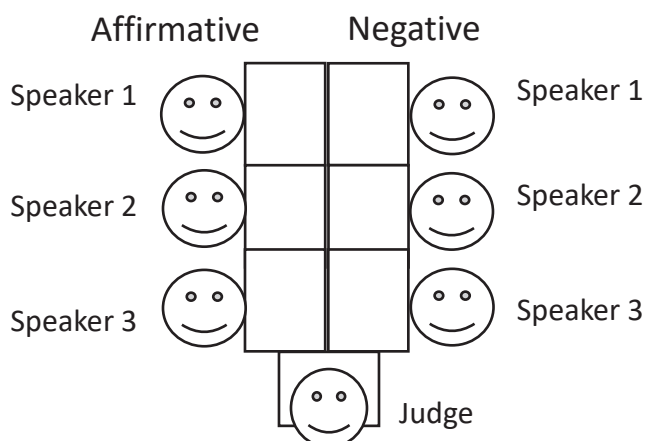
For the last debate in the 3rd term, students will learn how to support their positions with tangible evidence and spend time outside of class (in the school computer lab, library, or at home) researching the topic and preparing evidence for their speech. The instructors will show students the types of evidence that can be used and how to use them.

By the end of grade 3, students should be able to **present logical arguments** with evidence, **rebut** another's argument, and be able to **have a mini/formal debate**.

Arranging the Desks for Debate

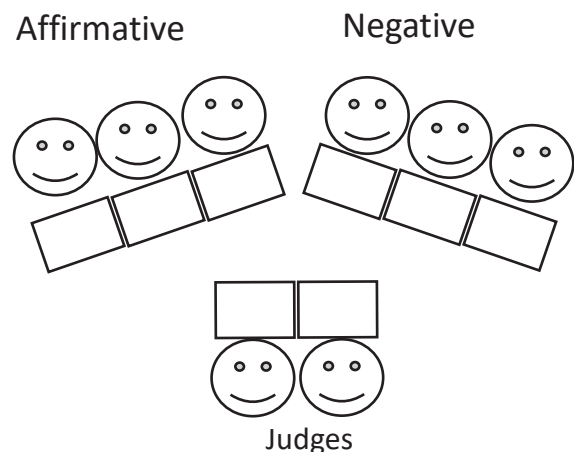
Mini Debate

In this booklet's lesson plans, this desk arrangement is designed to use where all students are debating at the same time. Students simply stand up at their seat when they make a speech.



Formal Debate

Only two teams of students are debating. Set desks up at the front of the class. Students will stand up when they make a speech.



| 中学 3年次 | | 1学期 | A (1 of 5) |
|---|--|--|------------|
| 時間 50 | テーマ: Dogs are better pets than cats. 犬は猫よりも良いペットである。 目標: 自分の立場を主張できる説得力のある理由を考えて言うことができる。(強い理由付け) | | |
| 言語材料: We agree/disagree with ~. / Our first reason is ~. / Our second reason is ~. | | | |
| 語彙: affirmative, negative, agree, disagree, logical, opinion, specific, reasonable, convincing, evidence, brainstorming | | | |
| 時間 | 内容 | 留意点 | |
| 12 | 導入 & デモディベート | | |
| | 指導者は生徒に挨拶し、ディベートのトピックである“犬は猫よりも良いペットである。”を導入する。トピックに同意する生徒、しない生徒でクラスを半分に分け、その中で4-5人組のグループを作る。 G3T1Aワークシートを配布し、3年生ではディベートに取り組むことを紹介する。JTEとALTで事前に用意しておいたデモディベートを行う。 ※デモディベートのページを参照 | 教材: G3T1A ワークシート ※クラスを均等に分けられない場合は、ランダムに生徒を分け、ディベートでは自分が同意しない立場を主張しなければいけないことが度々あることを説明する機会とする。 | |
| | [英会話(スキット)の実演] JTE: Hello everyone! Sts: Hello! ALT: Hello! Today, let's talk about pets. I have a topic; dogs are better pets than cats. Do you agree or disagree? Sts: I agree! I like dogs./I disagree! Cats are better. JTE: Let's make groups to discuss our choice. | | |
| 10 | ミニディスカッション(クラス) | | |
| | G3T1A ワークシート ステップ2を使って、ディベートではジャッジを納得させる自分の意見に対する強い理由付けが必要であることを生徒と確認する。ワークシートの例を示し、強い理由付けになっているか、なぜそう思うのかを生徒に問い、答えを引き出す。 | 教材: G3T1A ワークシート ※必要があれば、日本語で説明を加えてもよい。 | |
| | [英会話(スキット)の実演] ALT: Strong reasons are very important for a good debate. If your reason is not strong, you cannot win the debate. JTE: Let's look at the topic "Living in the country is better than living in the city." Do you agree or disagree? Sts: I agree. JTE: Why? Sts: I like living in the country. Country area is good for people to live. ALT: Hmm, I don't understand why it is good... Can you explain? Sts: It's quiet and we can relax in the county. ALT: Okay. I see. That's a strong reason. | | |
| 5 | ブレインストーミング(グループ) | | |
| | G3T1A ワークシート ステップ3を使って、トピックに対する自分の立場の強い理由付け(説明)と自分の意見と反対の立場からの理由付け(説明)についてグループで5分間ブレインストーミングをするように指示する。その際“なぜそう思うのか”を再度問いかけ、強調する。指導者は適宜机間指導を行う。 ※2年次に使用したG2T2Aワークシートを参考にしてもよいことを生徒に伝える。 | 教材: G3T1A ワークシート G2T2A ワークシート(2年次使用) | |
| | [英会話(スキット)の実演] ALT: Now, please work with your group to write strong reasons for or against the topic. JTE: How can we make strong reasons? ALT: Good question. Think about "why". | | |
| 5 | 個人活動 | | |
| | 生徒は黒板に書かれたアイデアも参考にしながら、個人でG3T1A ワークシート ステップ4に取り組む。指導者は適宜机間指導を行う。 | 教材: G3T1A ワークシート | |
| 15 | プレゼンテーション(グループ&クラス) | | |
| | 生徒はグループ内で発表し合う。その後グループリーダーは2つ理由をクラスで発表し、指導者は黒板に書く。 A) 理由付けが十分かどうかクラスで議論する。 例: We agree with that dogs are better pets than cats. Our first reason is that dogs are smarter than cats. Dogs can learn many tricks. | 教材: G3T1A ワークシート | |
| | [英会話(スキット)の実演] ALT: OK everybody, it's presentation time. We will give you 5 minutes. First, share your ideas with your group members. (グループ内で発表後) ALT: Every group, please choose a group leader. Present if you agree or disagree with your reasons. Group leader: I agree. Dogs are better than cats. Dogs are very friendly animals. They are more helpful than cats. Dogs can go to hospitals and elderly homes. Dogs are very smart, too. They can do tricks and remember people. Cats are very cute, but are not as nice as dogs. Cats have sharp claws and scratch people. ALT: Wow! What great presentations, everyone! JTE: Good job! | | |
| 3 | 終わりのあいさつ | | |
| | 授業の振り返り、フィードバックを行い、終わりのあいさつをする。 | 教材: なし | |

| Grade 3 | | Term 1 | A (1 of 5) |
|---|---|--------|--|
| Time 50 | Theme: Dogs are better pets than cats. | | |
| | Objective: Sts learn useful vocabulary, review choosing strong reasons, and practice presenting their position using a demo topic (Strong reasons) | | |
| Target Language: We agree/disagree with ~. / Our first reason is ~. / Our second reason is ~. | | | |
| Vocab: affirmative, negative, agree, disagree, logical, opinion, specific, reasonable, convincing, evidence, brainstorming | | | |
| Time | Contents | | Remarks |
| 12 | Introduction & Demo Debate | | |
| | <p>The instructors greet Sts and introduce the debate topic "Dogs are better pets than cats." Split the class into even halves depending on whether or not the Sts agree. The Sts then make groups of 4 or 5.</p> <p>Pass out the Sts copy of G3T1A worksheet, and inform Sts that they will do debate this year.</p> <p>The JTE and ALT demonstrate a basic debate using their own content they chose prior to the class.</p> <p>※Please refer debate example page</p> | | <p>Materials: G3T1A worksheet ※If there are no even numbers for affirmative/negative, assign Sts a position. Instructors should use this as an opportunity to explain that one often has to argue for the side they don't agree with in formal debates.</p> |
| <p>[English script with JTE/ALT] JTE: Hello everyone! Sts: Hello! ALT: Hello! Today, let's talk about pets. I have a topic; dogs are better pets than cats. Do you agree or disagree? Sts: I agree! I like dogs./I disagree! Cats are better. JTE: Let's make groups to discuss our choice.</p> | | | |
| 10 | Mini Discussion in the class | | |
| | <p>Using G3T1A worksheet Step2, explain (review) the need for strong reasons in an debate. Use the examples in the worksheet and ask Sts if they are strong reasons or not and why. Elicit answers from the Sts.</p> | | <p>Materials: G3T1A worksheet ※ If necessary, the JTE can explain in Japanese.</p> |
| <p>[English script with JTE/ALT] ALT: Strong reasons are very important for a good debate. If your reason is not strong, you cannot win the debate. JTE: Let's look at the topic "Living in the country is better than living in the city." Do you agree or disagree? Sts: I agree. JTE: Why? Sts: I like living in the country. Country area is good for people to live. ALT: Hmm, I don't understand why it is good... Can you explain? Sts: It's quiet and we can relax in the county. ALT: Okay. I see. That's a strong reason.</p> | | | |
| 5 | Brainstorming in groups | | |
| | <p>Using G3T1A worksheet Step3, instruct the groups to think of strong reasons (and explanations) for or against the topic, depending on their position. Reemphasize the question "why?" Give the Sts 5 minutes to brainstorm in groups. ALT and JTE walk around, observing, and assisting where necessary.</p> <p>※Sts can use G2T2A worksheet from previous grades to get ideas.</p> | | <p>Materials: G3T1A worksheet G2T2A worksheet (from previous grades)</p> |
| <p>[English script with JTE/ALT] ALT: Now, please work with your group to write strong reasons for or against the topic. JTE: How can we make strong reasons? ALT: Good question. Think about "why".</p> | | | |
| 5 | Individual Activity | | |
| | <p>Sts fill out their G3T1A worksheets Step4 individually. They can use the ideas on the board. Instructors walk around, observe, and help Sts with their thought process when necessary.</p> | | <p>Materials: G3T1A worksheet</p> |
| 15 | Presentation | | |
| | <p>Sts present in a group and have a group leader present two reasons in the class. The instructors will write these down on the board.</p> <p>a) Discuss as a class if the reasons presented are strong.</p> <p><i>Example:</i> We agree that dogs are better pets than cats. Our first reason is that dogs are smarter than cats. Dogs can learn many tricks.</p> | | <p>Materials: G3T1A worksheet</p> |
| <p>[English script with JTE/ALT] ALT: OK everybody, it's presentation time. We will give you 5 minutes. First, share your ideas with your group members. <i>(After presentation in groups)</i> ALT: Every group, please choose a group leader. Present if you agree or disagree with your reasons. Group leader: I agree. Dogs are better than cats. Dogs are very friendly animals. They are more helpful than cats. Dogs can go to hospitals and elderly homes. Dogs are very smart, too. They can do tricks and remember people. Cats are very cute, but are not as nice as dogs. Cats have sharp claws and scratch people. ALT: Wow! What great presentations, everyone! JTE: Good job!</p> | | | |
| 3 | Closing & Goodbye | | |
| | <p>Summarize lesson, give feedback, and greet Sts.</p> | | <p>Materials: None.</p> |

Topic: Dogs are better pets than cats.

Aim:

Step1 Introduction: What is debate?

Topic: Dogs are better pets than cats.

Affirmative



Negative



Step2 Mini Discussion in the class: Let's Make Strong Reasons!

Tips:

- 1) Logical and supports your position $1+1=2$
- 2) Specific and clear 
- 3) Reasonable and convincing 
- 4) Based on evidence 

affirmative 肯定側
 negative 否定側
 logical 論理的な
 specific 明確な
 convincing 説得力のある
 evidence 証拠

EX) Topic: Living in the country is better than living in the city.

Strong affirmative reasons

- The country is quieter.
- Fruits and vegetables are cheaper in the country.
- Rent is cheaper in the country.

Strong negative reasons

- Transportation is inconvenient in the country.
- There are no jobs in the country.
- You can't practice English in the country.

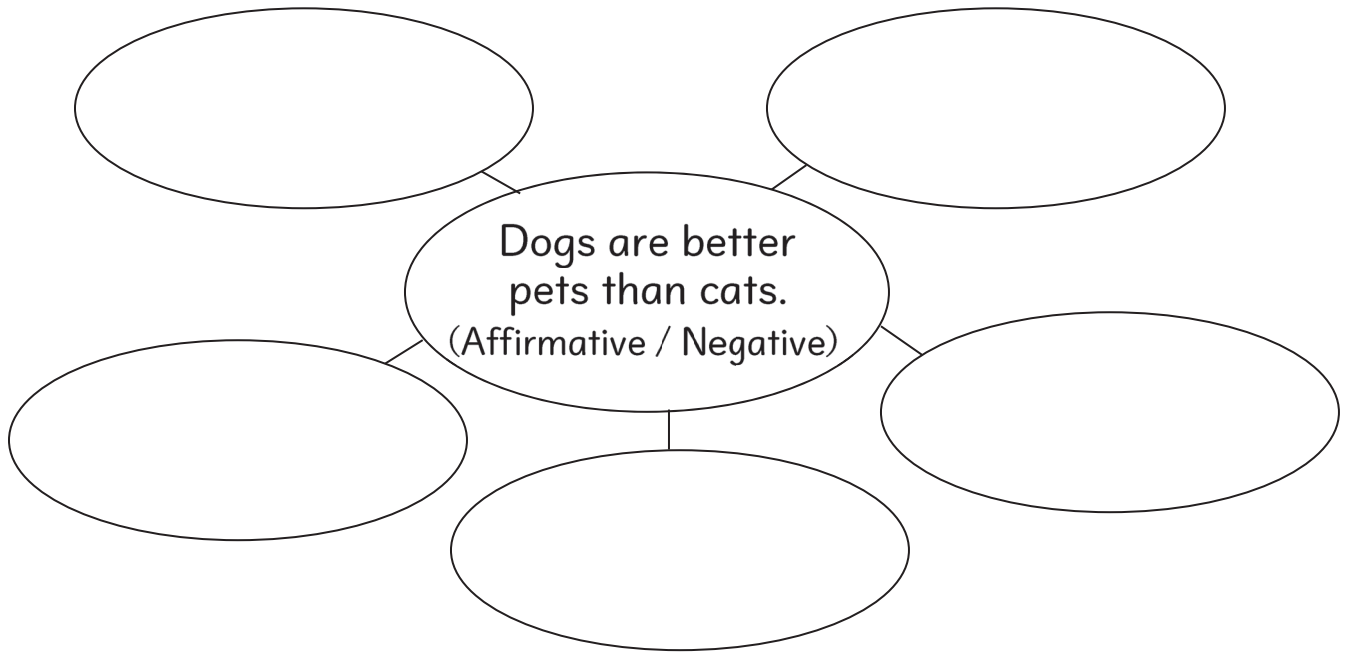
Weak Affirmative reasons

- I like the country.
- The country makes people happy.
- My family lives in the country.

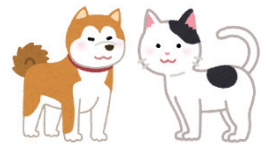
Weak negative reasons

- I don't like the country.
- It smells bad in the country.
- There are not rental stores in the country.

Step3 Brainstorming in groups



Step4 Individual Activity & Presentation



Please write your 2 reasons. Share together with the class!

Remember: Is it logical? Is it specific and clear? Is it convincing? Can you find evidence?

| Topic | Agree or Disagree Circle one | 2 Reasons |
|---------------------------------|---------------------------------|--|
| Dogs are better pets than cats. | Agree Disagree | <ul style="list-style-type: none"> ● ● |

We (agree / disagree) that (dogs are better pets than cats).

Our first reason is that _____

Our second reason is that _____

| 中学 3年次 | | 1学期 | B (2 of 5) |
|--|---|-----|---|
| 時間 | テーマ: Dogs are better pets than cats. 犬は猫よりも良いペットである。 | | |
| 50 | 目標: 自分の意見について、そう考えた理由の根拠を示し説得力のある内容を言うことができる。 (強い理由付け+立証) | | |
| 言語材料: We agree/disagree with ~. / Our first reason is ~. / Our second reason is ~. / For example... / First... / | | | |
| 語彙: evidence, experience, common sense, source, reliable | | | |
| 時間 | 内容 | | 留意点 |
| 10 | 導入 指導者は生徒に挨拶し、前回活動した同じグループに分かれ、前回使用したG3T1Aワークシートを用意させる。G3T1Bワークシートを配布し、立論において理由の根拠が必要不可欠であることをG3T1Bワークシートステップ1を使い説明する。ここではPersonal experience: (身近な体験談)や Common sense(常識)を紹介し、ワークシートの例を確認しながら、理由に対して十分な根拠が示されているかを生徒に問い、答えを引き出す。 [英会話(スキット)の実演] JTE: Hello everyone! Sts: Hello! ALT: Hello! Today, let's continue to talk about pets. Please get in the same groups as last lesson. We are going to make our speech even stronger. JTE: How do you make it stronger? ALT: We will use evidence to support the reason. The evidence must connect to the reasons we have. JTE: Hmm, for example: I disagree. I think cats are better than dogs. Cats are very nice. My evidence is, my cat sits in my lap while I read books. ALT: That's a great example. Your evidence is from your experience. | | 教材: G3T1A ワークシート (前時使用) G3T1B ワークシート ※必要があれば、日本語で説明を加えてもよい。 |
| 15 | ブレインストーミング(グループ) 前回使用したG3T1Aワークシートから、立論に用いる2つの理由を確認する。G3T1Bワークシートステップ2と3を埋めながら、グループで理由の根拠(身近な体験談や常識)を話し合う。指導者は適宜机間指導を行う。 a) 指導者は、ペットを飼っている生徒がいたら、自分のペットの話(他の人のペットでもよい)をしめてもよいことを伝える等生徒にヒントを与え、アイデアを出すサポートを行う。 [英会話(スキット)の実演] ALT: First, please remember your reasons why you agree or disagree. Then, in a group, let's think of some evidence for our reasons. Please be specific. Sts: We will walk around to help. Please ask questions if you have them. | | 教材: G3T1A ワークシート (前時使用) G3T1B ワークシート |
| 15 | プレゼンテーション グループリーダーはグループで話し合った2つの理由を根拠とともにクラスで発表し、指導者は黒板に書く。 例: We agree with that dogs are better pets than cats. Our first reason is that dogs are smarter than cats. Dogs can learn many tricks. You can teach them tricks like sit down, roll over, and many others. My friend Kento has 2 dogs. He was able to teach them 10 tricks in one week. | | 教材: G3T1B ワークシート |
| 7 | ミニディスカッション(クラス) G3T1Bワークシートステップ1を確認しながら、各グループが発表した2つの理由とその根拠が妥当であるかどうかをクラスで議論をする。 ※指導者は生徒が発表したアイデアをメモしておく(次回の授業で使用するため)。 [英会話(スキット)の実演] ALT: Let's talk about the evidence we shared. What was some very good evidence? Sts: Kento was able to teach 10 tricks to his dog. ALT: Yes. It was specific and related to the reason. Very good! | | 教材: G3T1B ワークシート ※必要があれば、ワークシートを回収し、次回の授業まで保管する。 |
| 3 | 終わりのあいさつ 授業の振り返り、フィードバックを行い、終わりのあいさつをする。 [英会話(スキット)の実演] JTE: Ok everyone, class is finished. ALT: Great job today! You had very strong reasons. They were very interesting. JTE/ALT: Goodbye everyone! Sts: See you! | | 教材: なし |

| Grade 3 | | Term 1 | B (2 of 5) |
|--|--|--------|--|
| Time 50 | Theme: Dogs are better pets than cats. | | |
| | Objective: Sts review choosing strong reasons, learn about supporting evidence and practice presenting their position using a demo topic (Strong reasons + supporting evidence) | | |
| Target Language: We agree/disagree with ~. / Our first reason is ~. / Our second reason is ~. / For example... / First... / | | | |
| Vocab: evidence, experience, common sense, source, reliable | | | |
| Time | Contents | | Remarks |
| 10 | Introduction | | |
| | <p>The instructors greet Sts. Sts get into their same groups from the previous lesson and get out their G3T1A worksheets. Pass out the Sts copy of the G3T1B worksheet, instructors will explain the need for good evidence to support one's reason using step 1 of the worksheet. Focus only on personal experience and common sense. Use the examples in the worksheet and ask the Sts if the evidence is connected and supports the reason well. Elicit answers from the Sts.</p> <p>[English script with JTE/ALT] JTE: Hello everyone! Sts: Hello! ALT: Hello! Today, let's continue to talk about pets. Please get in the same groups as last lesson. We are going to make our speech even stronger. JTE: How do you make it stronger? ALT: We will use evidence to support the reason. The evidence must connect to the reasons we have. JTE: Hmm, for example: I disagree. I think cats are better than dogs. Cats are very nice. My evidence is, my cat sits in my lap while I read books. ALT: That's a great example. Your evidence is from your experience.</p> | | Materials: G3T1A worksheet (from previous lesson) G3T1B worksheet ※ If necessary, the JTE can explain in Japanese. |
| 15 | Brainstorming in groups | | |
| | <p>Using the G3T1A worksheet from the previous lesson, Sts recall their reasons for their position from the last lesson. In groups, Sts will think of evidence (common sense or personal experience) to support their reasons using step2 and 3 of the G3T1B worksheet . ALT and JTE walk around, observing, and assisting where necessary. a) Instructors should give Sts hints where necessary. For example, tell Sts they can use their own pets (or other peoples' pets) as examples and anecdotes.</p> <p>[English script with JTE/ALT] ALT: First, please remember your reasons why you agree or disagree. Then, in a group, let's think of some evidence for our reasons. Please be specific. Sts: We will walk around to help. Please ask questions if you have them.</p> | | Materials: G3T1A worksheet (from previous lesson) G3T1B worksheet |
| 15 | Presentation | | |
| | <p>Each group will present their two reasons with explanations AND supporting evidence. Instructors will write these down on the board. <i>Example:</i> We agree that dogs are better pets than cats. Our first reason is that dogs are smarter than cats. Dogs can learn many tricks. You can teach them tricks like sit down, roll over, and many others. My friend Kento has 2 dogs. He was able to teach them 10 tricks in one week.</p> | | Materials: G3T1B worksheet |
| 7 | Mini Discussion in the class | | |
| | <p>Discuss as a class if the evidence presented is good. Does it support the reason well? Is it relevant? Refer back to the examples in the "Using Evidence" in the worksheet. ※The instructors should take notes about what ideas the Sts present.</p> <p>[English script with JTE/ALT] ALT: Let's talk about the evidence we shared. What was some very good evidence? Sts: Kento was able to teach 10 tricks to his dog. ALT: Yes. It was specific and related to the reason. Very good!</p> | | Materials: G3T1B worksheet |
| 3 | Closing & Goodbye | | |
| | Summarize lesson, give feedback, and greet Sts. | | Materials: None. |
| <p>[English script with JTE/ALT] JTE: Ok everyone, class is finished. ALT: Great job today! You had very strong reasons. They were very interesting. JTE/ALT: Goodbye everyone! Sts: See you!</p> | | | |

Topic: Dogs are better pets than cats.

Aim:

Step 1 Introduction: Let's make strong supporting evidence!

Types of evidence:

Common sense - something everybody knows or should know

Personal experience - the speaker's experience or other person's experience

Tips:

1) Is there evidence?

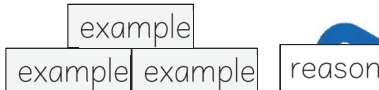


2) Is the evidence source reliable?

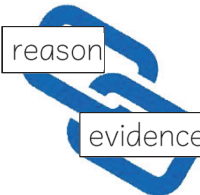


common sense 常識
source 情報源
reliable 信頼できる

3) Are there many examples?

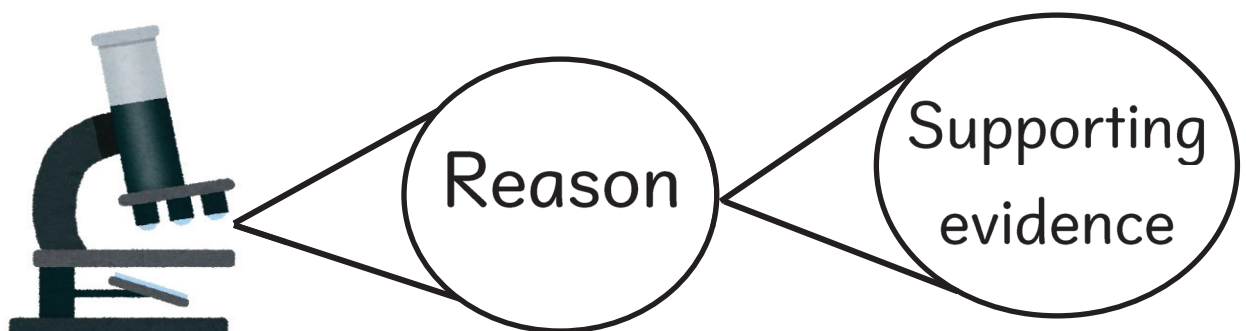


4) Are the reason and evidence connected?



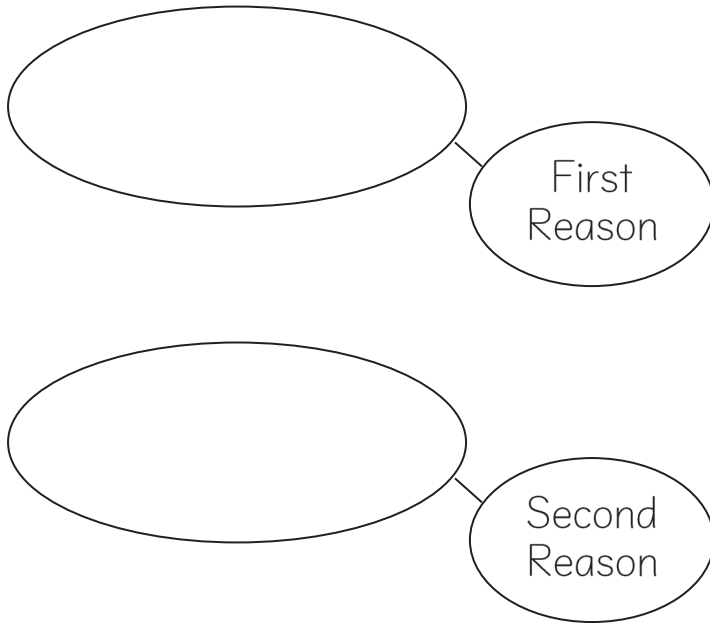
EX) Topic: Living in the country is better than living in the city.

| Affirmative | Reason | Evidence |
|---------------------------------------|---|----------|
| The country is quieter than the city. | My friend Tim lives in Tokyo. He can hear trains all day. It is noisy. He can't sleep. I live in the country and there are no trains. There is no noise. I can sleep and go on a walk. Also, there are many farms. People can work quietly. | |
| The country makes people happier. | It is peaceful in the country. There are many famous people that live in the country. Brad Pitt went on vacation in the country. He said that you can go camping in the country. | |



Step2 Brainstorming in groups

Give reasons for your position and give supporting evidence.



Step3 Presentation

We (agree / disagree) that (dogs are better pets than cats).

Our first reason is that _____

Supporting evidence

Our second reason is that _____

Supporting evidence

| 中学 3年次 | | 1学期 | C (3 of 5) |
|---|--|---|---------------|
| 時間 50 | テーマ: Dogs are better pets than cats. 犬は猫よりも良いペットである。 目標: 相手の意見に対して、反対する理由や根拠を考えて言うことができる。(反駁:はんぱく) | | |
| 言語材料: We agree/disagree with ~. / Our first reason is ~. / Our second reason is ~. / For example... / First... / | | | |
| 語彙: rebuttal, opposite, contradiction, evidence, connect, source, reliable, wrong, violent, according to, anger | | | |
| 時間 | 内容 | 留意点 | |
| 10 | 導入 ※指導者は前回使用したG3T1B ワークシートを確認し、肯定側(affirmative)、否定側(negative)それぞれから2つずつ選び、4つの理由を準備しておく。 指導者は生徒に挨拶し、前回活動した同じグループに分かれ、前回使用したG3T1Bワークシートを用意させる。G3T1Cワークシートを配布し、ワークシートステップ1の例を確認しながら、反駁(反論)とは何か、どのように反駁を組み立てることができるのかを説明する。 | 教材: G3T1B ワークシート(前時使用) G3T1C ワークシート ※必要があれば、日本語で説明を加えてもよい。 | |
| [英会話(スキット)の実演] ALT: Hello everyone! Sts: Hello! JTE: Hello. Please get into the same groups from last class. We have decided 4 reasons to use for today's lesson. They are ... ALT: Today, using these reasons, we will make a rebuttal. | | | |
| 10 | ブレインストーミング(クラス) G3T1Cワークシートステップ2を用いて、生徒からそれぞれの理由に対する反駁を自由に引き出す。それぞれの理由の問題点をクラスで議論する。 | 教材: G3T1B ワークシート(前時使用) G3T1C ワークシート | |
| [英会話(スキット)の実演] ALT: Let's look at our debate about cats and dogs. For example... JTE: Cats are very nice. My cat sits on my lap when I read books. ALT: But I disagree. Cats are not always nice. How can I make a rebuttal? Sts: My cat doesn't sit on my lap. ALT: Yes. Maybe, most cats do not sit on laps. That's a good start. Next, let's look at the example at Step2 and find what's wrong with the reasons. | | | |
| 12 | ブレインストーミング(グループ) 事前に準備しておいた4つの理由を黒板に示し、4つの理由から2つを選ぶように指示する。G3T1Cワークシートステップ3を用いて、2つの理由それぞれにグループで反駁を考えるように指示する。指導者は適宜机間指導を行う。 a)指導者は、理由のどの部分に反駁の余地があるか生徒にヒントを与え、アイデアを出すサポートを行うこと。 ※必要があればブレインストーミングワークシートBを生徒に配布する。 | 教材: G3T1B ワークシート(前時使用) G3T1C ワークシート(ブレインストーミングワークシートB) | |
| [英会話(スキット)の実演] ALT: Now, please choose two reasons. In groups, we will brainstorm rebuttals for both reasons. JTE: Please pay close attention to the reason. ALT: Yes, is the reason true? Is the evidence source reliable? | | | |
| 10 | プレゼンテーション(クラス) グループリーダーはグループで話し合った2つの反駁をクラスで発表し、指導者は黒板のそれぞれの理由の下に書き加える。 | 教材: G3T1B ワークシート(前時使用) G3T1C ワークシート | |
| 5 | ミニディスカッション(クラス) 各グループが発表した反駁が効果的であるかどうか全体で議論を行う。 理由に対して論じ返すことができているか。理由の根拠の問題点や矛盾点を指摘しているか。 ※指導者は生徒が発表したアイデアをメモしておく(次回の授業で使用するため)。 | 教材: G3T1B ワークシート(前時使用) G3T1C ワークシート ※必要があれば、ワークシートを回収し、次回の授業まで保管する。 | |
| [英会話(スキット)の実演] ALT: Let's look at our rebuttals. First is ... Do we think this is a strong rebuttal? How is it strong? Sts: Yes. It is very good, and it is about the reason. ALT: How is it good? Sts: It makes the other side look weak. This one has good evidence. ALT: Very good. How about the next one? | | | |
| 3 | Closing & Goodbye: 終わりのあいさつ 授業の振り返り、フィードバックを行い、終わりのあいさつをする。 | | 教材: なし |
| [英会話(スキット)の実演] JTE: OK everyone, class is finished. ALT: Great job today! You had good rebuttals. Keep up the good work. JTE/ALT: Goodbye everyone! Sts: See you! | | | |

| Grade 3 | | Term 1 | C (3 of 5) |
|---|---|--------|---|
| Time 50 | Theme: Dogs are better pets than cats. | | |
| | Objective: Sts learn and practice making rebuttals using a demo topic (Rebuttals) | | |
| Target Language: We agree/disagree with ~. / Our first reason is ~. / Our second reason is ~. / For example... / First... / | | | |
| Vocab: rebuttal, opposite, contradiction, evidence, connect, source, reliable, wrong, violent, according to, anger | | | |
| Time | Contents | | Remarks |
| 10 | Introduction | | Materials: G3T1B worksheet (from previous lesson) G3T1C worksheet ※ If necessary, the JTE can explain in Japanese. |
| | ※Prior to this lesson, instructors should look through their notes for the previous lesson, and select 4 reasons (2 affirmative, 2 negative) thought of by the Sts to use for practice in this lesson. The instructors greet Sts. The Sts get into their same groups from the previous lesson and get out their G3T1B worksheets from the last lesson. Pass out the Sts copy of the G3T1C worksheet, instructors will explain rebuttals, their importance, and what to look for when making a rebuttal. | | |
| [English script with JTE/ALT] ALT: Hello everyone! Sts: Hello! JTE: Hello. Please get into the same groups from last class. We have decided 4 reasons to use for today's lesson. They are ... ALT: Today, using these reasons, we will make a rebuttal. | | | |
| 10 | Brainstorming in the class | | Materials: G3T1B worksheet (from previous lesson) G3T1C worksheet |
| | Use the examples in the G3T1C worksheet Step2 to present the example reasons and elicit rebuttals from the Sts (don't present the model rebuttal yet). Discuss what is wrong with the reasons as a class. | | |
| [English script with JTE/ALT] ALT: Let's look at our debate about cats and dogs. For example... JTE: Cats are very nice. My cat sits on my lap when I read books. ALT: But I disagree. Cats are not always nice. How can I make a rebuttal? Sts: My cat doesn't sit on my lap. ALT: Yes. Maybe, most cats do not sit on laps. That's a good start. Next, let's look at the example at Step2 and find what's wrong with the reasons. | | | |
| 12 | Brainstorming in groups | | Materials: G3T1B worksheet (from previous lesson) G3T1C worksheet (Brainstorming worksheetB) |
| | Instructors will write their 4 chosen (2 affirmative, 2 negative) reasons on the board. Instruct the groups to choose 2 of the reasons and brainstorm a rebuttal for each using G3T1C worksheet Step3. ALT and JTE walk around, observing, and assisting where necessary. a) Instructors should give Sts hints where necessary. In particular, they should give hints about what part of the reasons may be faulty. ※Pass out brainstorming worksheet if Sts need them. | | |
| [English script with JTE/ALT] ALT: Now, please choose two reasons. In groups, we will brainstorm rebuttals for both reasons. JTE: Please pay close attention to the reason. ALT: Yes, is the reason true? Is the evidence source reliable? | | | |
| 10 | Presentation | | Materials: G3T1B worksheet (from previous lesson) G3T1C worksheet |
| | Each group will present their 2 rebuttals. Instructors will write these down on the board under each respective reason. | | |
| 5 | Mini Discussion in the class | | Materials: G3T1B worksheet (from previous lesson) G3T1C worksheet |
| | Discuss as a class if the rebuttals presented are effective. Do they effectively counter the reason? Do they exploit the reason's weak points? ※The instructors should take notes about what ideas the Sts present. | | |
| [English script with JTE/ALT] ALT: Let's look at our rebuttals. First is ... Do we think this is a strong rebuttal? How is it strong? Sts: Yes. It is very good, and it is about the reason. ALT: How is it good? Sts: It makes the other side look weak. This one has good evidence. ALT: Very good. How about the next one? | | | |
| 3 | Closing & Goodbye | | Materials: None. |
| | Summarize lesson, give feedback, and greet Sts. | | |
| [English script with JTE/ALT] JTE: OK everyone, class is finished. ALT: Great job today! You had good rebuttals. Keep up the good work. JTE/ALT: Goodbye everyone! Sts: See you! | | | |

Grade () Class () Number () Name ()

Topic: Dogs are better pets than cats.

Aim:

Step1 Introduction:

Let's find what is wrong with the reason and make rebuttals against the opposite side's reason!

Tips and mistakes to look for:

- 1) Is the reason true? Is the reason always true?
- 2) Is there a contradiction?
- 3) Are the reason and evidence connected?
- 4) Did they share their source? Is the evidence source reliable?

rebuttal 反駁、反論
contradiction 矛盾
ban ...を禁止する
summary 要約



Step2 Brainstorming in the class

Let's find what's wrong with the reasons and make a rebuttal.

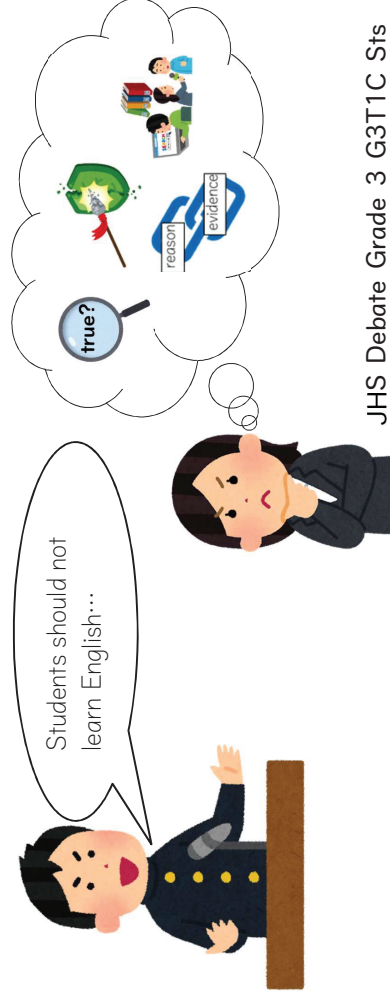
| | |
|---|-----------------|
| EX) Topic: We should ban all violent video games with guns. | |
| Affirmative | Rebuttal |
| Violent video games cause people to be violent. According to the USA president, people who play shooting games can't control their anger. (source) | |
| Violent video games cause people to be violent. I have friends who play shooting games. They can't control their anger. (connection) | |

Step3 Presentation

| | |
|---------------------------------------|---|
| Rebuttal Preparation Form | |
| Rebuttal | The other team said, (reason) However, I don't think so. (rebuttal) |
| Reason (Affirmative/ Negative) | Rebuttal |
| | |
| Summary | In summary, (dogs are better pets than cats / dogs are not better pets than cats). Thank you very much. |

EX) Topic: Students should not learn English in Japan.

| | | |
|---|--|-----------------|
| Affirmative | Reason | Rebuttal |
| Students should not learn English in school because it's not important in Japan. Everybody knows that many people don't speak English. Other subjects are more important. Students should spend time on other subjects. | The other team said that English is not important in Japan. However, I don't think so. English is important in Japan because there are many foreigners in Japan. Also, everybody knows that students need English to get into good universities. Many universities need good English skills. | |



Topic: Dogs are better pets than cats.

Aim:

Step 1 Introduction:

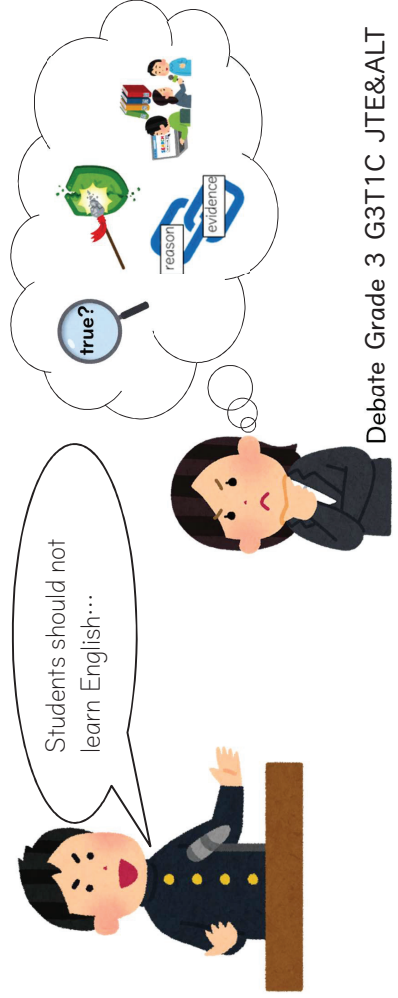
Let's find what is wrong with the reason and make rebuttals against the opposite side's reason!

Tips and mistakes to look for:

- 1) Is the reason true? Is the reason always true? 
- 2) Is there a contradiction?   
- 3) Are the reason and evidence connected? 
- 4) Did they share their source? Is the evidence source reliable? 

EX) Topic: Students should not learn English in Japan.

| Affirmative | Reason | Rebuttal |
|-------------|---|--|
| | Students should not learn English in school because it's not important in Japan. Everybody knows that many people don't speak English. Other subjects are more important. Students should spend time on other subjects. | The other team said that English is not important in Japan. However, I don't think so. English is important in Japan because there are many foreigners in Japan. Also, everybody knows that students need English to get into good universities. Many universities need good English skills. |



Step 2 Brainstorming in the class

Let's find what's wrong with the reasons and make a rebuttal.

EX) Topic: We should ban all violent video games with guns.

| Affirmative | Reason | Rebuttal |
|-------------|--|---|
| | Violent video games cause people to be violent. According to the USA president, people who play shooting games can't control their anger.  (source) | This evidence source is not reliable because the USA president doesn't play video games. Also he is not a video game expert. Besides, psychologists say that shooting video games help people relieve stress. |
| | Violent video games cause people to be violent. I have friends who play shooting games. They can't control their anger. (connection)  | There is no connection between the reason and the evidence. Many people are violent and there are many causes of anger. The other team did not prove that only violent video games cause anger. |

Step 3 Presentation

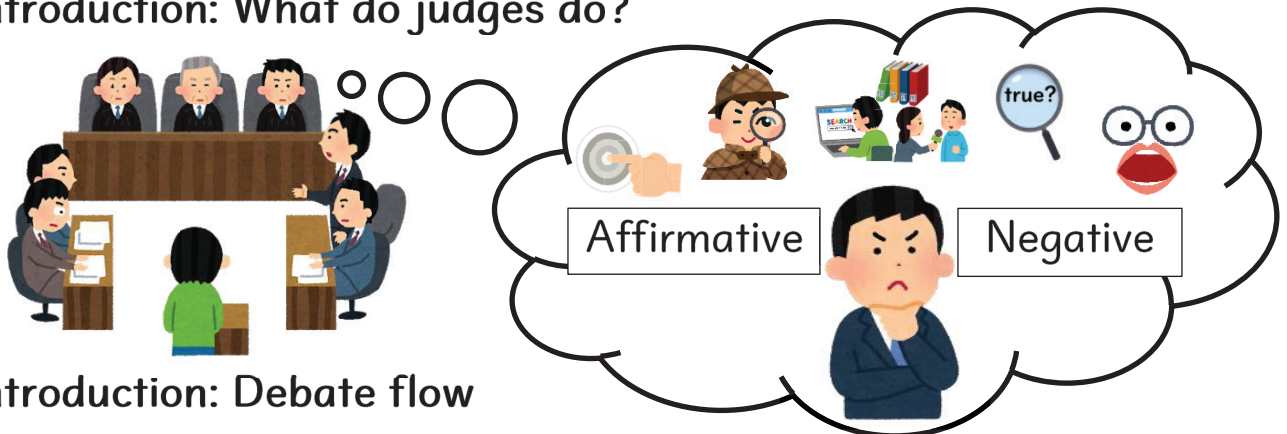
| Rebuttal Preparation Form | |
|--|---|
| Rebuttal | The other team said, (reason). However, I don't think so. (rebuttal). |
| Reason (Affirmative / Negative) | Rebuttal |
| | |
| Summary | In summary, (dogs are better pets than cats / dogs are not better pets than cats). Thank you very much. |

| 中学 3年次 | | 1学期 | D (4 of 5) |
|---|---|---|------------|
| 時間 50 | テーマ: Dogs are better pets than cats. 犬は猫よりも良いペットである。 目標: ディベートの流れやジャッジの方法を知り、実際に行ってみる。(ディベートの流れ+ジャッジ) | | |
| 言語材料: We agree/disagree with ~. / Our first reason is ~. / Our second reason is ~. / For example... / First... / | | | |
| 語彙: judge, fair, rebuttal, flow, criteria, tie, logical | | | |
| 時間 | 内容 | 留意点 | |
| 10 | 導入 ※指導者は前回使用したG3T1C ワークシートを確認し、肯定側(affirmative)、否定側(negative)に対する反駁をそれぞれ1つずつ選んでおく。 指導者は生徒に挨拶し、前回活動した同じグループに分かれ、前回使用したG3T1Cワークシートを用意させる。G3T1Dワークシートを配布し、ワークシートステップ1、ステップ4のJudging Criteria and Rubricを確認しながら、ジャッジの役割について説明する。 a) ジャッジは公平でなければいけないことを強調する。 b) Judging Criteria and Rubricのカテゴリー、ジャッジの基準を説明する。 c) ポイントの計算方法、ディベートの勝者をどのようにジャッジするかを説明する。肯定側、否定側のポイントが同点だった場合どのように勝敗を決めるかを決め、説明する。 | 教材: G3T1C ワークシート (前時使用) G3T1D ワークシート ※必要があれば、日本語で説明を加えてもよい。 | |
| [英会話(スキット)の実演] ALT: Hello everyone! Sts: Hello! JTE: Hello. Please take out your notes from last class. ALT: Today, we are going to judge a debate. ALT: These are very important points for the next step. Please pay attention to (<i>emphasize the above points</i>) | | | |
| 12 | デモディベート G3T1D ワークシート ステップ2を使用して、ディベートの流れを説明する。事前に準備しておいた生徒の理由・反駁をもとに指導者でデモディベートを行う。一方の指導者が肯定側、もう一方の指導者が否定側となる。肯定側、否定側で必要となる3つの役割(理由1: 1st reason, 理由2: 2nd reason, 反駁: rebuttal)のモデルを示す。 a) G3T1D ワークシート ステップ3を埋めながら、デモディベートを見るように指示する。 b) 指導者はディベートの流れを示しながら、理由1、理由2、反駁とディベートを展開していく。 | 教材: G3T1D ワークシート ※デモディベートのページを参照 | |
| [英会話(スキット)の実演] ALT: Now we will show a model debate. Please follow us, and take notes on your worksheet Step3. ALT: I am affirmative. JTE: I am negative. (<i>デモディベートを行う</i>) | | | |
| 15 | デモディベートをジャッジ G3T1D ワークシート ステップ4を使用し、デモディベートをジャッジするように指示する。生徒は10分間でグループ毎に話し合う。指導者は適宜机間指導を行う。 a) 肯定側、否定側両方をジャッジするように指示する。 b) 肯定側、否定側それぞれの良かった点と改善点を話し合い、ワークシートにメモするように指示する。 c) 肯定側、否定側のポイントが同点になった場合には、どちらを勝者にするか理由とともに決めるように指示する。 ※ 必要があれば指導者は複数回デモディベートを行う。 | 教材: G3T1D ワークシート | |
| [英会話(スキット)の実演] JTE: Okay everyone, the debate is finished. Let's judge the debate. ALT: First, assign a point value to your scores. For example. Great = 3 points, Good = 2 points, OK = 1 point. Please give each team points for the reason and rebuttal. JTE: If each team has the same number of points, or a tie, then you must choose a winner. But, you need a clear reason. ALT: Please do not just pick the team you agree with. It is okay not to feel the same as the winner. | | | |
| 10 | ミニディスカッション(クラス) それぞれのグループは肯定側、否定側それぞれの良かった点と改善点、勝者を発表する。 a) デモディベートの中で、上手くいった点、改善点を全体で議論する。 b) 議論されていない大切なポイントがあれば、指導者は補足する。 | 教材: G3T1D ワークシート | |
| 3 | 終わりのあいさつ 授業の振り返り、フィードバックを行い、終わりのあいさつをする。 | 教材: なし | |
| [英会話(スキット)の実演] JTE: Ok everyone, class is finished. ALT: Great job today! You took good notes, and presented your ideas clearly. JTE/ALT: Goodbye everyone! Sts: See you! | | | |

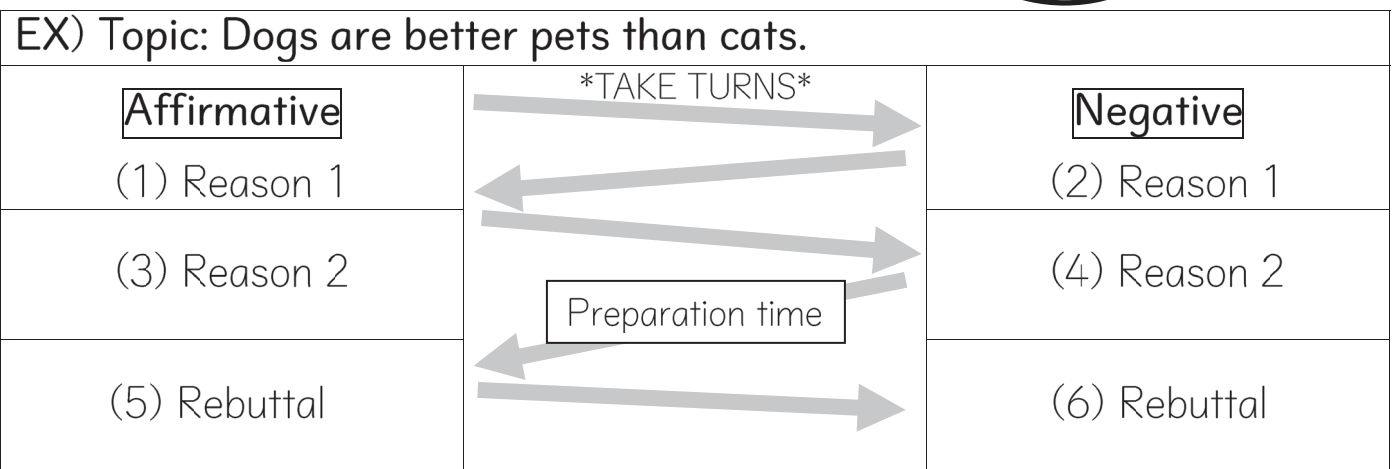
| Grade 3 | | Term 1 | D (4 of 5) |
|---|--|--------|--|
| Time 50 | Theme: Dogs are better pets than cats. | | |
| | Objective: Sts are introduced to the flow of a debate and learn and practice how to judge a debate using a demo topic | | |
| Target Language: We agree/disagree with ~. / Our first reason is ~. / Our second reason is ~. / For example... / First... / | | | |
| Vocab: judge, fair, rebuttal, flow, criteria, tie, logical | | | |
| Time | Contents | | Remarks |
| 10 | Introduction | | |
| | <p>※Prior to this lesson, instructors should look through their notes for the previous lesson, and reuse the same reasons (2 affirmative, 2 negative) and select 2 rebuttals (1 affirmative, 1 negative) thought of by the Sts to use for practice in this lesson.</p> <p>The instructors greet Sts. The Sts get into their same groups from the previous lesson. Instructors will pass out G3T1D worksheet to all the Sts.</p> <p>The instructors will explain how to judge a debate using G3T1D worksheet Step1 and Judging Criteria and Rubric at Step4.</p> <p>a) Emphasize the importance of being fair as a judge. b) Explain each category and how to award points to each one. c) Explain how to tally up points and choose a winner. Explain what to do in case of a tie.</p> | | <p>Materials: G3T1C worksheet (from previous lesson) G3T1D worksheet ※ If necessary, the JTE can explain in Japanese.</p> |
| <p>[English script with JTE/ALT] ALT: Hello everyone! Sts: Hello! JTE: Hello. Please take out your notes from last class. ALT: Today, we are going to judge a debate. ALT: These are very important points for the next step. Please pay attention to (<i>emphasize the above points</i>)</p> | | | |
| 12 | Demo Debate | | |
| | <p>Using worksheet G3T1D Step2, explain the debate flow.</p> <p>The ALT and JTE demonstrate a basic debate using the Sts-generated content they chose prior to the class. One instructor is affirmative and the other is negative. They each assume the 3 respective roles of each team (1st reason, 2nd reason, rebuttal)</p> <p>a) Instruct the Sts to take notes on the debate contents using G3T1D worksheet Step3. b) The JTE and ALT should point out the flow of the debate as they take turns doing 1st reason, 2nd reason, and rebuttal for their sides.</p> | | <p>Materials: G3T1D worksheet ※Please refer debate example page</p> |
| <p>[English script with JTE/ALT] ALT: Now we will show a model debate. Please follow us, and take notes on your worksheet Step3. ALT: I am affirmative. JTE: I am negative. (<i>Demo debate</i>)</p> | | | |
| 15 | Judge the Demo Debate | | |
| | <p>Instruct the Sts to judge the demonstration debate using G3T1D worksheet (Sts copy) Step4. Give the Sts 10 minutes to discuss in groups. ALT and JTE walk around, observing, and assisting where necessary.</p> <p>a) Instruct Sts to assign a point value to both affirmative and negative teams. b) Instruct Sts to write the good points and advice for both affirmative and negative teams. c) In case a group gets a tie, instruct them to choose a winner and choose a specific reason for their choice. ※ It may be necessary to demonstrate the debate multiple times.</p> | | <p>Materials: G3T1D worksheet</p> |
| <p>[English script with JTE/ALT] JTE: Okay everyone, the debate is finished. Let's judge the debate. ALT: First, assign a point value to your scores. For example. Great = 3 points, Good = 2 points, OK = 1 point. Please give each team points for the reason and rebuttal. JTE: If each team has the same number of points, or a tie, then you must choose a winner. But, you need a clear reason. ALT: Please do not just pick the team you agree with. It is okay not to feel the same as the winner.</p> | | | |
| 10 | Mini Discussion in the class | | |
| | <p>Each group will present their winner and the good points and advice for the affirmative and negative teams.</p> <p>a) Discuss as a class what worked and didn't work in the demonstration debate. b) The instructors should introduce points the Sts missed.</p> | | <p>Materials: G3T1D worksheet</p> |
| 3 | Closing & Goodbye | | |
| | <p>Summarize lesson, give feedback, and greet Sts.</p> | | <p>Materials: None.</p> |
| <p>[English script with JTE/ALT] JTE: Ok everyone, class is finished. ALT: Great job today! You took good notes, and presented your ideas clearly. JTE/ALT: Goodbye everyone! Sts: See you!</p> | | | |

Topic: Dogs are better pets than cats.
Aim:

Step1 Introduction: What do judges do?



Step2 Introduction: Debate flow



Step3: Let's practice taking notes on the debate!

| | Affirmative | Negative |
|----------|-------------|----------|
| Reason 1 | | |
| Reason 2 | | |
| Rebuttal | | |

Step4: Let's try judging the debate! Give points from 1 to 3.

What were the good for the affirmative and negative teams?

Let's discuss in groups!

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| Judging Criteria and Rubric | | | |
|-----------------------------|---|---|--|
| Points | 3 | 2 | 1 |
| Category | | | |
| Reasons | <ul style="list-style-type: none"> ● Very Strong ● Very Clear ● Very convincing | <ul style="list-style-type: none"> ● Strong ● Clear ● Convincing | <ul style="list-style-type: none"> ● Weak ● Unclear ● Unconvincing |
| Supporting Evidence | <ul style="list-style-type: none"> ● Good evidence ● Very reliable sources ● Many examples | <ul style="list-style-type: none"> ● Some evidence ● Some sources ● Some examples | <ul style="list-style-type: none"> ● No evidence ● No sources ● No examples |
| Rebuttal | <ul style="list-style-type: none"> ● Very Strong ● Very Clear ● Very convincing | <ul style="list-style-type: none"> ● Strong ● Clear ● Convincing | <ul style="list-style-type: none"> ● Weak ● Unclear ● Unconvincing |
| Delivery | <ul style="list-style-type: none"> ● Good eye contact ● Good volume ● Good speed ● Fluent English | <ul style="list-style-type: none"> ● Some eye contact ● Can hear ● Sometimes fast/slow ● Good English | <ul style="list-style-type: none"> ● No eye contact ● Can't hear ● Too fast/too slow ● Need practice |

| Debate Scoring Sheet for Judge | | |
|--------------------------------|-------------|-------------|
| Points | Affirmative | Negative |
| Category | | |
| Reasons | / 3 | / 3 |
| Supporting Evidence | / 3 | / 3 |
| Rebuttal | / 3 | / 3 |
| Delivery | / 3 | / 3 |
| Total Points | / 12 | / 12 |

| 中学 3年次 | | 1学期 | E (5 of 5) |
|---|--|-----|------------|
| 時間 50 | テーマ: Dogs are better pets than cats. 犬は猫よりも良いペットである。 目標: 相手の意見を踏まえながら自分の考えを述べ、ディベートをすることができる。(ディベートの練習) | | |
| 言語材料: We agree/disagree with ~. / Our first reason is ~. / Our second reason is ~. / For example... / First... / | | | |
| 語彙: rebuttal, preparation, topic, agree, disagree | | | |
| 時間 | 内容 | 留意点 | |
| 3 | 導入 指導者は生徒に挨拶し、生徒をランダムに肯定側、否定側に分け3人組のグループを作る。それぞれのグループで役割分担(理由1:1st reason, 理由2:2nd reason, 反駁:rebuttal)を行う。生徒にG3T1Eワークシートを配布する。 [英会話(スキット)の実演] JTE: Hello everyone. Sts: Hello ALT: Hello everyone. Today we will have a real debate. First, we will assign groups. (指導者がグループのメンバー、肯定派、否定派の生徒を割り振る) JTE: I will assign your team to be affirmative or negative. You must argue that position, even if you disagree. | | |
| 18 | ディベート準備(グループ) 生徒は理由1、理由2、反駁の内容をグループで準備する。指導者は適宜机間指導を行う。 a) 生徒は過去のメモやワークシートを参考にすることができる。 b) それぞれ1分程度2分未満のスピーチを作るように指示する。 [英会話(スキット)の実演] ALT: Now, work with your group to create strong reasons and rebuttals. You can use your notes from past classes. JTE: How long should each group's speeches be? Sts: 1 or 2 minutes? JTE: Okay! I'll give you 1-2 minutes to speak. ALT: This is a short time. Please make sure your speech is clear and has a strong point. | | |
| 5 | ディベートのグループ決め 肯定側、否定側それぞれ1組ずつをペアにしてディベートを行うグループを作る(肯定側3名、否定側3名)。生徒の人数によっては1-2つの肯定側グループもしくは否定側のグループを分解し、ジャッジの役割を与え人数調整を行う。ジャッジ役を生徒をそれぞれのディベートグループに分ける。可能であれば各ジャッジにストップウォッチを渡し、タイムキーパーとなるように指示する(それぞれのスピーチは2分未満、反駁の準備時間は5分となるように時間を計る)。 [英会話(スキット)の実演] JTE: OK everyone. Time is up! ALT: Now we will have the debate in small groups. We will also assign a judge for each debate group. JTE: For the judges, please take notes and give scores. | | |
| 14 | ディベート ディベートの準備をもとに、ディベートを行う。指導者は適宜机間指導を行う。 a) ディベートを始める前にディベートの流れ、ディベート中注意することを再度確認する。 b) ジャッジの役割を再度確認する(理由2のスピーチの後、反駁の準備時間5分を計る)。 教材: G3T1E ワークシート | | |
| 7 | ジャッジからのフィードバック ディベートが終わったら、ジャッジは肯定側、否定側それぞれのポイントをまとめ、どちらを勝者とするか決め、勝者を発表する準備をする。ジャッジはグループに良かったところ、アドバイスを1つずつフィードバックするように指示する。 ジャッジは勝者をフィードバックとともに発表する。指導者はディベートのフィードバックをする。 教材: G3T1E ワークシート | | |
| 3 | 終わりのあいさつ 授業の振り返り、フィードバックを行い、終わりのあいさつをする。 [英会話(スキット)の実演] JTE: OK everyone, class is finished. ALT: Great job today! You finished your first full debate. And, it was really great! Keep up the good work. JTE/ALT: Goodbye everyone! Sts: See you! | | |

| Grade 3 | | Term 1 | E (5 of 5) |
|--|---|--------|--------------------------------------|
| Time 50 | Theme: Dogs are better pets than cats. | | |
| | Objective: Sts practice doing an actual debate using a demo topic (Practice debate) | | |
| Target Language: We agree/disagree with ~. / Our first reason is ~. / Our second reason is ~. / For example... / First... / | | | |
| Vocab: rebuttal, preparation, topic, agree, disagree | | | |
| Time | Contents | | Remarks |
| 3 | Introduction | | |
| | <p>The instructors greet Sts and randomly assign them to the affirmative or negative teams. The Sts form groups of 3 with their same side. Each group decides everybody's role (1st reason, 2nd reason, rebuttal). Pass out G3T1E worksheet to Sts.</p> <p>[English script with JTE/ALT] JTE: Hello everyone. Sts: Hello ALT: Hello everyone. Today we will have a real debate. First, we will assign groups. (<i>teachers assign groups</i>) JTE: I will assign your team to be affirmative or negative. You must argue that position, even if you disagree.</p> | | Materials: G3T1E worksheet |
| 18 | Debate Preparation in groups | | |
| | <p>Sts prepare 1st reasons, 2nd reasons, and rebuttals in groups. ALT and JTE walk around, observing, and assisting where necessary. a) Sts may use their notes and worksheets from past lessons. b) Instruct Sts to aim for a 1 minute speech each with a 2 minute limit.</p> <p>[English script with JTE/ALT] ALT: Now, work with your group to create strong reasons and rebuttals. You can use your notes from past classes. JTE: How long should each group's speeches be? Sts: 1 or 2 minutes? JTE: Okay! I'll give you 1-2 minutes to speak. ALT: This is a short time. Please make sure your speech is clear and has a strong point.</p> | | Materials: G3T1E worksheet |
| 5 | Make debate groups | | |
| | <p>Pair affirmative groups with negative groups to form a debate group (3 affirmative, 3 negative). Depending on the amount of Sts, break up one or two groups and assign these Sts as judges. Assign them each a debate group. If available, hand each judge a stopwatch and instruct them to time the speakers. Two minutes max per speaker and 5 minutes preparation for the rebuttal.</p> <p>[English script with JTE/ALT] JTE: OK everyone. Time is up! ALT: Now we will have the debate in small groups. We will also assign a judge for each debate group. JTE: For the judges, please take notes and give scores.</p> | | Materials: G3T1E worksheet |
| 14 | Debate | | |
| | <p>Instruct the Sts to debate the topic using the prescribed debate flow and all the materials they prepared. The ALT and JTE walk around, observing and assisting where necessary. a) Confirm Sts understand and briefly review any necessary topics (debate flow, elements of a debate, etc.) b) Confirm the judges' role. Confirm that they understand to give the teams 5 minutes to prepare the rebuttal after the 2nd speech.</p> | | Materials: G3T1E worksheet |
| 7 | Feedback from Judge | | |
| | <p>After the debate is over, judges tally up the points, choose a winning side, and prepare to present their decisions. Confirm that the judges have prepared feedback (1 good and 1 bad thing) for each group. Judges present the winners and feedback. Instructors share their feedback.</p> | | Materials: G3T1E worksheet |
| 3 | Closing & Goodbye | | |
| | <p>Summarize lesson, give feedback, and greet Sts.</p> <p>[English script with JTE/ALT] JTE: OK everyone, class is finished. ALT: Great job today! You finished your first full debate. And, it was really great! Keep up the good work. JTE/ALT: Goodbye everyone! Sts: See you!</p> | | Materials: None. |

Grade () Class () Number () Name ()

Topic: Dogs are better pets than cats.
Aim:

| Speech Preparation Form | |
|---------------------------|--|
| Greeting Intro | Good (morning / afternoon), everyone. Today's debate topic is (dogs are better pets than cats). We (agree / disagree) that (dogs are better pets than cats). We have two reasons. |
| Reason 1 +Evidence | Our first reason is that _____ _____ _____ _____ _____ _____ _____ _____ |
| Reason 2 +Evidence | Our second reason is that _____ _____ _____ _____ _____ _____ _____ _____ |
| Summary | For these two reasons, we strongly (agree / disagree) that (dogs are better pets than cats). Thank you very much. |

| Rebuttal Preparation Form | |
|--|---|
| Rebuttal | The other team said, () However, I don't think so. () |
| Reason (Affirmative / Negative) | Rebuttal |
| | |
| | |
| | |
| | |
| | |
| Summary | In summary, (dogs are better pets than cats / dogs are not better pets than cats). Thank you very much. |

| Debate Tracker | |
|--|--------------------|
| My role is (Affirmative / Negative / Judge). | |
| | Affirmative |
| | Negative |
| Reason 1 | |
| Reason 2 | |
| Rebuttal | |

| Judging Criteria and Rubric | | | |
|-----------------------------|---|---|--|
| Category | 3 | 2 | 1 |
| Points | | | |
| Reasons | <ul style="list-style-type: none"> ● Very Strong ● Very Clear ● Very convincing | <ul style="list-style-type: none"> ● Strong ● Clear ● Convincing | <ul style="list-style-type: none"> ● Weak ● Unclear ● Unconvincing |
| Supporting Evidence | <ul style="list-style-type: none"> ● Good evidence ● Very reliable sources ● Many examples | <ul style="list-style-type: none"> ● Some evidence ● Some sources ● Some examples | <ul style="list-style-type: none"> ● No evidence ● No sources ● No examples |
| Rebuttal | <ul style="list-style-type: none"> ● Very Strong ● Very Clear ● Very convincing | <ul style="list-style-type: none"> ● Strong ● Clear ● Convincing | <ul style="list-style-type: none"> ● Weak ● Unclear ● Unconvincing |
| Delivery | <ul style="list-style-type: none"> ● Good eye contact ● Good volume ● Good speed ● Fluent English | <ul style="list-style-type: none"> ● Some eye contact ● Can hear ● Sometimes fast/slow ● Good English | <ul style="list-style-type: none"> ● No eye contact ● Can't hear ● Too fast/too slow ● Need practice |

| Debate Scoring Sheet for Judge | | |
|--------------------------------|-------------|----------|
| Category | Affirmative | Negative |
| Points | | |
| Reasons | / 3 | / 3 |
| Supporting Evidence | / 3 | / 3 |
| Rebuttal | / 3 | / 3 |
| Delivery | / 3 | / 3 |
| Total Points | / 12 | / 12 |

MEMO

| Good Points | Advice / Improvement |
|-------------|----------------------|
| | |

| 中学 3年次 | | 2学期 | A (1 of 2) |
|--|---|--|------------|
| 時間 | テーマ: Students should wear school uniforms. 生徒は制服を着るべきである。 | | |
| 50 | 目標: 自分の立場を主張できる説得力のある理由を考えて言ったり、相手の意見に対して反対する理由や根拠を考えたりできる。(テーマの提示+ディベート準備) | | |
| 言語材料: | We agree/disagree with ~. / Our first reason is ~. / Our second reason is ~. / For example... / First... / You can... / It is... / They are... / Many schools ... | | |
| 語彙: | uniform, elementary school, grade, except for, depends on ~, types | | |
| 時間 | 内容 | 留意点 | |
| 5 | 導入 指導者は生徒に挨拶し、ディベートのトピックである"生徒は制服を着るべきである。"を導入し、G3T2Aワークシートを配布する。 指導者は生徒に質問を繰り返す、全体で議論を行う。 例) 制服は何であるのか、どんな学校に制服があるのか、何年生が制服を着ているのか、制服がある国はどこか、なぜ制服がない小学校があるのか、なぜ大学には制服がないのか、制服の良い点悪い点は何か。 | 教材: G3T2A ワークシート | |
| [英会話(スキット)の実演] JTE: Hello everyone. Sts: Hello. ALT: Hello. I have a question for you today. Why do you wear a school uniform? Sts: To be unified, it's a school rule, etc. ALT: Hmm, why are there no uniforms in elementary school?/Are there good and bad points of school uniforms? (生徒たちがトピックについて考え始めるヒントとなる質問をする)... Today, we will prepare for a debate. The topic is "Students should wear school uniforms." | | | |
| 10 | ブレインストーミング(グループ) 生徒をランダムに肯定側、否定側に分け3人組のグループを作る。肯定側、否定側のグループは同じ数にしておく。 各グループでG3T2Aワークシートステップ2を使用し、肯定側または否定側として2つの理由を考えるように指示する。 | 教材: G3T2A ワークシート | |
| [英会話(スキット)の実演] JTE: First, we will assign the affirmative or negative point to your small group. ALT: Please think of some strong reasons on the worksheets. Focus on 2 strong reasons. | | | |
| 7 | ブレインストーミング(クラス) グループリーダーはグループで話し合った理由を1つクラスで発表し、指導者は黒板に書く。クラスでのブレインストーミングをもとに、生徒は自分たちの理由付けを変えてもよい。 | 教材: G3T2A ワークシート | |
| [英会話(スキット)の実演] ALT: Now, each group will present one reason each. (生徒は理由を発表し、指導者は黒板に書き留める) JTE: You can use any of the reasons on the board, or your group's reasons. | | | |
| 25 | ディベート準備(グループ) 生徒にディベートワークシートを配布し、理由1、理由2、反駁の内容を25分グループで準備するよう指示する。 指導者は適宜機間指導を行う。 a) 必要があれば、文法事項、語彙、フレーズを導入し、Useful Expressionワークシートに書くように指示する。 b) G3T2Aワークシートステップ3を使用し、指導者にインタビューをし理由の根拠としてディベートで使用してもよいことを伝える。 | 教材: G3T2A ワークシート ディベートワークシート (Useful Expression ワークシート) | |
| [英会話(スキット)の実演] ALT: Now, let's prepare for the debate. Each group will have 15 minutes to prepare their 1st reason, 2nd reason, and rebuttals. JTE: We will walk around and help. Please raise your hand if you have a question or need help. | | | |
| 3 | 終わりのあいさつ 授業の振り返り、フィードバックを行い、終わりのあいさつをする。 | 教材: なし | |
| [英会話(スキット)の実演] JTE: OK everyone, class is finished. ALT: Great job today! Please put your worksheets in a safe place for next class. JTE/ALT: Goodbye everyone! Sts: See you! | | | |

| Grade 3 | | Term 2 | A (1 of 2) |
|--|--|--------|---|
| Time | Theme: Students should wear school uniforms. | | |
| 50 | Objective: Students are introduced to a real topic familiar to them and prepare for a debate without outside research (Topic Intro + Debate Preparation) | | |
| Target Language: We agree/disagree with ~. / Our first reason is ~. / Our second reason is ~. / For example... / First... / You can... / It is... / They are... / Many schools ... | | | |
| Vocab: uniform, elementary school, grade, except for, depends on ~, types | | | |
| Time | Contents | | Remarks |
| 5 | Introduction | | |
| | <p>The instructors greet Sts and introduce the topic "Students should wear school uniforms" and pass out G3T2A worksheets to each student.</p> <p>Ask students focus questions and discuss:</p> <p><i>Example:</i> Why are there uniforms?, What schools have uniforms?, What grades have uniforms?, What countries have uniforms?, Why are there no uniforms in some Japanese elementary schools?, Why are there no uniforms in university?, What are the good and bad points of school uniforms?</p> | | Materials: G3T2A worksheet |
| <p>[English script with JTE/ALT]</p> <p>JTE: Hello everyone. Sts: Hello. ALT: Hello. I have a question for you today. Why do you wear a school uniform?</p> <p>Sts: To be unified, it's a school rule, etc.</p> <p>ALT: Hmm, why are there no uniforms in elementary school?/Are there good and bad points of school uniforms? (<i>encourage students to start thinking about these points</i>)... Today, we will prepare for a debate. The topic is "Students should wear school uniforms."</p> | | | |
| 10 | Brainstorming in groups | | |
| | <p>Randomly assign students affirmative or negative teams and instruct them to get into groups of three. There should be an equal amount of affirmative and negative groups.</p> <p>Instruct the groups to think of 2 reasons for their position using G3T2A worksheet Step2.</p> | | Materials: G3T2A worksheet |
| <p>[English script with JTE/ALT]</p> <p>JTE: First, we will assign the affirmative or negative point to your small group.</p> <p>ALT: Please think of some strong reasons on the worksheets. Focus on 2 strong reasons.</p> | | | |
| 7 | Brainstorming in the class | | |
| | <p>Instruct the groups to present one reason each. The instructors will write these down on the board.</p> <p>Groups have the option of changing their reasons and choosing some from the board.</p> | | Materials: G3T2A worksheet |
| <p>[English script with JTE/ALT]</p> <p>ALT: Now, each group will present one reason each. (Sts share reasons, ALT writes on the board)</p> <p>JTE: You can use any of the reasons on the board, or your group's reasons.</p> | | | |
| 25 | Debate Preparation in groups | | |
| | <p>Pass out to each student copies of debate worksheet. Give the students 25 minutes to brainstorm and prepare 1st reasons, 2nd reasons, and possible rebuttals in groups. The ALT and JTE will walk around, observing and assisting where necessary.</p> <p>a) Introduce new debate phrases on the Useful Expression worksheet if necessary.</p> <p>b) Let Sts know they can do interview JTE and ALT to get evidence using G3T2A worksheet Step3.</p> | | Materials: G3T2A worksheet Debate worksheet (Useful Expression worksheet) |
| <p>[English script with JTE/ALT]</p> <p>ALT: Now, let's prepare for the debate. Each group will have 15 minutes to prepare their 1st reason, 2nd reason, and rebuttals.</p> <p>JTE: We will walk around and help. Please raise your hand if you have a question or need help.</p> | | | |
| 3 | Closing & Goodbye | | |
| | <p>Summarize lesson, give feedback, and greet Sts.</p> | | Materials: None. |
| <p>[English script with JTE/ALT]</p> <p>JTE: OK everyone, class is finished. ALT: Great job today! Please put your worksheets in a safe place for next class.</p> <p>JTE/ALT: Goodbye everyone! Sts: See you!</p> | | | |

| 中学 3年次 | | 2学期 | A (2 of 2) |
|---|---|-----|---|
| 時間 50 | テーマ: Students should wear school uniforms. 生徒は制服を着るべきである。 目標: 相手の意見を踏まえながら自分の考えを述べ、ディベートをすることができる。(ディベート) | | |
| 言語材料: We agree/disagree with ~. / Our first reason is ~. / Our second reason is ~. / For example... / First... / You can... / It is... / They are... / Many schools ... | | | |
| 語彙: uniform, elementary school, grade, except for, depends on ~, types | | | |
| 時間 | 内容 | | 留意点 |
| 3 | 導入 | | |
| | 指導者は生徒に挨拶し、前回活動した同じグループに分かれ、前回使用したG3T2Aワークシートを用意させる。 | | 教材: G3T2A ワークシート ディベートワークシート (前時使用) |
| [英会話(スキット)の実演] JTE: Hello everyone. Sts: Hello. ALT: Hello. Do you remember our topic from last class? Sts: Yes! School uniforms! ALT: Great! Today, we will have the debate. Please take out your worksheets from last class. | | | |
| 17 | ディベート準備(グループ) | | |
| | 15分間グループでディベートの準備をするように指示する。 ディベート準備の時間が終わったら、肯定側、否定側それぞれ1組ずつをペアにしてディベートを行うグループを発表する(肯定側3名、否定側3名)。生徒の人数によって1-2つの肯定側グループもしくは否定側のグループを解体し、ジャッジの役割を与え人数調整を行う。ジャッジ役を生徒をそれぞれのディベートグループに割り振る。可能であれば各ジャッジにストップウォッチを渡し、タイムキーパーをするように指示をする(それぞれのスピーチは2分未満、反駁の準備時間は5分となるように時間を計る)。 | | 教材: G3T2A ワークシート ディベートワークシート (前時使用) |
| [英会話(スキット)の実演] JTE: You will have 15 minutes to review your materials from last class. ALT: Please remember, your reasons should be clear, and use strong evidence. Each speaker will have up to 2 minutes to speak. JTE: 2 minutes for reason 1, and 2 minutes for reason 2. But how long for the rebuttal? ALT: The rebuttal will have five minutes to prepare, after everyone says their reasons. OK? Sts: Okay! | | | |
| 20 | ディベート | | |
| | 準備をもとに、ディベートを行う。指導者は適宜机間指導を行う。 a)ディベートを始める前にディベートの流れ、ディベート中注意することを再度確認する。 b) ジャッジの役割を再度確認する(理由2のスピーチの後、反駁の準備時間5分を計る)。 | | 教材: G3T2A ワークシート ディベートワークシート (前時使用) |
| [英会話(スキット)の実演] ALT: Before we begin, let's quickly review how the debate works. First is the reason...(review flow) ...and last the judges will decide the winner of each debate. JTE: Do you have any questions, or need another explanation? Sts: No thank you.(/Yes please.) ALT: Ready? Let's begin the debate! | | | |
| 7 | ジャッジからのフィードバック | | |
| | ディベートが終わったら、ジャッジは肯定側、否定側それぞれのポイントをまとめ、どちらを勝者とするか決め、勝者を発表する準備をする。ジャッジはグループに良かったところ、アドバイスを1つずつフィードバックするように指示する。 ジャッジは勝者をフィードバックとともに発表する。指導者はディベートのフィードバックをする。 | | 教材: G3T2A ワークシート ディベートワークシート (前時使用) |
| [英会話(スキット)の実演] JTE: Okay everyone, let's see how what the judges think about the debate. ALT: Judges, please share the winner of each debate. We want to know one good thing, and one thing that didn't work in each debate. Sts: (Share their notes, with help from JTE/ALT as needed) ALT: Thank you, judges. Those are good notes! Let's think about these good points when we do our next debate. | | | |
| 3 | 終わりのあいさつ | | |
| | 授業の振り返り、フィードバックを行い、終わりのあいさつをする。 | | 教材: なし |
| [英会話(スキット)の実演] JTE: Ok everyone, class is finished. ALT: Great job today! Some great points were ~. Next time, let's keep ~ in mind. Keep up the good work. JTE/ALT: Goodbye everyone! Sts: See you! | | | |

| Grade 3 | | Term 2 | A (2 of 2) |
|---|---|--------|--|
| Time 50 | Theme: Students should wear school uniforms. | | |
| | Objective: Students debate a familiar topic without <i>outside research</i> . (Debate) | | |
| Target Language: We agree/disagree with ~. / Our first reason is ~. / Our second reason is ~. / For example... / First... / You can... / It is... / They are... / Many schools ... | | | |
| Vocab: uniform, elementary school, grade, except for, depends on ~, types | | | |
| Time | Contents | | Remarks |
| 3 | Introduction | | |
| | The instructors greet Sts and have them get into their groups from last class and take out G3T2A worksheets. | | Materials: G3T2A worksheet Debate worksheet (from previous lesson) |
| | <p>[English script with JTE/ALT] JTE: Hello everyone. Sts: Hello. ALT: Hello. Do you remember our topic from last class? Sts: Yes! School uniforms! ALT: Great! Today, we will have the debate. Please take out your worksheets from last class.</p> | | |
| 17 | Debate Preparation in groups | | |
| | <p>Give 15 minutes to prepare for the debate. After the preparation time, pair affirmative groups with negative groups to form a debate group (3 Sts for affirmative, 3 Sts for negative). Depending on the amount of Sts, break up one or two groups and assign these Sts as judges and assign them each a debate group. If available, hand each judge a stopwatch and instruct them to time the speakers. Two minutes max per speaker and 5 minutes preparation for the rebuttal.</p> | | Materials: G3T2A worksheet Debate worksheet (from previous lesson) |
| | <p>[English script with JTE/ALT] JTE: You will have 15 minutes to review your materials from last class. ALT: Please remember, your reasons should be clear, and use strong evidence. Each speaker will have up to 2 minutes to speak. JTE: 2 minutes for reason 1, and 2 minutes for reason 2. But how long for the rebuttal? ALT: The rebuttal will have five minutes to prepare, after everyone says their reasons. OK? Sts: Okay!</p> | | |
| 20 | Debate | | |
| | <p>Instruct the Sts to debate the topic using the prescribed debate flow and all the materials they prepared. The ALT and JTE walk around, observing and assisting where necessary. a) Confirm Sts understand and briefly review any necessary topics (debate flow, elements of a debate, etc.) b) Confirm the judges' role. Confirm that they understand to give the teams 5 minutes to prepare the rebuttal after the 2nd speech.</p> | | Materials: G3T2A worksheet Debate worksheet (from previous lesson) |
| | <p>[English script with JTE/ALT] ALT: Before we begin, let's quickly review how the debate works. First is the reason...(review flow) ...and last the judges will decide the winner of each debate. JTE: Do you have any questions, or need another explanation? Sts: No thank you.(/Yes please.) ALT: Ready? Let's begin the debate!</p> | | |
| 7 | Feedback from Judge | | |
| | <p>After the debate is over, judges tally up the points, choose a winning side, and prepare to present their decisions. Confirm that the judges have prepared feedback (1 good thing and 1 piece of advice) for each team. Judges present the winners and feedback. Instructors share their feedback.</p> | | Materials: G3T2A worksheet Debate worksheet (from previous lesson) |
| | <p>[English script with JTE/ALT] JTE: Okay everyone, let's see how what the judges think about the debate. ALT: Judges, please share the winner of each debate. We want to know one good thing, and one thing that didn't work in each debate. Sts: (Share their notes, with help from JTE/ALT as needed) ALT: Thank you, judges. Those are good notes! Let's think about these good points when we do our next debate.</p> | | |
| 3 | Closing & Goodbye | | |
| | Summarize lesson, give feedback, and greet Sts. | | Materials: None. |
| | <p>[English script with JTE/ALT] JTE: Ok everyone, class is finished. ALT: Great job today! Some great points were ~. Next time, let's keep ~ in mind. Keep up the good work. JTE/ALT: Goodbye everyone! Sts: See you!</p> | | |

Topic: Students should wear school uniforms.

Aim:

Step1 Introduction & Mini Discussion in the class

Why are there uniforms?

What types of schools have uniforms?

What grades have uniforms?

What countries have uniforms?

Why don't some elementary schools have uniforms?

What are the good points of uniforms?

What are the bad points of uniforms?



Step2 Brainstorming in groups: Let's Make Strong Reasons!



Step3 Debate preparation in groups:

Let's make strong supporting evidence!

Types of evidence:

Common sense - something everybody knows or should know

Personal experience - the speaker's experience or other person's experience



You can interview your teachers to ask their experience.

Tips:

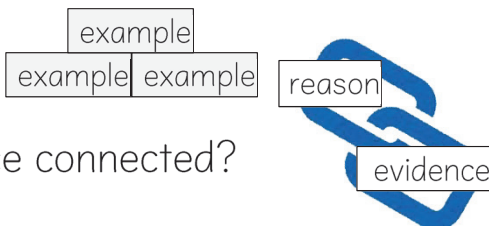
1) Is there evidence?



2) Is the evidence source reliable?



3) Are there many examples?



4) Are the reason and evidence connected?

| 中学 3年次 | | 3学期 | A (1 of 3) |
|--|--|-----|--|
| 時間 50 | テーマ: We should use robots and AI in everyday life in Japan. 日本ではロボット、AIを日常生活で使うべきである。 | | |
| | 目標: 自分の意見について理由を考えて言ったり、反対の立場に対して反論する理由を考えたりできる。(テーマの提示+ディベート準備) | | |
| 言語材料: We agree/disagree with ~. / Our first reason is ~. / Our second reason is ~. / For example... / First... / You can... / It is... / They are... / It is known that... / Evidence shows... | | | |
| 語彙: robots, artificial intelligence (AI), safe, dangerous, mistake, accident, statistics, expert | | | |
| 時間 | 内容 | | 留意点 |
| 5 | 導入 | | |
| | 指導者は生徒に挨拶し、ディベートのトピックである"日本ではロボット、AIを日常生活で使うべきである。"を導入し、G3T3Aワークシートを配布する。 指導者は生徒に質問を繰り返し、全体で議論を行う。 例) ロボットは何をするか、AIは何をするか、どこでAIやロボットは使われているか、AIやロボットは安全か危険か、ロボットやAIは間違えることはあるか、事故を起こすことはあるか、AIやロボットは完ぺきなもののなか。 | | 教材: G3T3A ワークシート |
| [英会話(スキット)の実演] JTE: Hello everyone. Sts: Hello. ALT: Hello. I have a question for you today. Have you ever seen the robot Pepper at a restaurant? Sts: Yes! Pepper is so cool! ALT: Really? Do you like robots? Sts: Yes/No/I don't know. ALT: Actually, robots are the topic of our next debate. We will prepare to discuss "We should use robots and AI in everyday life in Japan." | | | |
| 10 | ブレインストーミング(グループ) | | |
| | 生徒をランダムに肯定側、否定側に分け3人組のグループを作る。肯定側、否定側のグループは同じ数にしておく。 各グループでG3T3Aワークシートステップ2を使用し、肯定側または否定側として2つの理由を考えるように指示する。 | | 教材: G3T3A ワークシート |
| [英会話(スキット)の実演] JTE: First, we will assign the affirmative or negative position to your small group. ALT: Please think of some strong reasons on the worksheet. JTE: Focus on 2 strong reasons. | | | |
| 7 | ブレインストーミング(クラス) | | |
| | グループリーダーはグループで話し合った理由を1つクラスで発表し、指導者は黒板に書く。クラスでのブレインストーミングをもとに、生徒は自分たちの理由付けを変えてもよい。 | | 教材: G3T3A ワークシート |
| [英会話(スキット)の実演] ALT: Now, each group will present one reason each. (生徒は理由を発表し、指導者は黒板に書き留める) JTE: You can use any of the reasons on the board, or your group's reasons. | | | |
| 25 | ディベート準備(グループ) | | |
| | 生徒にディベートワークシートを配布し、理由1、理由2、反駁の内容を25分グループで準備するよう指示する。 指導者は適宜机間指導を行う。 a) 必要があれば、文法事項、語彙、フレーズを導入し、Useful Expressionワークシートに書くように指示する。 B) 次回の授業でPCルームや図書室が使用できるようであれば、生徒に伝える。 ※理由の根拠として統計(データ)を含んだデモディベートをモデルとして見せてもよい(デモディベートのページを参照)。 | | 教材: G3T3A ワークシート ディベートワークシート (Useful Expression ワークシート) |
| [英会話(スキット)の実演] ALT: Now, let's prepare for the debate. Each group will have 15 minutes to prepare their 1st reason, 2nd reason, and rebuttals. JTE: We will walk around and help. Please raise your hand if you have a question or need help. | | | |
| 3 | 終わりのあいさつ | | |
| | 授業の振り返り、フィードバックを行い、終わりのあいさつをする。 | | 教材: なし |
| [英会話(スキット)の実演] JTE: Ok everyone, class is finished. ALT: Great job today! Please put your worksheets in a safe place for next class. JTE/ALT: Goodbye everyone! Sts: See you! | | | |

| Grade 3 | | Term 3 | A (1 of 3) |
|---|---|---|------------|
| Time | Theme: We should use robots and AI in everyday life in Japan. | | |
| 50 | Objective: Students are introduced to a real topic familiar to them and prepare for a debate with outside research. | | |
| Target Language: We agree/disagree with ~. / Our first reason is ~. / Our second reason is ~. / For example... / First... / You can... / It is... / They are... / It is known that... / Evidence shows... | | | |
| Vocab: robots, artificial intelligence (AI), safe, dangerous, mistake, accident, statistics, expert | | | |
| Time | Contents | | Remarks |
| 5 | Introduction | | |
| | The instructors greet Sts and introduce the topic "We should use robots and AI in everyday life in Japan" and pass out G3T3A worksheets to each student. Ask students focus questions and discuss: <i>Example:</i> What do robots do? What do AI do?, Where are AI and robots used?, Are AI and robots safe? Are AI and robots dangerous?, Do AI and robots make mistake? Do AI and robots make accidents?, Are AI and robots perfect? | Materials: G3T3A worksheet | |
| | [English script with JTE/ALT] JTE: Hello everyone. Sts: Hello. ALT: Hello. I have a question for you today. Have you ever seen the robot Pepper at a restaurant? Sts: Yes! Pepper is so cool! ALT: Really? Do you like robots? Sts: Yes/No/I don't know. ALT: Actually, robots are the topic of our next debate. We will prepare to discuss "We should use robots and AI in everyday life in Japan." | | |
| 10 | Brainstorming in groups | | |
| | Randomly assign students affirmative or negative teams and instruct them to get into groups of three. There should be an equal amount of affirmative and negative groups. Instruct the groups to think of 2 reasons for their position using G3T3A worksheet Step2. | Materials: G3T3A worksheet | |
| | [English script with JTE/ALT] JTE: First, we will assign the affirmative or negative position to your small group. ALT: Please think of some strong reasons on the worksheet. JTE: Focus on 2 strong reasons. | | |
| 7 | Brainstorming in the class | | |
| | Instruct the groups to present one reason each. The instructors will write these down on the board. Groups have the option of changing their reasons and choosing some from the board. | Materials: G3T3A worksheet | |
| | [English script with JTE/ALT] ALT: Now, each group will present one reason each. (Sts share reasons, ALT writes on the board) JTE: You can use any of the reasons on the board, or your group's reasons. | | |
| 25 | Debate Preparation in groups | | |
| | Pass out to each student copies of debate worksheet. Give the students 25 minutes to brainstorm and prepare 1st reasons, 2nd reasons, and possible rebuttals in groups. The ALT and JTE will walk around, observing and assisting where necessary. a) Introduce new debate phrases on the Useful Expression worksheet if necessary. b) Let Sts know they can use the computer lab or library room for the next lesson if available. ※The JTE and ALT can demonstrate a basic debate using statistics. Please refer to the debate example page. | Materials: G3T3A worksheet Debate worksheet (Useful Expression worksheet) | |
| | [English script with JTE/ALT] ALT: Now, let's prepare for the debate. Each group will have 15 minutes to prepare their 1st reason, 2nd reason, and rebuttals. JTE: We will walk around and help. Please raise your hand if you have a question or need help. | | |
| 3 | Closing & Goodbye | | |
| | Summarize lesson, give feedback, and greet Sts. | Materials: None. | |
| | [English script with JTE/ALT] JTE: Ok everyone, class is finished. ALT: Great job today! Please put your worksheets in a safe place for next class. JTE/ALT: Goodbye everyone! Sts: See you! | | |

| 中学 3年次 | | 3学期 | A (2 of 3) |
|--|--|-----|---|
| 時間 50 | テーマ: We should use robots and AI in everyday life in Japan. 日本ではロボット、AIを日常生活で使うべきである。 | | |
| | 目標: 自分の意見や反論について、根拠となる内容を調査し説得力のある意見や理由を考えることができる。(調査) | | |
| 言語材料: We agree/disagree with ~. / Our first reason is ~. / Our second reason is ~. / For example... / First... / You can... / It is... / They are... / It is known that... / Evidence shows... | | | |
| 語彙: robots, artificial intelligence (AI), safe, dangerous, mistake, accident, statistics, expert | | | |
| 時間 | 内容 | | 留意点 |
| 7 | 導入 | | |
| | <p>※ 可能であれば指導者はPCルームや図書室が使えるようにしておく。</p> <p>指導者は生徒に挨拶し、前回活動した同じグループに分かれ、前回使用したワークシートを用意させ、G3T3Aワークシートステップ3を使用し、理由の根拠として統計や専門家の意見を使うことができることを説明する。リサーチワークシートを配布する。</p> <p>a) 指導者は情報の発信元が信頼できるかどうか確認する必要があることを伝える。</p> | | 教材: G3T3A ワークシート ディベートワークシート (前時使用) リサーチワークシート ※必要があれば、日本語で説明を加えてもよい。 |
| | [英会話(スキット)の実演] JTE: Hello everyone. Sts: Hello. ALT: Hello. Do you have your worksheets from last class? Great. You will need them for today's class. JTE: Today, we will learn more about evidence. ALT: We will learn about statistics and expert opinions. First, let's go over these new types of evidence. (G3T3A ワークシートステップ3を使い、statistics, expert 等新出単語を生徒と確認する) Fantastic! Now, do you remember what good evidence is? Sts: It's strong! It is clear! It is real! ALT: Fantastic! Let's check these examples. Please tell me if it is good or not so good evidence! JTE: [ALT] how do we know where this information comes from? ALT: Oh, that's a good question. We have to tell where we learned the information. For example, [textbook name, page number] or [new article title]. JTE: So, students should tell where they find information, too? ALT: Yes. | | |
| 40 | ディベート準備(グループ) | | |
| | <p>ディベートの準備として肯定側/否定側それぞれの立場、また議論について調査をすすめるように生徒に指示する。</p> <p>a) 新聞、科学誌、科学に関する本、百科事典等を探し、情報を集めるように指示する。</p> <p>b) インターネットを使用する際には特に、情報の発信元が信頼できるかどうか確認する必要があることを伝える。</p> | | 教材: G3T3A ワークシート ディベートワークシート (前時使用) リサーチワークシート |
| | [英会話(スキット)の実演] JTE: Now, we will use this time to do research. ALT: Please try to look for news articles and statistics. These are great pieces of evidence. JTE: You can use the computers and textbooks too. Please remember to write down where your information is from on your research worksheet. ALT: If you don't know, please ask us for help. | | |
| 3 | 終わりのあいさつ | | |
| | <p>生徒の調査の進み具合を確認し、フィードバックを行い、終わりのあいさつをする。</p> <p>a) クラスの半分以上の生徒が調査をほぼ終わていれば、残りの調査は宿題とする。</p> <p>b) クラスの半分以上の生徒がまだ調査が必要であれば、次回もPCルームや図書室での調査を引き続き行う。</p> | | 教材: なし |
| | [英会話(スキット)の実演] JTE: Ok everyone, class is finished. ALT: Great job today! Please put your worksheets in a safe place for next class. JTE/ALT: Goodbye everyone! Sts: See you! | | |

| Grade 3 | | Term 3 | A (2 of 3) |
|--|---|--------|---|
| Time | Theme: We should use robots and AI in everyday life in Japan. | | |
| 50 | Objective: Students are introduced to a real topic familiar to them and prepare for a debate with outside research. (Topic Research) | | |
| Target Language: We agree/disagree with ~. / Our first reason is ~. / Our second reason is ~. / For example... / First... / You can... / It is... / They are... / It is known that... / Evidence shows... | | | |
| Vocab: robots, artificial intelligence (AI) , safe, dangerous, mistake, accident, statistics, expert | | | |
| Time | Contents | | Remarks |
| 7 | Introduction | | |
| | <p>※ It's recommended that instructors reserve the computer lab and/or library prior to this lesson.</p> <p>The instructors greet Sts and Instruct students to get into their groups from the previous lesson and take out all their notes and materials. Using G3T3A Step3, instructors will introduce new types of evidence, statistics and expert opinions. Pass out research worksheets to each student.</p> <p>a) Make sure the students understand the importance of telling where their information is from.</p> | | Materials: G3T3Aworksheet Debate worksheet (from previous lesson) Research worksheet ※ If necessary, the JTE can explain in Japanese. |
| <p>[English script with JTE/ALT] JTE: Hello everyone. Sts: Hello. ALT: Hello. Do you have your worksheets from last class? Great. You will need them for today's class. JTE: Today, we will learn more about evidence. ALT: We will learn about statistics and expert opinions. First, let's go over these new types of evidence. <i>(Using G3T3A Step3, ALT goes over new words with the students)</i> Fantastic! Now, do you remember what good evidence is? Sts: It's strong! It is clear! It is real! ALT: Fantastic! Let's check these examples. Please tell me if it is good or not so good evidence! JTE: [ALT] how do we know where this information comes from? ALT: Oh, that's a good question. We have to tell where we learned the information. For example, [textbook name, page number] or [new article title]. JTE: So, students should tell where they find information, too? ALT: Yes.</p> | | | |
| 40 | Debate Preparation in groups | | |
| | <p>Instructors should give the students the whole class to do research for their position and their reasons.</p> <p>a) Encourage students to look for sources like newspapers, science magazines, science books/encyclopedias, etc. b) Make sure the students understand the importance of using information from reliable sources.</p> | | Materials: G3T3Aworksheet Debate worksheet (from previous lesson) Research worksheet |
| <p>[English script with JTE/ALT] JTE: Now, we will use this time to do research. ALT: Please try to look for news articles and statistics. These are great pieces of evidence. JTE: You can use the computers and textbooks too. Please remember to write down where your information is from on your research worksheet. ALT: If you don't know, please ask us for help.</p> | | | |
| 3 | Closing & Goodbye | | |
| | <p>At the end of class, instructors should confirm the students' progress, give feedback, and greet Sts.</p> <p>a) If more than half the class has found satisfactory research for their speech, Sts will finish their research for homework. b) If more than half of the class requires more time, Sts need another day for research in the computer lab and/or library.</p> | | Materials: None. |
| <p>[English script with JTE/ALT] JTE: Ok everyone, class is finished. ALT: Great job today! Please put your worksheets in a safe place for next class. JTE/ALT: Goodbye everyone! Sts: See you!</p> | | | |

| 中学 3年次 | | 3学期 | A (3 of 3) |
|---|---|-----|--|
| 時間 50 | テーマ: We should use robots and AI in everyday life in Japan. 日本ではロボット、AIを日常生活で使うべきである。 | | |
| | 目標: 調査した内容に基づき、相手の意見を踏まえながら自分の考えを述べ、ディベートをすることができる。(ディベート) | | |
| 言語材料: We agree/disagree with ~. / Our first reason is ~. / Our second reason is ~. / For example... / First... / You can... / It is... / They are... / It is known that... / Evidence shows... | | | |
| 語彙: robots, artificial intelligence (AI), safe, dangerous, mistake, accident, statistics, expert | | | |
| 時間 | 内容 | | 留意点 |
| 3 | 導入 | | |
| | 指導者は生徒に挨拶し、前回活動した同じグループに分かれ、前回使用したG3T3Aワークシートを用意させる。 | | 教材: G3T3A ワークシート リサーチワークシート ディベートワークシート (前時使用) |
| [英会話(スキット)の実演] JTE: Hello everyone. Sts: Hello. ALT: Hello. Do you have your worksheets from last class? Great. You will need them for today's debate! JTE: Yes, today is the big day. Let's have a great debate. | | | |
| 17 | ディベート準備(グループ) | | |
| | 15分間グループでディベートの準備をするように指示する。 ディベート準備の時間が終わったら、肯定側、否定側それぞれ1組ずつをペアにしてディベートを行うグループを発表する(肯定側3名、否定側3名)。生徒の人数によって1-2つの肯定側グループもしくは否定側のグループを解体し、ジャッジの役割を与え人数調整を行う。ジャッジ役の生徒をそれぞれのディベートグループに割り振る。可能であれば各ジャッジにストップウォッチを渡し、タイムキーパーをするように指示をする(それぞれのスピーチは2分未満、反駁の準備時間は5分となるように時間を計る)。 | | 教材: G3T3A ワークシート リサーチワークシート ディベートワークシート (前時使用) |
| [英会話(スキット)の実演] JTE: You will have 15 minutes to review your materials from last class. ALT: Please remember, your reasons should be clear, and use strong evidence. Each speaker will have up to 2 minutes to speak. JTE: 2 minutes for reason 1, and 2 minutes for reason 2. But how long for the rebuttal? ALT: The rebuttal will have five minutes to prepare, after everyone says their reasons. OK? Sts: Okay! | | | |
| 20 | ディベート | | |
| | 準備をもとに、ディベートを行う。指導者は適宜机間指導を行う。 a)ディベートを始める前にディベートの流れ、ディベート中注意することを再度確認する。 b)ジャッジの役割を再度確認する(理由2のスピーチの後、反駁の準備時間5分を計る)。 | | 教材: G3T3A ワークシート リサーチワークシート ディベートワークシート (前時使用) |
| [英会話(スキット)の実演] ALT: Before we begin, let's quickly review how the debate works. First is the reason...(review flow) ...and last the judges will decide the winner of each debate. JTE: Do you have any questions, or need another explanation? Sts: No thank you.(/Yes please.) ALT: Ready? Let's begin the debate! | | | |
| 7 | ジャッジからのフィードバック | | |
| | ディベートが終わったら、ジャッジは肯定側、否定側それぞれのポイントをまとめ、どちらを勝者とするか決め、勝者を発表する準備をする。ジャッジはグループに良かったところ、アドバイスを1つずつフィードバックするように指示する。 ジャッジは勝者をフィードバックとともに発表する。指導者はディベートのフィードバックをする。 | | 教材: G3T3A ワークシート リサーチワークシート ディベートワークシート (前時使用) |
| [英会話(スキット)の実演] JTE: Okay everyone, let's see how what the judges think about the debate. ALT: Judges, please share the winner of each debate. We want to know one good thing, and one thing that didn't work in each debate. Sts: (Share their notes, with help from JTE/ALT as needed) ALT: Thank you, judges. Those are good notes! Let's think about these good points when we do our next debate. | | | |
| 3 | 終わりのあいさつ | | |
| | 授業の振り返り、フィードバックを行い、終わりのあいさつをする。 | | 教材: なし |
| [英会話(スキット)の実演] JTE: Ok everyone, class is finished. ALT: Great job today! Some great points were ~. Next time, please keep ~ in mind. Keep up the good work. JTE/ALT: Goodbye everyone! Sts: See you! | | | |

| Grade 3 | | Term 3 | A (3 of 3) |
|---|---|--------|---|
| Time 50 | Theme: We should use robots and AI in everyday life in Japan. | | |
| | Objective: Students debate on a real life topic with outside research. (Debate) | | |
| Target Language: We agree/disagree with ~. / Our first reason is ~. / Our second reason is ~. / For example... / First... / You can... / It is... / They are... / It is known that... / Evidence shows... | | | |
| Vocab: robots, artificial intelligence (AI) , safe, dangerous, mistake, accident, statistics, expert | | | |
| Time | Contents | | Remarks |
| 3 | Introduction | | |
| | The instructors greet Sts and have them get into their groups from last class and take out G3T3A worksheets. | | Materials: G3T3A worksheet Debate worksheet Reserch worksheet (from previous lesson) |
| | <p>[English script with JTE/ALT] JTE: Hello everyone. Sts: Hello. ALT: Hello. Do you have your worksheets from last class? Great. You will need them for today's debate! JTE: Yes, today is the big day.</p> | | |
| 17 | Debate Preparation in groups | | |
| | <p>Give 15 minutes to prepare for the debate. After the preparation time, pair affirmative groups with negative groups to form a debate group (3 Sts for affirmative, 3 Sts for negative). Depending on the amount of Sts, break up one or two groups and assign these Sts as judges and assign them each a debate group. If available, hand each judge a stopwatch and instruct them to time the speakers. Two minutes max per speaker and 5 minutes preparation for the rebuttal.</p> | | Materials: G3T3A worksheet Debate worksheet Reserch worksheet (from previous lesson) |
| | <p>[English script with JTE/ALT] JTE: You will have 15 minutes to review your materials from last class. ALT: Please remember, your reasons should be clear, and use strong evidence. Each speaker will have up to 2 minutes to speak. JTE: 2 minutes for reason 1, and 2 minutes for reason 2. But how long for the rebuttal? ALT: The rebuttal will have five minutes to prepare, after everyone says their reasons. OK? Sts: Okay!</p> | | |
| 20 | Debate | | |
| | <p>Instruct the Sts to debate the topic using the prescribed debate flow and all the materials they prepared. The ALT and JTE walk around, observing and assisting where necessary. a) Confirm Sts understand and briefly review any necessary topics (debate flow, elements of a debate, etc.) b) Confirm the judges' role. Confirm that they understand to give the teams 5 minutes to prepare the rebuttal after the 2nd speech.</p> | | Materials: G3T3A worksheet Debate worksheet Reserch worksheet (from previous lesson) |
| | <p>[English script with JTE/ALT] ALT: Before we begin, let's quickly review how the debate works. First is the reason...(review flow) ...and last the judges will decide the winner of each debate. JTE: Do you have any questions, or need another explanation? Sts: No thank you.(/Yes please.) ALT: Ready? Let's begin the debate!</p> | | |
| 7 | Feedback from Judge | | |
| | <p>After the debate is over, judges tally up the points, choose a winning side, and prepare to present their decisions. Confirm that the judges have prepared feedback (1 good thing and 1 piece of advice) for each team. Judges present the winners and feedback. Instructors share their feedback.</p> | | Materials: G3T3A worksheet Debate worksheet Reserch worksheet (from previous lesson) |
| | <p>[English script with JTE/ALT] JTE: Okay everyone, let's see how what the judges think about the debate. ALT: Judges, please share the winner of each debate. We want to know one good thing, and one thing that didn't work in each debate. Sts: (Share their notes, with help from JTE/ALT as needed) ALT: Thank you, judges. Those are good notes! Let's think about these good points when we do our next debate.</p> | | |
| 3 | Closing & Goodbye | | |
| | Summarize lesson, give feedback, and greet Sts. | | Materials: None. |
| | <p>[English script with JTE/ALT] JTE: Ok everyone, class is finished. ALT: Great job today! Some great points were ~. Next time, please keep ~ in mind. Keep up the good work. JTE/ALT: Goodbye everyone! Sts: See you!</p> | | |

Topic: We should use robots and AI in everyday life in Japan.

Aim:

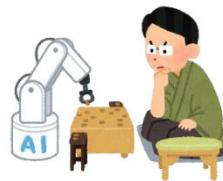
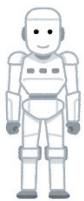
Step1 Introduction & Mini Discussion in the class

What do robots and AI do?

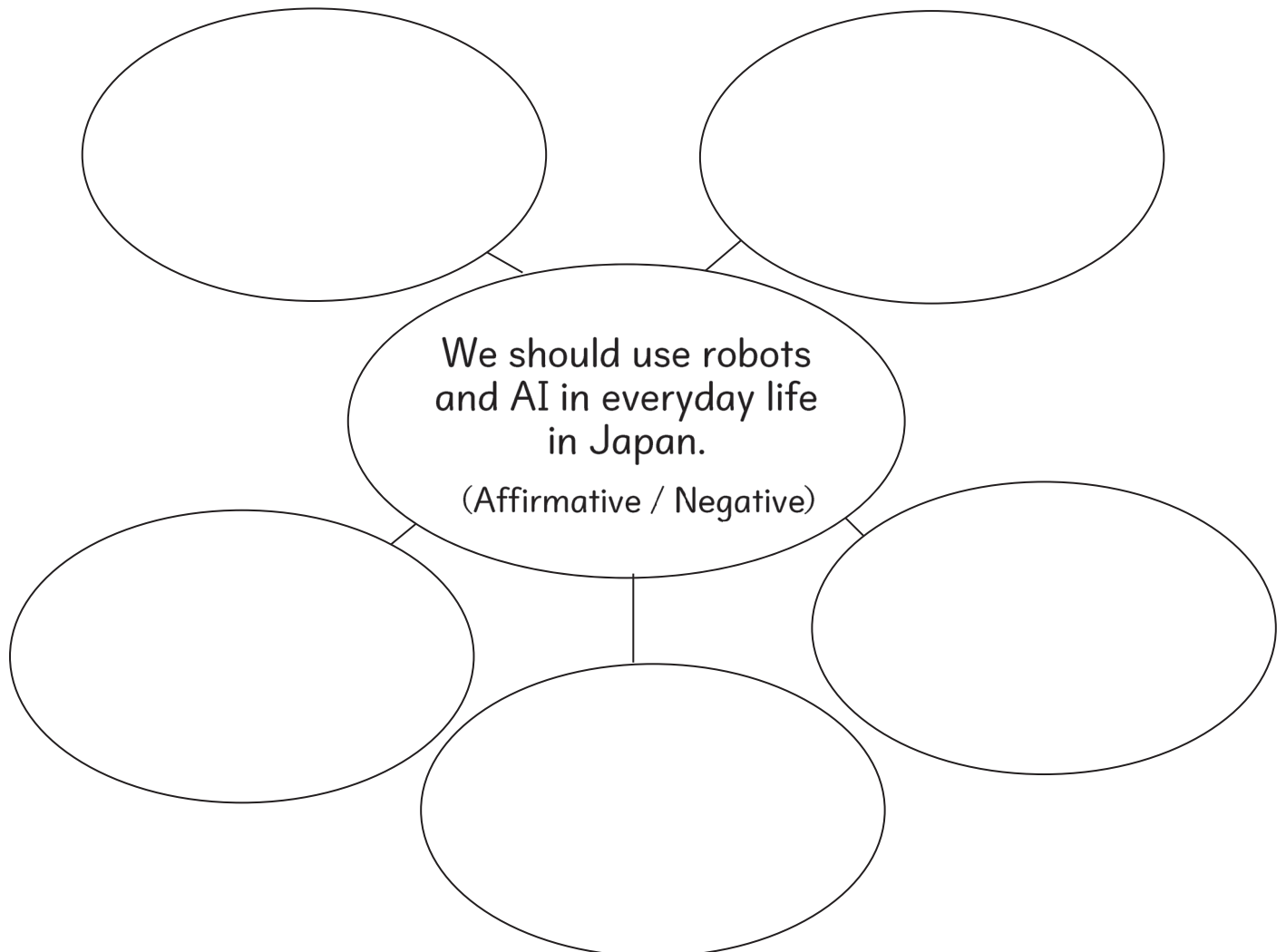
Are AI and robots safe or dangerous?

Where are AI and robots used?

Do AI and robots make mistakes or cause accidents?



Step2 Brainstorming in groups: Let's make strong reasons!



Step3 Debate preparation in groups: Let's collect evidence!

Types of evidence:

Personal experience - the speaker's experience or other person's experience

Common sense - something everybody knows or should know

Statistics – Data



Expert opinion



AI (artificial intelligence) 人工知能
 enrich (人や国などを)裕福にする
 statistics 統計データ
 expert 専門家
 productivity 生産性
 economic growth 経済成長
 existing 現存する

EX) Affirmative

Reason 1: Robots and AI can help enrich our lives.

| Evidence Type: | statistics | expert opinion | other |
|----------------|---|----------------|-------|
| Notes | <ul style="list-style-type: none"> • Up to 20 million factories jobs around the world could be taken by robots by 2030. • It will increase productivity and economic growth. • It will lead to the creation of new jobs. | | |
| Source(s) | Oxford Economics "How robots change the world" 2019/Jun | | |

EX) Negative

Reason 1: Many people will lose jobs and face hard times.

| Evidence Type: | statistics | expert opinion | other |
|----------------|---|----------------|-------|
| Notes | <ul style="list-style-type: none"> • Up to 20 million factories jobs around the world could be taken by robots by 2030. • Millions of existing jobs will be lost. | | |
| Source(s) | Oxford Economics "How robots change the world" 2019/Jun | | |

Debate Example

Topic: Dogs are better pets than cats.



1st speech

Affirmative

Good (morning/afternoon) everyone. Today's debate topic is "dogs are better pets than cats." We agree that "dogs are better pets than cats." We have two reasons.

Our first reason is that dogs are smarter than cats. You can teach a dog many tricks. For example, sit, lay down, roll over, and many more. This is impossible with cats. My friend Takeshi has a Corgie called Fluffy. Takeshi was able to teach Fluffy 10 tricks in one week. Also, you can train dogs to do many useful things. Dogs can help blind people, rescue people in disasters, and look for dangerous things at the airport.

Negative

Good (morning/afternoon) everyone. Today's debate topic is "dogs are better pets than cats." We disagree that "dogs are better pets than cats." We have two reasons.

Our first reason is that cats are cleaner than dogs. Everybody knows that cats clean themselves all the time. They always lick themselves to take a bath. Dogs can't do this. You don't have to give cats a bath. Also, cats don't stink like dogs. Last week, I went to a dog shelter to look at puppies and kittens. I could not stay for long because it smelled really bad.

2nd speech

Affirmative

Our second reason is that dogs are friendlier than cats. A dog owner can become good friends with their dog. The dog is excited to see the owner when they come home from work or school. I have a cat. My cat does not care when I come home from school. Also, dogs can make owners happy and make them better people.

[According to a survey by the newspaper Furry Friends, 70% of dog owners said they became happier when they got a dog. Also, 65% of dog owners said they became better people when they got a dog.]

For these two reasons, we strongly agree that "dogs are better pets than cats." Thank you very much.

JHS Debate Grade 3 G3T1D

Negative

Our second reason is that cats are easier to take care of than dogs. They don't need the owner's help with everything like dogs do. You don't have to walk them. You don't have to give them a bath. Also, cats are better pets because you don't have to use a lot of time on them.

[According to busypeople.com, 80% of Japanese adults are too busy to have any free time. Therefore, if you are busy and want a pet, a cat is the best option.]

For these two reasons, we strongly disagree that "dogs are better pets than cats." Thank you very much.

Rebuttal

Affirmative

The other team said that cats are cleaner than dogs. However, I don't think so. It's true that dogs can't clean themselves. But this doesn't mean that cats are always cleaner. Sometimes cats still need baths. Also, the smell in dog shelters is not important.

The other team said that cats are easier to take care of than dogs. However I don't think so. Cats don't need their owner's help with everything, but they still need a lot of attention. My friend Timmy has a cat and it always causes trouble when he does homework on the computer.

[Last, we don't understand the statistics about busy people. What age are these people? Are they students or workers? There's not enough information.]

In summary, "dogs are better pets than cats." Thank you very much.

Negative

The other team said that you can't teach cats tricks. However, I don't think so. This is not true. Even though cats take more time, if you are patient, you can teach a cat tricks. Also, cats have good uses too. They can be used to comfort people and they can catch mice inside a house.

The other team also said that dogs are friendlier than cats. This is not always true. This depends on the cat. My friend Natalie's cat is friendly. It always wants me to pet it.

[According to website felinefriends.com, 70% of cat owners became happy when they got a kitten. Therefore, cats are as friendly as dogs.]

In summary, "dogs are not better pets than cats." Thank you very much.

End of debate

2年生テーマ例一覧: Example Topics

日常的な知識でグループやクラスで意見交換が可能なテーマをまとめました。テンプレートワークシートを使用し、授業でご活用ください。

In case you would like to introduce your own unique topics, please choose ones where students have to choose one of two options. The focus in grade 2 is to have students learn to argue against the other side and explain why. Please use the blank template on the next page to introduce new topics.

| | |
|--|---------------------|
| Reusable or disposable chopsticks? | 「マイ箸」か、「割り箸」か。 |
| Sports Day or School Festival? | 「運動会」か、「学園祭」か。 |
| Texting or calling friends? | 友達には「メール」か「電話」か。 |
| Anime or manga? | 「アニメ」か「マンガ」か。 |
| Ninjas or samurai? | 「忍者」か「侍」か。 |
| City life or country life? | 「都会」か「田舎」か。 |
| Contact lenses or eye glasses? | 「コンタクトレンズ」か「眼鏡」か。 |
| Traditional house or modern apartment? | 「一軒家」か「近代的なマンション」か。 |
| Mechanical pencils or wooden pencils? | 「シャープペン」か「鉛筆」か。 |

3年生テーマ例一覧: Example Topics

日常的な知識でディベート練習が可能なテーマをまとめました。ディベートワークシート、必要があればリサーチワークシートを使用し、授業でご活用ください。

In case you would like to introduce your own unique topics, please choose ones that relate to students' lives, relate to textbook material, or are easy societal topics. You can use the debate worksheets and research worksheets.

| | |
|---|--------------------------|
| School lunches are better than box lunches. | 給食は弁当よりもよい。 |
| City life is better than country life. | 都会の生活は田舎の生活よりもよい。 |
| We should go to the sea more than the mountains during summer vacation. | 夏休みには山よりも海に遊びに行くべきだ。 |
| There should be no homework over summer vacation. | 夏休みの宿題は必要ない。 |
| There should be no tests at school. | 学校ではテストをなくすべきだ。 |
| Japan should ban the giving of <i>Giri-Choco</i> . | 日本では義理チョコを渡すことを禁止にするべきだ。 |
| Junior high school students should not have smart phones. | 中学生はスマートフォンを持つべきではない。 |
| Students should not learn English in elementary school. | 小学校では英語を学ぶべきではない。 |
| People should be fined for not recycling. | リサイクルをしない人には罰金を科すべきだ。 |

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