

English Activities in Elementary Schools (2)

Kazue Aihara

1. Introduction

The year 2011 would be a special year for students and teachers in elementary schools in Japan because English Activities are introduced in *Foreign Language Activities* for fifth and sixth grade students under the new *Course of Study*¹⁾. I will use the term ‘English Activities’ to refer to English activities which are introduced into elementary schools in this paper. English Activities have been already introduced in many schools in *Period for Integrated Study* which has been created for schools to address interdisciplinary, broad subjects such as international understanding, information technology, the environment, social welfare, and health based on the regional or school characteristics when the *Course of Study* was revised in 1998. Although it was within each school's discretion to introduce English Activities, 97% of elementary schools have pursued English Activities in 2007 according to the inquiry²⁾ made by Monbukagaku-sho (the Ministry of Education, Culture, Sports, Science, and Technology). The important point to note is that English Activities would be compulsorily carried out in every elementary school in accordance with the common objectives and contents from 2011. We see that it is highly expected that English Activities will plant the seeds of awareness of issues related to international understanding. In order for English Activities to be introduced effectively, we will observe several points to be considered when selecting language items, materials, and activities in this paper.

2. *Foreign Language Activities* and *Foreign Language*

We will begin by observing the difference between *Foreign Language Activities* and *Foreign Language*. English Activities which are introduced into elementary schools differ in some points from the subject ‘English’ which is taught in junior high schools. Without this knowledge, instructors would conduct English Activities in the same ways they have been taught or they have learned in English classes when they were junior high school students. We survey the objective, the instructors, and the important points for selecting language items, materials, and activities in English Activities based on Aihara (2009). The first subject we observe is the objective. The *Course of Study* shows the objective of *Foreign Language Activities* as follows:

To form the foundation of students’ communication abilities through foreign

languages while developing the understanding of languages and cultures through various experiences, fostering a positive attitude toward communication, and familiarizing pupils with the sounds and basic expressions of foreign languages.

The objective of *Foreign Language* is shown as follows:

To develop students' basic communication abilities such as listening, speaking, reading, and writing, deepening their understanding of language and culture and fostering a positive attitude toward communication through foreign languages.

We see that both in *Foreign Language Activities* and in *Foreign Language*, students are expected to develop their communication abilities while understanding language and culture and to foster a positive attitude toward communication. As Oshiro & Naoyama (2008) point out, open-mindedness and understanding other cultures, the development of a respectful attitude toward these cultures and qualities, and the development of the abilities to live together with people from different cultures are necessary for students living in an international society. At the same time, understanding their own culture and the establishment of a strong sense of self and sense of being Japanese are important for them to better appreciate the concept of international understanding. In addition to understanding language and culture, development of the ability to communicate with others for the purpose of expressing their own thoughts and intentions while respecting the positions of others is one of the important factors in promoting international understanding. We use languages in order to communicate with others, to understand them, and to be understood by them. We, however, often cannot notice this fact as long as we use only native languages. By using foreign languages which would be a burden to us, we realize the value of languages.

The first point to be noticed is that students are expected to form the foundation of their communication abilities while developing an understanding of languages and cultures through 'various experiences' in *Foreign Language Activities*. This means that instructors should prepare various communication activities in which students could experience the joy of communication, actively listen to and speak in English, learn the importance of verbal communication, and live in this international society. The second point is that English Activities should focus on spoken English, for example, listening and speaking activities. Although communication takes place through verbal and written means, the simultaneous introduction of both media would demand too much of students because the English and Japanese languages differ considerably from each

other. It is necessary to separate spoken and written English at an elementary school stage. Letters of the alphabet and words should be introduced as supplementary tools for oral communication.

Let us turn to the next subject, the instructors. The *Course of Study* shows that homeroom teachers (HRTs) or teachers in charge of *Foreign Language Activities* would make teaching programs and conduct lessons in *Foreign Language Activities*, although professional junior high school teachers of English would do in *Foreign Language*. This means that instructors of English Activities do not always have enough knowledge and experience in English instruction. According to the above-mentioned inquiry made by Monbukagaku-sho, 90% of English Activities are conducted by HRTs. It is natural that they have various anxieties about their conducting English Activities because of the lack of their knowledge and experience in English instruction. There is good evidence to show that HRTs actually worry about their conducting English Activities: the Mito Educational Research Center (2008) shows that HRTs are worried about

- ▶ securing enough time for discussing English activities with Assistant Language Teachers (ALTs) (45.7%),
- ▶ conducting English activities without the help of ALTs (45.7%),
- ▶ conducting English activities which motivate their students (40.2%),
- ▶ spending a lot of time on designing plans and making teaching materials (36.2%),
- ▶ devising good lesson plans and teaching materials (26.4%),
- ▶ connecting with English teaching in junior high schools (25.1%),
- ▶ developing better communication with ALTs (22.3%),
- ▶ reconsidering the present curriculum (19.1%),
- ▶ getting accustomed to team-teaching with ALTs (8.7%).

Monbukagaku-sho (2001), however, points out that English Activities conducted by HRTs are not strictly negative. HRTs are an important factor for instruction at an elementary school level. Because they teach all subjects and understand their students well, they could utilize the individuality of their students in organizing activities, develop teaching materials based on fresh concepts which are not applied in traditional English-teaching classrooms, and relate the English Activities to other subject contents to incorporate the knowledge and skills gained in these subjects into the English Activities. It is certain that a variety of training opportunities should be provided for them to acquire the skills in English instruction and to conduct English Activities with confidence. Some of them have studied the ideal method of carrying out English Activities in various teachers' workshops sponsored by educational institutions such as Boards of Education, elementary schools, universities, and so on.

Additionally, the *Course of Study* shows that efforts should be made to get more people involved in lessons by seeking cooperation from local people who are proficient in English. The inquiry made by Monbukagaku-sho shows that many elementary schools invite local people to join in English Activities. Actually, I have conducted English Activities with HRTs in an elementary school in Mito city as one of the school volunteers from 2004 to 2005. As shown in Aihara (2009), some of the students from Ibaraki Christian University have helped HRTs in English Activities.

We next observe language items, materials, and activities which are introduced into English Activities. They should be ones which can help students form the foundation of their communication abilities. It should be noted that textbooks are not used in *Foreign Language Activities* although Monbukagaku-sho prepares teaching materials for the purpose of securing the standard of education. This means that instructors should make teaching programs, select language items, materials or activities, and conduct lessons. When selecting language items, materials, and activities, consideration should be given to several points:

- 1: They should be suited to students' developmental stages and interests to help students easily become interested in them and understand them.
- 2: They should be familiar to students' daily lives and school lives so that students could easily become interested in them, understand them, and use them.
- 3: They should be both basic and useful to avoid giving too much burden to students.

3. English Activities Based on Three Necessary Conditions

After surveying what English Activities ought to be, we focus attention on the practical subjects: how to make teaching programs, how to select language items, materials, and activities, and how to conduct lessons. As mentioned above, many HRTs have participated in various teachers' workshops sponsored by educational institutions to study the ideal method of carrying out English Activities. I have presented some examples of English Activities in the teachers' workshop sponsored by Ibaraki Christian University in 2010. Let us observe some of the activities in terms of three necessary conditions of instructions shown in previous section.

3.1. Suited to Students' Developmental Stages and Interests

Language items, materials, and activities which are introduced into *Foreign Language Activities* should be suited to students' developmental stages and interests so that students easily become interested in them and understand them. We present the inquiry made by Mito Educational Research Center (2008) to show English Activities which students like and enjoy. Mito city has organized a flexible curriculum

and created a new subject *English Conversation* to learn the ideal method of carrying out English Activities in which teachers could develop the students' practical English communication skills from 2004. Under this curriculum, HRTs would conduct *English Conversation*, separated from *Period for Integrated Study*, to the students of all grades in accordance with the objective and contents shown by Mito City Board of Education. Table 1 indicates that the activity 'to sing English songs' is chosen as one of the enjoyable activities by 71.1% of the first grade students, by 66.6% of the second grade, by 55.1% of the third grade, by 52.1% of the fourth grade, by 32.7% of the fifth grade, and by 21.0% of the sixth grade students.

Table 1: English Activities which students like and enjoy

English Activities	1 st	2 nd	3 rd	4 th	5 th	6 th
To sing English songs	71.1%	66.6%	55.1%	52.1%	32.7%	21.0%
To talk with friends and teachers in English	54.1%	38.9%	35.2%	33.9%	34.2%	32.0%
To play games	93.0%	90.3%	87.4%	89.6%	89.2%	83.3%
To talk with ALT in English	51.2%	33.6%	24.6%	19.7%	15.6%	17.6%
To listen to ALT's English	60.8%	36.1%	28.2%	15.2%	11.4%	11.6%
To listen to stories read in English	60.4%	65.3%	48.5%	40.0%	20.8%	14.3%
To understand other countries and cultures	57.1%	52.1%	50.7%	44.6%	41.6%	18.9%
To practice pronouncing English words	60.2%	37.3%	28.8%	22.9%	17.4%	41.5%

We see from this table that the students in lower and in higher grade levels differ in terms of how they deal with English Activities and in terms of the psychological distance they feel toward a foreign culture. It is necessary for instructors to select language items and materials appropriate for their developmental stages. Let us focus upon the students in higher grade levels here because English Activities would be introduced for fifth and sixth grade students from 2011.

- The students in higher grade levels tend to lose their interests in English Activities, although the students in lower grade levels tend to like them on the whole.

One of the reasons why the students in higher grade levels lose their interests in English Activities is that the language items and activities are not always brand-new for them because the students have invested time studying English. In addition, the students are not satisfied with English Activities aimed at only familiarizing them with the sounds of English, although the students in lower grade levels enjoy the activities which include simple repetition exercises, songs, and dances because they cannot maintain their concentration and

proceed with the activities on their own. Instructors should devise English Activities that allow the students in higher grade levels to feel the need to use English, in other words, to initiate communication in English. English Activities which do not provide opportunities for students to express themselves will provide learning outcomes that are dissatisfying to students.

- ▶ The students in higher grade levels tend to like the activities in which they learn by thinking analytically. When they are made to repeat expressions whose meaning are unclear or practice expressions through simple physical motions, they will build resistance within, feel that English Activities are not interesting, and take a passive attitude toward activities.

The students in lower grade levels like the simple, easy activities in which they sing songs, listen to stories, and mimic their teachers' pronunciations. They are satisfied even without a feedback process. The students in higher grade levels, however, like the complicated or task-based activities in which they develop their abilities to think analytically, to get involved with others, and to attain the assigned tasks because they seek a definite understanding of what they have learned and want feedback that will help them to remember what they have covered.

- ▶ The students in higher grade levels tend to become unwilling to talk with ALTs.

Students in higher grade levels tend to be unwilling to talk with ALTs because they become old enough to feel ashamed of talking with unfamiliar foreign people and of making mistakes, and to become aware of the difference between the pronunciation and intonation they hear from ALTs and that of their own utterances. Instructors, however, should team-teach with ALTs as often as possible because ALTs play important roles in English Activities: they can teach authentic pronunciation and natural English from a variety of situations found in daily life. They can also share the customs, ways of thinking, and concepts of other countries with students and stimulate their interest in other countries and languages. Instructors should search for the good ways of making use of ALTs suited to students' developmental stages and interests.

- ▶ The students in higher grade levels tend to become interested again in practicing English pronunciations.

Students tend to lose their interests in practicing English pronunciations with the years. The students in higher grade levels, however, become interested again in this activity. One of the reasons is that they become old enough to desire to use English as a tool of communication. They notice that they need to

improve their speaking skill to communicate with foreigners effectively. Additionally, their abilities to think analytically and to be aware of the difference between the pronunciation and intonation of ALTs and that of their own may inspire them.

► Students at all grade levels like to play games.

Students at all grade levels like playing games. Instructors, however, should select the games appropriate for the students' developmental stages. The students in higher grade levels tend to like games that have a realistic element or activities which involve applying knowledge such as ones in which students must try to understand other cultures or consider social conditions. They also like the complicated or task-based games in which they race or compete with classmates, communicate with classmates, and think analytically.

3.1.1. Bingo Game

In English Activities, games are liked by students at all grade levels. Let us take 'Color Bingo' (See Appendix 1) for an example. Students can improve their knowledge of words (names of colors) and expressions ("I like") while enjoying this game. After introducing the names of colors, an instructor asks students "Which color do you like?" Students answer the questions, listen to their classmates saying their favorite colors, and mark off the colors which are announced by their classmates. The winners are the first five students who mark off all their colors. Students could improve their speaking and listening skills as well as the knowledge of words and expressions while having fun. This game is suitable for students at all grade levels. It is important for instructors to select the vocabulary and expressions according to each grade level.

3.1.2. Interview Game

Instructors can use games to improve the students' communication ability as well as to improve their knowledge of words and expressions. 'Let's Find Companions!' (See Appendix 2) is the activity in which students must communicate with their classmates to get information. After learning the names of colors, they ask classmates their favorite colors, answer their classmates' questions, and find three companions who like the same colors they like: a student who likes 'red' should find three classmates who like 'red.' This game is suitable for the students in higher grade levels because it is a communicative, complicated, and task-based activity. They can develop their abilities to get involved with others, to make use of information, and to think analytically in this game. It is clear that games in which students only have fun are not sufficient. Instructors should introduce games in which students can improve their English abilities.

3.1.3. Word Puzzle

Although the *Course of Study* shows that letters of the alphabet and words should be introduced as supplementary tools for oral communication, we know that the students in higher grade levels become interested in writing and reading letters. Letters should be useful for them to seek a definite understanding of what they have learned and to remember what they have covered. Instructors could introduce word puzzles such as crossword puzzles and word search puzzles (See Appendix 3) in English Activities. They, however, should be careful to avoid giving too much burden to their students.

3.2. Familiar to Students' Daily Lives and School Lives

Language items, materials, and activities in *Foreign Language Activities* should be associated with students' daily lives and school lives so that students could easily become interested in them, understand them, and use them. Because HRTs teach all subjects and understand their students well, they could utilize the individuality and interests of their students in organizing English Activities. Monbukagaku-sho (2001) shows some topics effective to be introduced in English Activities as follows. Some of the topics could be used for all grade levels. It is important for instructors to select the vocabulary and expressions according to each grade level. Especially for the students in higher grade levels, instructors should devise the activities which could satisfy the students who want to gain knowledge, to think analytically, to express themselves, and make efforts to communicate in English.

- (a) Topics that are familiar to students (play, food, and items found in homes and classrooms)
- (b) Topics that match the students' developmental stage (things related to their dreams, future jobs, etc.)
- (c) Topics related to international understanding and understanding of other cultures (games from around the world).
- (d) Topics related to the seasons (Japanese events: New Year's Day, *Setsubun*, *Tanabata*, etc.)
- (e) Topics related to characteristics of the local area ("Introduction to our town," etc.)
- (f) Topics related to school events (field trips, school trips, walks, etc.)
- (g) Topics related to other school subjects (culture, arithmetic, world maps, lifestyles and customs in other countries, etc.)

3.2.1. I'm Happy!

Greetings and expressing their feelings are essential and familiar to our daily lives. It is no exaggeration to say that these are the first step toward mutual

understanding. 'I'm happy!' (See Appendix 4) is a chant in which students greet in English with their partners. Instructors could warm their students up by using the medium of a chant. Activities in which students speak English to a rhythm are effective for familiarizing students with the sound and rhythm of English and acquiring even relatively long expressions quickly while having fun. One of the ALTs whom I have worked with at a junior high school has made a language material 'Feeling Thermometer' (See Appendix 4) to introduce twelve English expressions to show the feelings: fantastic, excellent, super, great, fine, pretty good, good, O.K., not so bad, so-so, not well, and awful. It is useful for Japanese learners and teachers of English who cannot understand the subtle difference in nuance between the expressions which show the feelings. Students could enjoy this chant over and over by replacing the word 'happy' with other expressions in accordance with their actual conditions.

3.2.2. The Secrets of Reindeer

Topics related to the seasons and the ones related to international understanding would interest the students in higher grade levels. For example, instructors can introduce a famous familiar Christmas song *Rudolph the Red-Nosed Reindeer* (See Appendix 5) into English Activities in December. By including English songs in English Activities, students become accustomed to the sounds and rhythm of English and learn words and expressions in a natural fashion. At the same time, instructors are able to set the mood for the lesson and the students get warmed up for the class. The students in higher grade levels, however, do not like to sing English songs as shown in Table 1. We should notice that songs could be used in different ways. In this activity, students listen to the song and get new knowledge about reindeer, for example, "How many reindeer guide Santa's sleigh?" "What is the name of reindeer who guides at the head of the line?" and "What are the names of other reindeer?" They should have already learned that 'reindeer' guide the Santa's sleigh, but they probably cannot answer these questions. Students in higher grade levels can enjoy this activity because it could satisfy the students who have a great desire to learn.

3.3 Basic and Useful

Language items, materials, and Instructions in English Activities should be both basic and useful to avoid giving too much burden to students. Basic expressions would often be used in a variety of situations. It is important for instructors to select a few expressions which are often used. Additionally, useful expressions would help students to realize that English is worthy of learning. This would motivate students to learn English. It is necessary for instructors to devise different activities in which students can experience encountering and saying the same expressions many times

over. We take up the verb *want*, auxiliary verb *can*, and the verb *have* for examples. *Unabridged Genius English Japanese Dictionary* divides ten million spoken English and ten million written English into three groups in accordance with the frequency of use based on the computer corpus of American English: A (about 3500 words which are very frequently used), B (about 5400 words which are frequently used), and C (the others). According to this dictionary, *want*, *can*, and *have* are all categorized into the A group whose frequency of use is very high. After learning these words, students could enlarge their sphere of expression.

3.3.1. Cooking Time

Let us take the verb *want* for the first example. 'Cooking Time' (See Appendix 6) is a communication activity in which students must communicate with their classmates with the verb *want*. Each student has stickers on which some ingredients are illustrated, for example, pork, beef, carrot, onion, potato, tomato, fish, rice, and bun. They ask their classmates to give stickers they want using the verb *want*. They must collect three stickers to cook one dish. For example, they will collect stickers of pork, potato, and carrot to cook curry. They compete with their classmates for the number of dishes which they finish cooking in fifteen minutes. In this activity, students can experience of encountering and saying the same expressions many times over. They could develop their communication ability as well as the knowledge of words familiar to their daily life. This game is suitable for the students in higher grade levels because it is a communicative, complicated, and task-based activity. We should add that this activity is valuable because it is related to other subject, home economics.

3.3.2. Let's Make a Story!

We show an activity in which students learn the auxiliary verb *can* as the second example. In this activity, students improve their knowledge of expression using *can* with a picture book. Picture books are often used in English Activities because students could learn basic, useful expressions and terms which are featured, for example, animals, colors, food, and other familiar topics or aspects of culture visible in daily life events while enjoying the stories. With the story *Who Will Guide My Sleigh Tonight?* (See Appendix 7), students could learn the names of animals and why Santa Claus chose reindeer to guide his sleigh on the Christmas Day. After understanding the outline of this story, students make some English sentences using *can* or *can't* and remake the story: they choose certain animals, draw pictures of the animals, and show what the animals can do or cannot do. This activity is a group work in which students tie their sentences together and form one story. The conclusion is that reindeer is chosen by Santa Claus to guide his sleigh after all. Students tell the whole story illustrated with their picture cards in front of their classmates. Through this activity,

students could enrich their vocabulary and develop their writing and speaking abilities as presenters. They could also develop their listening ability as audience. We show an example which students from Ibaraki Christian University have remade in the class “Teaching of English”.

Who Will Guide My Sleigh Tonight?

The job was too big for me. I needed help!
I had the sleigh. But one helper just wouldn't do.
I was looking for a team!

- A: I tried elephants. They can carry many presents. But they can't walk silently.
They will wake up children.
- B: I tried goats. But they can't carry presents because they eat wrapping paper.
- C: I tried bears. But they can't work because they sleep in winter.
- D: I tried cats. They are so cute. I don't want them to work for me.
- E: I tried ants. They can work very hard. But they can't pull my sleigh.
- F: I tried angler fish. They can light their lanterns brightly. But children will find me.
- G: I tried squirrels. They are really cute. But... stop! They eat my wooden sleigh!
I can't carry presents with broken sleigh.
- H: I tried fighting bulls. They can carry heavy presents. But... help!
They attack me because I wear red clothes.

Then I had a bright idea! Reindeer! That's it! They can do it all.
What a nice smooth ride! Yahoo!
Ho! Ho! Ho! Merry Christmas! Happy New Year!

3.3.3. Montage Game

The last example ‘Montage Game’ (See Appendix 8) is the activity in which instructors could make their students to use the verb *have* many times over. In this activity, students describe their imaginary Santa Clauses with this verb. For example, one of the students describes his Santa Claus as “he *has* small eyes” “he *has* a big nose” “he *has* a beard” “he *has* small ears” “he *has* a big mouth” and “he *has* short hair.” While listening to his descriptions, other students draw pictures of his Santa Claus. They make sure that they could listen to English correctly by checking their own pictures with his picture of Santa Claus. In this activity, students could improve the knowledge of words (parts of a body) and expression (“he *has*”), and their writing,

speaking, and listening abilities while having fun.

4. Conclusion

The time comes when English Activities are introduced in *Foreign Language Activities* for fifth and sixth grade students under the new *Course of Study*. It should be noted that English Activities would be compulsorily carried out in every elementary school in accordance with the common objectives and contents. It is highly expected that students could form the foundation of their communication abilities through various English Activities. Instructors should devise various English Activities in which students could develop the understanding of languages and cultures and foster a positive attitude toward communication.

We have observed eight examples of English Activities in this paper. These activities have been designed based on the three points which should be considered when selecting language items and materials: (1) they should be suited to the students' developmental stages and interests to help students easily become interested in them and understand them, (2) they should be associated with students' daily lives and school lives so that students could easily become interested in them, understand them, and use them, (3) they should be both basic and useful to avoid giving too much burden to students.

It would be hard for instructors to conduct English Activities when they do not have enough knowledge and experience in English instruction. I hope that some of the examples presented in this paper could furnish them with information when they conduct English Activities.

Acknowledgements

I wish to express my gratitude to Mr. Ken O'keefe for reading the manuscript and making a number of helpful suggestions and comments.

Notes

- 1: The *Course of Study* is a guideline for teachers who set the aim of lessons, organize the teaching materials, and select the methods of teaching. It is revised by the Monbukagaku-sho about every ten years to meet changing needs and conditions. The new *Course of Study* for elementary schools takes effect from 2011.
- 2: Monbukagaku-sho investigates the achievements of English activities in public elementary schools all over Japan in 2007. 21,220 out of 21,864 elementary schools fill out the questionnaire about the number of lesson hours, instruction formats, activities, teaching materials and tools, and so on.

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小学校における英語活動 (2)

相 原 和 恵

2011年完全実施の新学習指導要領において、すべての第5学年及び第6学年が「外国語活動」において英語活動を体験することになる。その指導計画の作成や授業の実施は学級担任教師または外国語活動担当教師が行うが、英語指導に関する知識や経験が十分でないこともあり不安を感じる教師は少なくない。本論では、指導内容を選択する際に考慮すべき点を3つあげ、それぞれの視点から指導例を紹介した。

Appendix 1: Bingo Game

COLOR BINGO

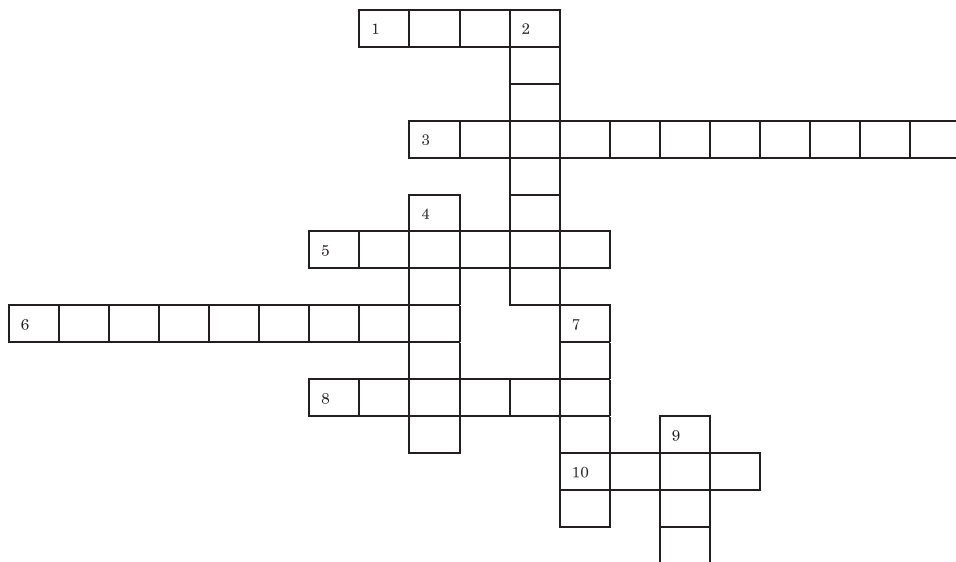
- ① 先生が発音した色のシールをマスの好きなところにはろう。
- ② クラスメートの好きな色を聞き取って、そのシールに○をつけよう。
- ③ ○が2列そろったらビンゴ。先生にステッカーをもらおう。

Appendix 2: Interview Game

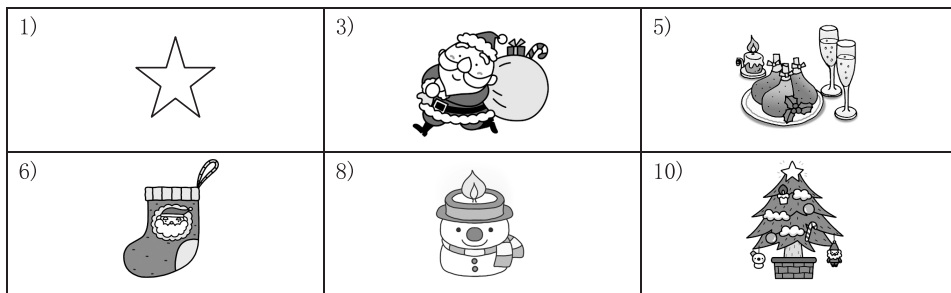
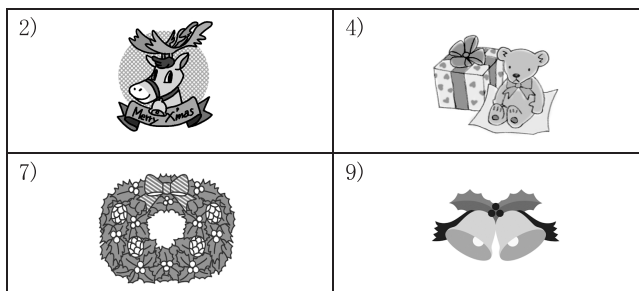
仲間さがし

- ① 自分の好きな色に○をつけよう。
- ② クラスメートに好きな色を尋ねて、自分と同じだったらサインをもらおう。
- ③ サインが3つ集まったら先生にステッカーをもらおう。

あなたの好きな色			友だちのサイン	
			①	
			②	
			③	

Appendix 3: Word Puzzle (Crossword Puzzle & Word Search Puzzle)

STAR, TURKEY, TREE, REINDEER, WREATH, PRESENT, SANTA-CLAUS, STOCKINGS, CANDLE, BELL

ACROSS**DOWN**

WORD SEARCH GAME

パズルの縦、横にかくれている6つの色を探そう

O	D	B	U	N	B	P	Y	B	W
R	R	I	C	N	L	F	H	X	O
A	R	C	P	M	U	J	M	U	N
N	J	R	U	N	E	P	K	A	S
G	C	Y	R	Q	W	M	T	M	J
E	U	E	P	R	E	D	O	J	Y
Q	E	L	L	J	D	T	Y	P	A
I	B	L	E	Q	G	R	E	E	N
D	W	O	W	P	S	W	A	D	S
Q	F	W	B	E	Q	I	I	J	R

Appendix 4: I'm Happy!

I'm happy!

A & B: I'm *happy*.
Hey! Hey! I'm *happy*.

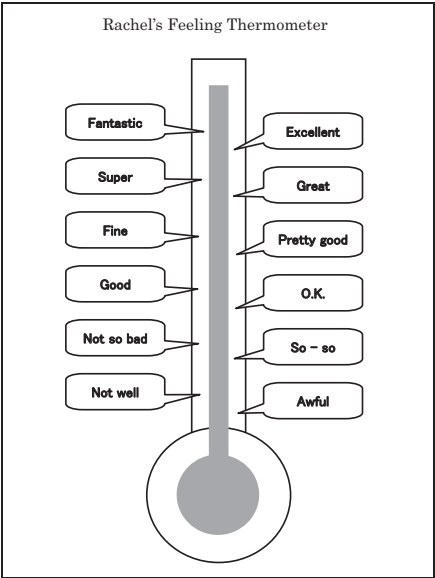
A: Are you *happy*?

B: Yes, I am.
Are you *happy*?

A: Yes, I am.

A & B: I'm *happy*.
Hey! Hey! I'm *happy*.

Graham, M. & Procter, S. (2003)



Appendix 5: The Secrets of Reindeer

CHRISTMASの豆知識

サンタクロースのそりを引くトナカイについて質問です。何問答えられるかな？

Q1. そりを引くトナカイは全部で何頭？

Q2. 先頭の赤鼻のトナカイの名前は？

Q3. その他のトナカイの名前は？

Rudolph the Red-Nosed Reindeer

You know

(①), and (②)

And (③), and (④),

(⑤), and (⑥)

And (⑦), and (⑧).

But do you recall

The most famous reindeer of all?

Rudolph the red-nosed reindeer

Had a very shiny nose

And if you ever saw it

You would even say it glows

All of the other reindeer

Used to laugh and call him names

They never let poor Rudolph

Join in any reindeer games

Then one foggy Christmas Eve

Santa came to say

"Rudolph with your nose so bright

Won't you guide my sleigh tonight?"

Then all the reindeer loved him

And they shouted out with glee

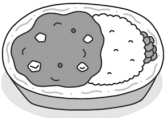





"Rudolph the red-nosed reindeer

You'll go down in history!"

Appendix 6: Cooking Time

COOKING TIME

- ① それぞれの料理に使う食材を確認しよう。
- ② クラスメートと “What do you want …?” “I want ….” の会話をして、自分の欲しい食材のシールをもらってワークシートにはろう。シールが3つそろったらできあがり。
- ③ 制限時間内(15 分間)にいくつかの料理がつかれるかな。

Appendix 7: Let's Make a Story!**Who Will Guide My Sleigh Tonight?**

The job was too big for me. I needed help!
I had the sleigh. But one helper just wouldn't do.
I was looking for a team!

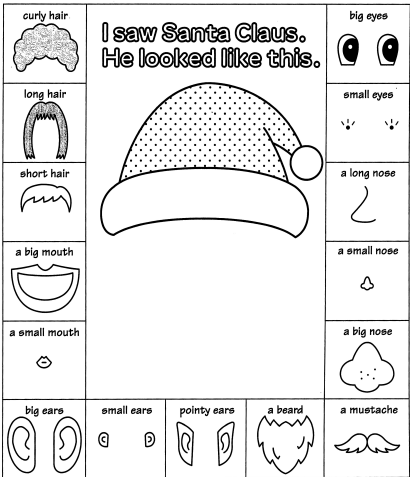
I tried tigers. They played too rough. They almost ate me!
I tried mice. They couldn't even lift the straps!
The penguins flapped and flapped. Oops, they flipped and flopped!
The dolphins were really smart. But - SPLASH! - they took me for a swim!
I love the giraffes. Oh! No! They got stuck.
I gave the skunks a try. It was a smelly idea!
Hop! Kangaroos! Hop! Hop! Hop! The presents went everywhere.
The turtles... were... too... slow.
The cheetahs were too fast.
Snakes! Snakes! I don't like snakes!
I tried rhinoceroses. Bam! Crash! They smashed through a house!
"Don't even think about it!" said Mrs. Claus. "Bunnies are for Easter."
I tried monkeys. "Stop it! Don't look at my underwear!"

Then I had a bright idea! Reindeer! That's it! They can do it all.
What a nice smooth ride! Yahoo!
Ho! Ho! Ho! Merry Christmas! Happy New Year!
Next year, maybe I will try butterflies.

Appendix 8: Montage Game

I Saw Santa Claus!

どんなサンタクロースを見たのかな？ 顔を描いてみよう！



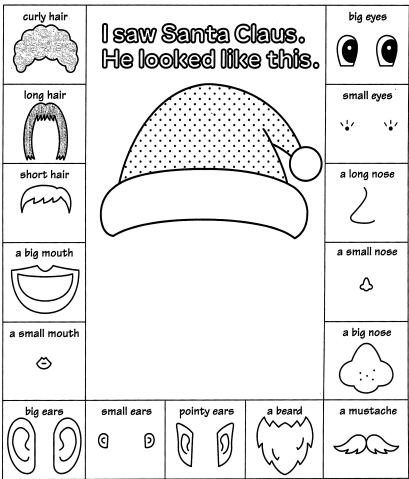
I saw Santa Claus!
He has (髪の毛)).
He has (口)).
He has (耳)).
He has (ひげ)).
He has (鼻)).
He has (目)).

友達の見たサンタクロースを描いてみよう！

() Saw Santa Claus!

() Saw Santa Claus!

どんなサンタクロースを見たのかな？ 顔を描いてみよう！



どんなサンタクロースを見たのかな？ 顔を描いてみよう！

