

## Request for FT Session 1, Lucas Denton

In my (Lucas Denton) class we talked about our activities during Golden Week, the holiday that students have enjoyed the past week. Students identified the English they would need to talk about their activities and practiced forming them into sentences in class. We then practiced answering w-questions and forming our own in class.

The language content focus for this class is:

- Students share an activity they did during their holiday
- Students listen for the question word (who, what, when, where, why, how) to understand and answer questions about their holiday activities
- Students ask questions using the w-question words

Students have prepared three activities as homework and practiced speaking about them in class. Some students can give a comment on their activity to extend their sharing to two sentences, some can only say one sentence before needing a question prompt. Students should be able to catch which w-question word is being said but may still struggle to remember the meaning. We also practiced the basic “great, nice, oh, really, oh yeah” reactions in class. I will attach PDFs of the phrases practiced in class. Please use these as a reference for student knowledge, not the textbook.

Caution points:

- I would like to request that teachers give students a reasonable amount of time to try and remember on their own before giving hints in the form of examples (eg. who -> 10 seconds thinking -> “Family? friends?”). A little silence while students think is okay.
- I would like teachers to limit correction at this early stage, as having students repeat themselves in correct English risks discouraging their willingness to speak. Asking “Do you mean ...?” to show the correct English indirectly is fine.

My plan for this lesson:

- 20 minutes: Students share holiday activities. Teachers ask w-questions to have students expand their speaking. It could be useful to move between students having them each answer for an activity (eg. ask each student if they’ve been to Tokyo before moving on).
- 10 minutes: Teachers talk about a weekend/holiday activity and have students ask questions. After answering a question, you could ask that question back to the asking student.

The above applies to Tuesday class 1&2, Friday class 3&4.

Please try to speak slowly and simply, especially when explaining about today’s activities, and the microphone – if the explanation is difficult, students will just say “okay” even if they don’t understand.

Why did you start doing that?

When did you eat at?

Where did you go?

What did you do there?

How was your trip?

Who did you go with?

When did you leave Sapporo?

When were you listening?

Who did you listen to?

How did you pay for the meal?

How were you playing the music?

Where did you go in Asahikawa?

Who drove the car?

What meat did you eat?

Where did you listen?

Why did you go there?

What genre of music was it?

Why did you choose barbecue?

went	行った
barbecue	焼き肉
rest	休む
friends	友達
shopping	買い物
slept	寝た
family	家族
drive	運転
dinner	晩御飯
cousin	従兄弟、従妹
delicious	美味しい
prefecture	県
parents	親
home	実家
relatives	親戚
training camp	合宿
welcome party	歓迎会
part time job	バイト
movie	映画
restaurant	レストラン
first	初めて
airplane	航空機
fan	ファン
club activities	部活
music	音楽
listen	聴く
cook	料理する
clean	掃除する
cycling	サイクリング
boring	つまらない
girlfriend	彼女
sleepover	お泊り会
travel	旅行
practice	練習
went back home	帰省する