

Pacific Language School  
**TEACHER'S  
MANUAL**

**3rd edition**

Published June, 2016  
(Updated December, 2016)

*Fundamental theory and practices for  
teaching English to Japanese children*

- Multi-year curriculum organized into ranks
- Listening-based homework and follow-through
- Activities and games
- Student-centering
- Teaching reading and writing



## **Pacific Language School Teacher's Manual 3rd edition**

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## Getting Started

The Pacific Language School (PLS) method for teaching English to Japanese children is founded upon certain fundamental ideas and practices:

- Communicated love is the cornerstone of the student-teacher relationship.
- We build listening and speaking skills through activities that are both fun and educational.
- We assign homework, especially flashcard- and CD-based, weekly, and check it in class.
- We pay constant attention to fostering native-natural pronunciation and fluency.
- Classes become increasingly student-centered.
- We systematically teach reading and writing as students get older.

PLS has methods for teaching very young students (from infants to kindergartners), elementary school students, junior and senior high students, and adults; however, this manual focuses primarily on our Rank System, a program for students from about 6 to 12 years old.

### *The Rank System*

There are ten ranks, designed especially for students from the upper year of kindergarten through elementary 6th grade. We measure progress through the ranks with in-class testing and award certificates for completing each rank.

Novice students begin in the 10th Rank, after which come the 9th, 8th, and so on up to the 1st. The length of time to achieve each rank depends on students' age and ability, and on the teacher's proficiency. Class size is also a factor, but should not be a major one. For upper-year kindergartners, the 10th Rank lasts six months; for upper-graders, about three months should suffice. The 9th should take about six months, and the subsequent ranks about nine each.

### *Rank Requirements*

Students fulfill certain requirements to attain each rank. For easy reference and review, rough outlines of goals and detailed rank requirements are printed on the back of the teachers' class progress charts, which are available with other printable administration materials from the PLS website ([www.pacificlanguageschool.com](http://www.pacificlanguageschool.com)).

In the 10th Rank there is no testing. From the 9th Rank up, many of the requirements are tested; as kids complete them, they color in their individual progress charts, while we track the progress of all on our class progress chart. When a student has completely filled in their progress chart, they've passed the rank. How and when to test, and how to combine efficient testing with teaching, will be covered at seminars. There is an interactive game platform called PLS Click for the 8th through 5th Ranks, and there are home study CDs with accompanying booklets for the 9th through 5th Ranks. PLS Click or the Rank CDs should be assigned weekly from the start of these ranks to aid and accelerate rank passing.

It is important to realize that most activities we do in class are based on these rank requirements. Although rank attainment is a means, not an end, continued attention paid to it should greatly help in achieving our real purpose: gradually increasing English proficiency in the four skills of listening, speaking, reading and writing.

We suggest that you write out your plans for individual classes ahead of time and check to make sure you have done all at the end. We offer class planning/record keeping sheets for the 10th through 1st Ranks. Your planning, including games, should focus mainly on the items required for rank attainment.

### *Materials*

There are many PLS-original and other teaching aids in each classroom. Mastering their use, while managing to keep students politely attentive, will probably be the biggest challenge of your first several weeks. You will gradually learn how to use them as you observe veteran teachers' classes, study the reference materials provided and receive training. If you have studied beforehand and gotten an idea of which aids are to be used in which rank classes, etc., what you see in a classroom should not be too confusing.

### *Home Study*

We give out matching homework sheets with homework materials. Kids are assigned to listen to a CD at home every week (while looking at the corresponding cards) according to the plans on these papers. Copies of the respective sheets are available on the website. In each class, one of the first orders of business is to check this homework. Doing this properly and skillfully is of supreme importance, and nothing in your early training (other than class management essentials) will be more pertinent than this. Although the homework

check should ideally take 5 or 10 minutes, doing it psychologically and pedagogically well can be considered to be worth 50% of each lesson's success: the homework plan, properly followed, at least doubles the students' exposure to English in a concentrated yet enjoyable way. When you observe veteran teachers' classes, please watch this homework checking process carefully.

### *Teacher's Manual*

Your teacher's manual includes explanations of many of the activities and materials you'll be using in class. Before attending a seminar, it will be of great value to you to study the manual, so that you'll be able to benefit as much as possible from the training and practice sessions. After training, keep your manual handy and consult it often. While basic information on procedures will be essential to you from the start, the more detailed advice the manual offers will make much better sense after you've tried these games and activities with your students.

*Gambatte!*

Ray & Masumi Ormandy  
(with a little help from our friends)

## PLS Seminars

Pacific Language School seminars are held several times a year, usually in Tokyo and Osaka, and take place over two full days. Most of this time is spent on explanation and demonstration by PLS trainers of techniques, activities and the use of classroom materials, followed by practice with other teachers in smaller groups. As the majority of PLS students are children, most activities in our seminars address these younger ages.

### *Explanations*

For each activity, trainers will show a PLS “standard procedure” that is most effective for the majority of classes. However, this should not be taken to mean that such procedure may never be deviated from. If you have questions about alternatives, please ask the trainers. If there are others present with similar questions, your concerns will likely be of interest to all.

### *Practice in Mock-Lessons*

One reason there is homework (listening and reading) for each seminar is to reduce explanation time, thus increasing time available for practice in mock-lessons. Practice without prior explanation would obviously be impossible, but it is through hands-on training that many PLS activities are best grasped and efficiently learned.



A hands-on practice session

In small groups, you will have a number of chances to practice activities in the role of a teacher, as fellow attendees act as students. A trainer will observe and offer suggestions. Fellow attendees will also be asked for feedback.

Hearing criticism from trainers and peers may be initially unpleasant, but mistakes made and corrected in training will lead to better teaching in the classroom. Teachers who consider these mini-critiques and tips for betterment with an open mind, making on-the-spot efforts to improve, will benefit most from the training.

When another attendee assumes the role of teacher in a practice session, you will be asked to act as a student. We’ve found that, for people new to teaching Japanese children, this can be as difficult as playing the teacher’s role. We’ve also seen seminar attendees who, carried away by camaraderie, take this role-play lightly, either not behaving as a real student would or con-

versely “overdoing it,” e.g., being unrealistically rowdy—not realizing that this detracts from the quality of their peers’ training. Attendees who act like real children will help to make the training most beneficial for all concerned—deliberately making, for example, realistic errors in grammar and pronunciation, along with the sort of minor lapses in good behavior that tend to occur when students’ focus is not being held.

When another trainee has finished demonstrating an activity, you will be asked what you found effective in her or her presentation, and what you think needs improvement. In this way, we all can learn from each other.

### *PLS and Sister Schools*

Since 1973, Pacific Language School in Tokyo has taught English to Japanese students of all ages, children to adults, with decades of effort especially devoted to our ever-evolving children’s program. As word has spread of our philosophy and methods, and of PLS-published educational materials, other language schools in Japan have elected to join us, becoming sister schools and pledging to follow a unified curriculum.



PLS Tokyo and sister school teachers and staff at a seminar

Beyond an advisory role, PLS has no hand in the management of sister schools. Rather, we provide materials, know-how, and teacher training, of which our multi-level seminars form an important part.

Our experienced teacher/trainers teach the standard procedures for our activities, just as we do them in our own classes. If what you see at a seminar differs from how things are done at your school, this may be because, in our ongoing desire to improve, we have altered some activity or procedure since a teacher from your school last attended a seminar. Or it may be that differing circumstances at your school have led teachers and management to modify some part of PLS standard practice.

At our seminars, however, you will be asked to learn these standard procedures, in accordance with the desires of your own sister school’s management. Any differences you note and communicate back to your school will surely be

of interest to management and your fellow teachers.

We expect and encourage veteran teachers to experiment and to tell us about it. We might like to incorporate your ideas. And experimentation by novice teachers also often bears interesting fruit, but only after having fully digested and practiced the orthodox procedure long enough to be able to judiciously compare and evaluate results.

The basics of our program may appear simple at first, but can't be mastered without practice, considerable in-class effort, and reflection on one's teaching. Details can make a whopping difference to your success and satisfaction in teaching, and no one will retain everything from a two-day, information-crammed seminar, so do your pre-seminar homework, absorb as much as you can at the seminar, ask questions, and afterward, re-read your notes, printed handouts and teachers' manual.

Send us a report of your post-seminar results, and phone or email us for any clarification, advice, or other help that we may be able to provide, including school visits or class video critiques. Your success will be ours, as well.

Good luck. We look forward to seeing you soon.

## Other Resources

In addition to this manual, there are a number of resources available for teachers and staff of PLS sister schools.

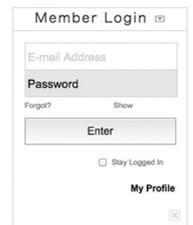
### The PLS Website

You can find a great deal of useful content for PLS sister school teachers and staff on the Sister School section of the PLS website, (www.pacificlanguageschool.com):

- Information about upcoming events, such as seminars and conventions.
- The latest versions of materials that PLS provides free of charge, including blank homework sheets, teaching resources, and forms for teacher and student files.
- Training videos.
- Administration systems and instructions for PLS Click, a set of interactive games for our students.
- Forms to submit questions and activity ideas.

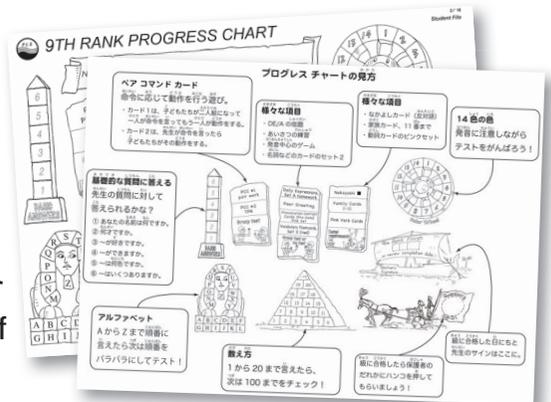


Accessing the Sister School section of the website requires a login name and password. In addition, the PLS training videos are protected by a separate login name and password. If you wish to use these resources, ask someone at your school who has access to help you.



### PLS Materials

- The teacher's progress charts include useful information about activities to use to teach and test rank items.
- The back of the student's progress charts have an explanation for each rank item. When parents want to know what their child is studying, use this resource to help explain class contents.
- The Teacher's Resource File has materials which are useful in a wide variety of class activities.



## Important Points in Teaching English to Children

### *Our Goals*

- Though our mandated aim is to teach English, we are also obliged to cultivate responsibility, respect, and standards of good behavior and good study.
- Our English teaching priorities are, 1) listening and speaking, 2) reading, and 3) writing.
- As a rule, we confirm student comprehension in listening and reading activities to ensure that all communication is meaningful.
- We consistently correct pronunciation and unfailingly require best efforts, as it is intrinsic to the language.
- We teach and require neat handwriting—writing neatly is a courtesy to readers, and helps foster pride in one’s work.
- We student-center our lessons to the greatest practical degree.

### *Showing Love*

Communicated love is essential to teaching and managing children. Strategies for showing love include the following:

- Call the students by name often.
- Smile and make eye contact.
- There is magic in proximity: seat the children close to you.
- Physical contact promotes warmth: pats on the head, mussing of hair, hugs, arm-wrestling, etc.
- Praise children when they perform or behave well.
- Show genuine concern when kids do poorly.
- Show interest in the students personally, not just “as students.”

### *Enthusiasm*

- Is shown through caring attention,
- Arises from the belief that what we’re doing in class matters, and
- Attracts interest and dissipates shyness.
- Remember that enthusiasm does not require shouting—a whisper can be more effective in capturing interest and focus.

### *Leadership*

It is a myth that children always have shorter attention spans than adults. They do, however, have little patience for a disorganized teacher or for a lack of variety or challenge.

- Provide focus: if we don't, students will find something of their own to do, leading to energetic conduct which adults characterize as "misbehavior."
- Cultivate a sense of classroom standards; in other words, form an image of how class should be: what you intend to teach, how it should go, what you will and won't tolerate in student behavior, etc.
- When in doubt, decide. It is better to decide something at once (and then revise one's decision later, if need be) than to slow the lesson and lose student focus by being wishy-washy.

### *Fun*

Enjoyment is found in the pursuit of attainable challenges: not too easy, not too hard. Fun and challenge are thus interrelated. To learn, students must focus. To focus requires a purpose. Challenge imparts this sense of purpose.

- Because it helps focus students on the material, a sense of fun promotes accuracy.
- All of our games have serious purposes and are chosen to meet educational goals. Likewise, for most of our serious purposes, we've devised game-like teaching strategies.
- Adding new "steps" (additional challenges) to a game will keep it interesting over time, as well as effecting more advanced learning.
- Psychology outweighs pedagogy: for example, no child should end a game with no points, even if we must unobtrusively "cheat fairly" to affect the outcome.
- Within a fun, fast-paced game, error correction is psychologically easier on students.

### *Speed & Rhythm*

- During games, when flashing cards, and so forth, we endeavor to maintain a spirited momentum that doesn't stall.
- We allow as little time as possible between activities, to minimize time for distraction.
- A speedy pace is intimately related to challenge and fun.
- If we focus for more than a moment on one student to the exclusion of the others, it breaks our rhythm. Rather, when a student errs or is too slow to speak, we move on, allow other students to answer the question, and later return to whoever erred and give him a second chance with the same (or a similar) question.

- Speak at a natural pace, to attune kids' ears to real English.

### *Variety*

Our classes consist of a considerable variety of content within each lesson, but with weekly repetition of mostly the same content.

- We have much to cover in limited time. A speedy tempo within a lesson makes variety possible.
- Spending too much time on a single activity requires us to sacrifice time for others.
- Each lesson should be roughly 90% review, 10% new content. Though we review much the same content each week, we steadily raise the challenge level.
- We should vary the subjects we teach: e.g., not simply the alphabet all lesson, but a few minutes each on the alphabet, colors, numbers, nouns, actions, etc.
- We should also vary our presentation of the content: intermix card-flashing with card games, bingo games, active games, songs, stories, etc.
- Variety aids learning by building interest. And if a student is not interested in a particular game, they know that it will end soon and a different activity will begin.

### *Class Management*

The principles above, when put into practice, generally make it unnecessary for us to take disciplinary action. When we find it necessary to scold children, the fault often lies with us, the teachers, as we have likely failed to be loving, enthusiastic leaders who maintain tempo, fun, and variety.

- Governing children's behavior is the duty of an educator, as we have a role in students' upbringing and must help them learn self-control.
- Praise good behavior: people tend to repeat behavior for which they have been praised; and those whose behavior is less than ideal will often imitate their peers in hopes of similar praise.
- After disciplining a child, praise him or her soon after—for even a slight achievement.
- Expect good behavior. React at the very beginning of sloppiness or disrespect, so that problems don't snowball.
- Good behavior is most easily enforced during games: when students break rules of decorum, they lose turns, points, chips, etc. Without overt scolding,

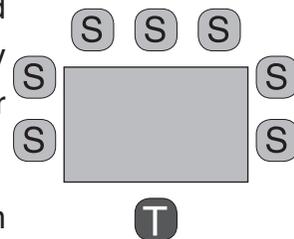
we make it their own responsibility to behave well. The good conduct thus achieved tends to carry through the lesson.

- Conversely, don't stop the game to nag a child. Shaming one student will dim the enthusiasm of all.
- Students learn better when not distracted by misbehavior, their own and their peers'. They prefer teachers who set clear parameters of deportment.

## Flashing Cards

PLS lessons are heavily flashcard-based, especially in lower ranks, so the effective use of flashcards is a necessary fundamental skill for teachers.

- Ideally, students should sit at the table in a fan-shaped configuration around the teacher, so that all are a roughly equal distance from the flashcards. If your table is longer than it is wide, you'll want to turn it.



*Fan-shaped seating arrangement*

- Get as close as possible to the students. Rather than moving away from the kids to make the flashcards more visible, arrange their seating as best you can for optimal visibility and proximity.
- Especially with small children, the table may be dispensed with altogether if the only alternative is to use an overlarge one that forces distance.
- Hold the cards so that all the kids can see them at the same time. Never turn the cards toward only one student.
- Hold the cards close in to your body and tilt them back a bit, for your own visibility and to make them easier to see for the students nearest your right and left sides.
- Be careful about glare from overhead lights on laminated cards. You may need to adjust the angle.
- Maintain eye contact with all kids, smile, and show enthusiasm.

### *Input and Output*

A leading cause of frustration is to ask children for English output when they haven't had sufficient input. Follow these stages:

T → Ss → T	Teacher speaks; students repeat in unison; teacher confirms.
Ss → T	Students speak in unison; teacher confirms.
S	Students speak individually.
<i>T = teacher   Ss = students   S = a student</i>	

#### 1. T→Ss→T

- The teacher shows a card and says the word or phrase.
- Students repeat in unison.
- The teacher repeats for confirmation.

If your voice conveys satisfaction, the kids won't repeat a second time. But if you convey sternness or emphasize stress or pronunciation, they will perceive that you require a correction and will repeat again. In this case, you should still follow their final repetition with one of your own in a laudatory tone of voice, to praise them, to let them know they were correct, and to provide one last native-natural model of the word.

- Finally, flip to the next card.

*Note:* If children try to 'rush' you, saying the word for the card before your initial T, that's a sign they're ready for the next challenge: Ss→T card flashing.

## 2. Ss→T

When, after some weeks, the students are doing well with the T→Ss→T model described above, proceed to Ss→T.

- Teacher shows a card but says nothing.
- Students say the word or phrase in unison.
- Teacher repeats for confirmation, or to offer correction, as above.
- Finally, flip to the next card.

The transition from T→Ss→T to Ss→T is rarely smooth, so it is important that we give kids a few weeks to 'get it'. The teacher may play things by ear with a given set of cards on a given day, letting kids speak without a prompt (Ss→T) but switching back to T→Ss→T midway if need be.

*Note:* In both of these stages, children must speak in unison in order for you to monitor pronunciation. Require them to repeat till you're satisfied.

## 3. S (individual output)

When students are doing well as a group with Ss→T, proceed to individual student output (S), usually done as a flashcard game (e.g., Point & Say, Stand Up, Sit Down). This stage also corresponds to rank testing.

- Teacher shows a card.
- One student says the word or phrase.
- If correction is required, teacher says English and student must repeat.
- Otherwise, flip to the next card.

(Repetition can still be used when no error has been made, in a warm, confirming voice. In other words, the repeat simultaneously expresses praise and provides a second hearing at no extra charge.)

Hark! At every step above, from start to finish, be super-strict about pronunciation. Listen carefully and be sure that every child is sufficiently encouraged to speak audibly. Mispronunciations must be retried until kids have really done the best they can. Failure of attention and strictness here is an inexcusable disservice to our students. Generally, they will not make the extra effort to imitate you beyond what you clearly and consistently require. Let them sluff through and it's unlikely they'll ever become respected or well-comprehended speakers of English.

### *Flashcard Teaching Tips*

- When repeating for confirmation, do not show the next card while still saying the previous one.
- Do not speak at the same time as the children. If your voice and theirs overlap, they will not hear your clear model, nor will you hear any pronunciation errors.
- Ideally, follow a set of flashcards with a game, to provide incentive for doing the flashcards.
- ABC cards, numeral cards, and other ordered series: show the cards in order only for the first few weeks, then put them out of order. Keep two sets of ABC cards in the classroom, one in order and the other out.
- Noun cards:
  1. Teaching many nouns every week is more effective than teaching just a few new ones each week.
  2. Always use appropriate articles (a, an, the) when flashing noun cards. For example, say, “a cat,” not “cat.” Japanese learners struggle mightily with knowing how and when to use articles, which is why we teach and require them from the start.
  3. For cards depicting the plural, say, e.g., “Cherries.” Then conceal all but one with your hand and say, “A cherry.”
- The word “some” is a useful adjective which we should teach when needed and functionally appropriate. But to automatically have students preface all plurals with “some,” as many teachers do, is a mistake: the word is not needed to distinguish plural from singular, nor is it used in the majority of occasions when we use the plural.

## Error Correction

Learning to skillfully correct errors is an important step in becoming an effective teacher. We have to be alert at all times to consistently catch the wide range of mistakes which occur in a class, hold the conviction that catching errors and providing feedback will help our students become better at English, and give that corrective feedback in such a way that they clearly understand how to improve, and are motivated to do so.

### *Catching Errors*

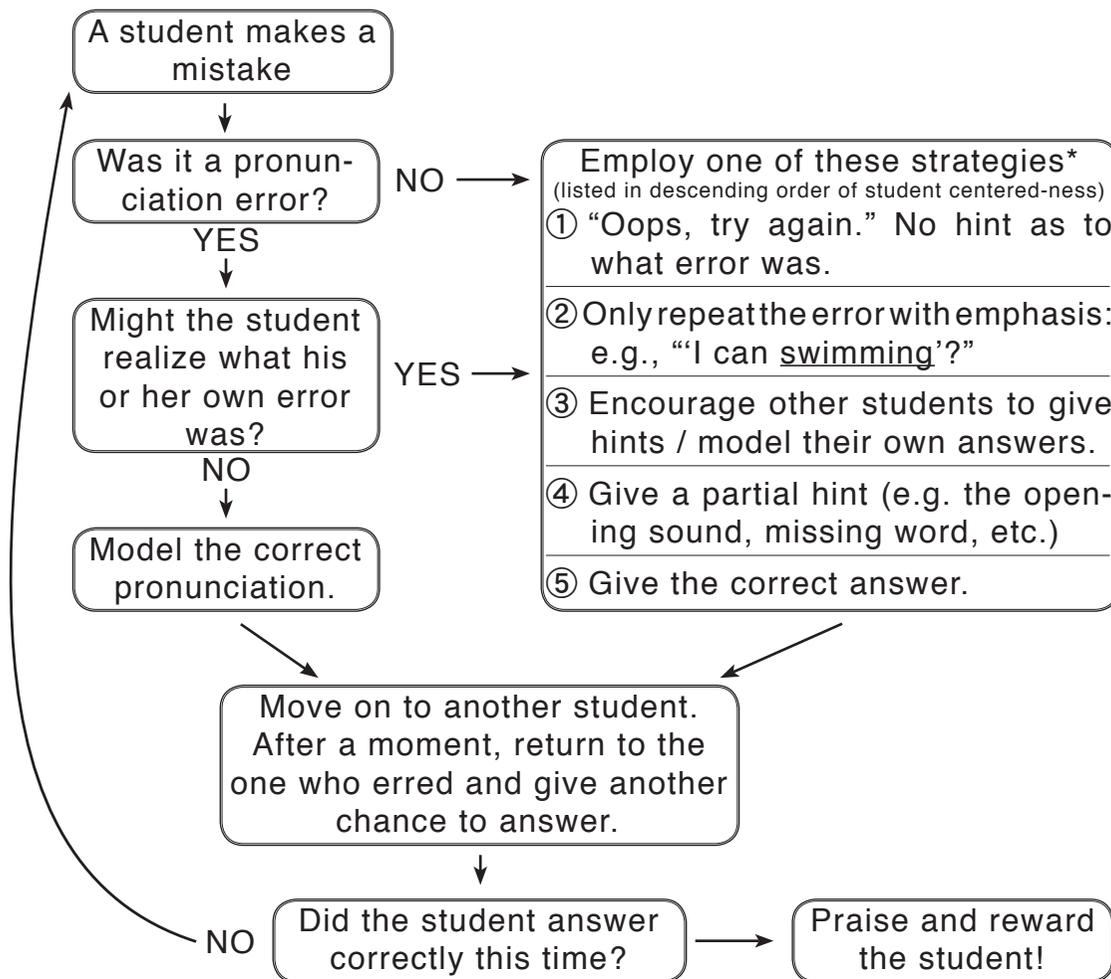
The first step in effective error correction is accurately identifying mistakes. Train your ear to catch common pronunciation mistakes Japanese speakers of English make. As you spend more time in Japan you'll also become more familiar with common mistakes with grammar, word choice, intonation, spelling, etc. Studying Japanese will also help you understand why Japanese speakers of English make the errors they do.

Some teachers catch errors, but then fail to do anything about it. They worry that the students may lose heart if their errors are corrected, or they decide to postpone the correction until next time. But what we accept, we endorse. If we don't correct an error, a student may believe what they said was correct and continue to pronounce a word incorrectly, or use an incorrect sentence structure, forming habits and compounding the problem. Also, when students start saying and writing full sentences, earlier unfixed problems become more difficult and time-consuming to remedy. It's better to provide correction early than to think, "I can fix that later."

### *How to Correct Errors*

When students learn a set of cards, we progress from group input (T→Ss→T) to group output (Ss→T), and then to individual output (S); in the first two stages, when students have to repeat a word, it is as a group, which makes the corrective feedback easier to take psychologically. Another benefit is that many students will likely make the same errors. For example, most will say 'guween' when first attempting to say 'green'. Group output is an efficient way to give them all extra practice.

Eventually we move onto individual-output activities and testing. By now the students should be fairly good with the vocabulary because we've been doing group output activities. At this stage we can correct any mistakes which individual students persist in making. Use the following flowchart to guide you.



\*On a student’s first try, we may choose to use the more student-centered options at the top of the list. On subsequent efforts, we may give more help (moving further down the list). Of course, we’ll also consider psychology (that student’s and the whole class’s), the time we wish to spend, etc.

As you can see in the diagram, we student-center correction to the greatest possible degree. We want our students to think for themselves, and understand and correct their own mistakes. They’ll feel good about fixing their own errors, most likely learn more from the experience, and become more independent language learners.

Peer correction is the next best thing. Students may learn better from their peers (‘Well, if she can do it, then so can I’) than from a teacher, and those who teach their classmates get a morale boost and learn the material more deeply themselves—since teaching is learning.

Sometimes, students just don’t know the answer, and their classmates may not be able to give it to them either, in which case direct correction from the teacher is necessary. But this is a last resort.

Almost all of our games have a built-in lag between receiving feedback and a re-attempt. This is to give the erring student a chance to mull the correction over, making it more likely to enter long-term memory. There is little educational benefit in just having students ‘parrot’ corrections and then allowing them to move on.

In the lower ranks especially, students are more likely to need direct pronunciation correction from the teacher. They may not otherwise understand what their error was, or how to fix it. Also, with pronunciation modeling, the teacher will be able to give the best example. Sometimes it’s necessary to isolate or emphasize the portion of the word that needs correction (e.g. “This is ‘play’—not ‘pray”), but the final version the students hear and say should be the word pronounced naturally, without such exaggerated emphasis.

Psychology outweighs pedagogy. We’ve found most students can handle being corrected up to three times on a single error. Beyond this there are ever-diminishing returns, and they may become demoralized. This isn’t a hard-and-fast rule; with some young or delicate students, it may be best to only correct and ask for a retry once; other gung-ho, never-say-die types can handle four or more attempts. Perfection from day one is impossible, but we want to get the best effort out of each student. The weekly goal is gradual improvement; the eventual goal, near-perfection.

Never forget that we should give just as much positive feedback as correction (if not more), especially when we see an improvement. For example, a certain 10th Rank student always says ‘led’ when she means ‘red’. At first, she can’t even pronounce the ‘r’ sound, but then, after several weeks of practice, she gets it. We praise profusely. For several weeks after that she continues to say ‘led’ initially, but with correction (which each week grows gradually more and more student-centered) she says ‘red’. Finally, one week she says ‘red’ on her first attempt! Once again, praise her to the hills to acknowledge her improvement and to encourage her to continue saying it correctly.

Receiving accurate error-correction from caring teachers is an important part of becoming proficient in a foreign language. Cultivate the courage and skills to consistently and effectively address and correct errors, and your students will benefit immensely.

## A Case for Actively Teaching Pronunciation

A teacher at PLS Tokyo shares the following story about his Japanese pronunciation:

“My Japanese is embarrassingly bad, but I’m serious about studying and I do my best to get it right. My wife, who is Japanese, is bilingual and sometimes helps me learn, but I have no talent for it. Like many Japanese people speaking English, I’d rather not say anything than mess up. So imagine how I felt when I learned that, for years, I’d been saying my wife’s name wrong.

“I’d always told people that her family name is Yamazaki.<sup>1</sup> At last, a Japanese PLS staff member corrected me: ‘I think you mean Yamazaki.’<sup>2</sup> My error was one of intonation—and intonation, as you probably know, subtly separates native Japanese pronunciation from that of *gaijin*.

“I was crestfallen. I went home and told this story to my wife (who had a good laugh over it) and then asked her, ‘All the years you’ve known me, you must have heard me saying it wrong again and again. Why didn’t you ever correct me?’

“She answered, ‘Oh—well—you’re a foreigner.’”

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What can we as teachers learn from this reply (and the domestic broil that ensued)? First of all, although the wife in the story was not the ‘teacher’ of the husband and wasn’t under any real obligation to correct him, her view of him, though free of malice, was a bit patronizing, wasn’t it? Clearly, it would be an inappropriate attitude for a teacher to hold.

We may never go so far as to think, “My students are Japanese, so they’ll never be capable of producing some of the sounds of English. What’s the use?” (This fallacy was once an article of faith for many Japanese people themselves.) But a time may come when it dawns on us, much to our discomfort, that in subtler ways we are occasionally under the influence of this idea. When ‘r’ and ‘l’ blur together, or ‘th’ turns sibilant, how many times do we let it pass, thinking that we don’t have time to correct it—or that we don’t want to bruise any egos by denying kids a point, a chip, or a bingo championship—or that we’ll fix the problem the next week anyway?

If we hold our kids to a higher standard, they will doubtless rise to the challenge—but do we believe they can?

<sup>1</sup> Name changed to preserve domestic tranquility.

<sup>2</sup> I’d been giving the word a bouncy-bouncy Anglicized feel, while the proper Japanese intonation is much flatter.

The second thing we learn from the story is that mere exposure to correct pronunciation isn't enough. The teacher above must have heard his wife, and others, intoning her family name correctly untold numbers of times over the years; but he persisted in botching it, and until someone pointed this out to him, *he didn't know*.

It is likewise with our students. Experts tell us that babies begin to produce language only after about 2,000 hours of immersion. At an hour a week, this would amount to around 40 years of English lessons—even if learning a second language worked like learning a first one, and it doesn't. We can't afford to wait for the kids to 'pick it up on their own'.

And anyway, children in a native language environment don't learn just by listening. When they mispronounce something, their parents giggle at how cute it is while their peers tease them without mercy. In other words, they're made to know when and how they've screwed up. Our methods of correction will be kinder than this psychologically, and more efficient pedagogically, but correct we must.

Our kids *depend on us* to point out their errors to them—it is the only way they will ever have the chance to improve.

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Jack Seward, on the subject of learning to speak Japanese, once wrote, "Surely it would be an exercise in obtuse perversity to spend hundreds, even thousands of hours mastering the grammar, ideographs, and vocabulary of Japanese, only to deface the final product and seriously hamper its utility by disguising it under the ugly paint of mispronunciation."

This applies no less to learning and teaching English. If we liken language to a camera, pronunciation is the lens. The camera and film may be of the highest quality, the subject of the photograph beautiful, and the shot perfectly composed—but if the lens is smudged, it all comes to naught.

Mispronounced English *isn't* English. When a Japanese child says *sree* for 'three' or *bely* for 'very,' she hasn't successfully spoken the language we speak. At best, the less considerate citizens of the English speaking world will view her as undereducated or even unintelligent. At worst, she won't manage to make herself understood. *We must* help her avoid this.

We are responsible to teach pronunciation actively. Our mantra is, "If not now, when?" If we don't let kids know on the spot that they've made an error, when will they ever learn of it? It is crucial never to let mispronunciation pass

unremarked. We may not get it perfect that day, but at the very least the kids will know of the problem and make a good effort to fix it.

This always applies. When, for example, one PLS teacher shows another a new game or activity, we never have to ask, “Does pronunciation count in this activity?” Of course it counts. Whatever we teach, *we’re always teaching pronunciation*.

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*Pronunciation: the more you focus on it, the more problems you notice. The following sounds are persistently tricky for kids in all of our classes.*

- The short ‘i’: ‘live’ becomes *leev*, ‘is’ becomes *eez*, etc.
- Vowel sounds get confused: ‘hot’ becomes ‘hat’ and vice versa, etc.
- Hissed ‘th’ sounds: ‘think’ becomes *sink*, ‘this’ becomes *zis*, etc.
- Production of the ‘v’ sound, and distinguishing ‘v’ from ‘b’.
- The ‘si’ of ‘sit’ or ‘city’ becomes *shi* (sometimes with unattractive results).
- The opening consonants of ‘giraffe,’ of ‘zebra,’ and of the name of the letter D all get mashed into one indeterminate sound.
- The final ‘n’: ‘brown’ becomes *browm*, ‘ten’ become *tem*.
- Dropped or unvoiced ending consonants: ‘red’ becomes *ret*, ‘bag’ becomes *bak*, ‘minutes’ becomes *minute*, ‘purple’ becomes *purpo*.
- ‘L’ and ‘r’ confusion, generally due to insufficient emphasis on the distinction between the two sounds and the words in which they appear.
- Certain ‘t’ sounds: ‘team’ becomes *cheam*, ‘too’ becomes *tsoo*, etc.
- “I’m seven *ears* old.” To make the missing ‘y’ appear, you might tell kids to run the words ‘seven’ and ‘years’ together, stressing the ñ sound where they meet.
- Failure to connect words (liaison) in a sentence, sing-song reading, robotic intonation, or not putting stress in a question on the unknown information.
- Word confusion: ‘an apple’ becomes ‘*and* apple’, ‘my name is’ becomes ‘my name *its*’, and so forth.
- Overcompensation: students who have once learned the ‘v’ or ‘si’ sounds insert them into words where ‘b’ or ‘shi’ belong, etc.
- And, of course, unwanted vowels from the Japanese syllabary trespassing into English: *name-oo*, *head-oh*, *page-ee*, etc.

## Teaching New Phrases

Along with excellent pronunciation and neat hand-writing, one of the central tenets of the PLS program is that our students comprehend what they're saying.

It is entirely possible for young children to memorize and rattle off long, impressive-sounding sentences, without having the faintest clue what any of it means—and therefore being unable to use the phrase except when prompted to do so by a teacher or classroom routine.

It is also possible that, even if they know the meaning of a phrase as a whole and can use it as-is, they may not understand the constituent words, which means they will be unable to substitute new words to create new phrases in the same pattern.

If we spend a few minutes of class time to teach the meaning of abstract phrases, and spot-check comprehension weekly, students will be able to learn and retain new phrases and words meaningfully, improving their vocabulary, comprehension, communicative ability, and flexibility with new language.

### *Procedure*

The guiding principle in teaching students new abstract phrases is that, at every stage, children are prompted to demonstrate understanding by translating to Japanese before they repeat the English. (Translation is never necessary for concrete ideas that can be expressed with e.g. picture cards; but it is essential for abstractions.)

1. Model the English. (You may wish to repeat several times.) The students listen carefully but do not repeat.
2. The students give the Japanese translation of the entire sentence and the individual words or phrases within it. (Or, at higher levels, students may explain using alternative English expressions.) Do not proceed to the next steps until all have correctly translated or paraphrased.
3. Model the English once more. The students repeat in unison.
4. Give appropriate feedback and repeat step 3 until all students can say the phrase with correct pronunciation, intonation, clarity and smoothness.
5. Assign the phrase for homework (PLS Click or Rank CD), if available.

Follow this plan (teacher gives English input, students give unison Japanese translation, teacher repeats English input, students give unison Eng-

lish output) for all components of the activity. (For example, in Enterquest, do this for both a question and its possible answers. In Peer Talk, teach the above, plus the ‘counter-question’, e.g. “What’s yours?”) When teaching how to answer questions, model common, anticipated answers and solicit individual ones, quickly assisting with the latter. Finally, kids should repeat the whole English sequence (without translation or a model from the teacher).

We use the above procedure to teach students new sentences for several PLS activities: Enterquest, Peer Greeting and Peer Talk, Speak ’n Sit, and Parting Lines. It can also be used with flash cards (e.g., teaching present progressive sentences for verb cards). For activities where we can monitor each student’s performance (e.g., Parting Lines), a new phrase can be taught, then immediately used in the activity. For pair-work activities (e.g. Peer Talk), it is best to practice a new phrase for at least two weeks before cutting kids loose to use it in pairs.

### *Spot-Checking*

You’ve taught a new Enterquest question, elicited translations of the whole question and the individual words, taught English phrases for individual answers, and had the students practice saying the whole sequence till their near-perfect pronunciation and intonation was music to your ears. Pat yourself on the back: job done!

Not so fast! The struggle has just begun—don’t allow yourself to fall into one of the many pitfalls that beset less-effective teachers. You see, just because the students continue to pronounce the phrase near-perfectly in subsequent weeks doesn’t mean they’ve memorized the meaning of what they’re saying. We have seen plenty of real, live examples of students who can continue to produce words, the meanings of which they have long forgotten.

#### Check student comprehension every week.

We don’t need to check each student on every word in every activity, but we will do checks regularly enough that students get used to, and expect, comprehension-checking to be a regular part of their classes, motivating them to pay careful attention to and memorize the meanings—not just the mouth-movements—of all new words and phrases they learn.

## Checking and Assigning Homework

In fifty minutes or so per week of classroom instruction we are hard pressed to teach our students enough English to see notable progress. But with about an hour a week of listening homework, our results can be much improved: regular input keeps fresh what is learned in weekly lessons, and total English exposure per week is effectively doubled. Soon after children begin classes, they should be assigned homework, and from then on should have it every week for as long as they are our students. Though the homework check may take only ten percent of one's lesson time, getting the children to do their homework right can be thought of as fifty percent of a teacher's job.

### The Homework Sheet

Most PLS listening-oriented homework sets consist of illustrated flashcards and CDs. Children are to listen repeatedly to assigned tracks on the CD while looking at the corresponding flashcards. Each column on the homework sheet represents one week's assignment.

The top row shows the due date; the second row, the cards to be studied; the third, the CD tracks to listen to; and the fourth, the times to listen. For example, between June 10 and June 17, this student ought to have listened to CD tracks 1 through 11 (while looking at cards of the same numbers), four times; she then ought to have listened to tracks 9 through 11 an additional four times. (In the empty "adjusted assignments" row, the teacher may assign increased listening—more on this later.)

By class date of この日づけまでに		6/3	10	17	24	7/1
Cards to study カードの番号		1 }	1 }	1 }	3 }	5 }
Study CD tracks スタディCDのトラック番号		6	8	11	14	16
Times to listen CD listening times きほんの回数		1~6	1~8 7,8	1~11 9~11	3~14 12~14	5~16 15.
CDを聞く回数	Adjusted assignments 先生が直した回数	9	7 4	4 4	4 4	4 4
Times really listened じっさいに聞いた回数		9	7 4	4 3		
Guardian's seal ほごしやのハンコ						
Gold stars たいへんよい・金星						
Teacher's seal or signature for homework completion きほん回数サイン						
Perfect (or score out of 40) かんぺき (40点満点)						
Listening minutes 聞く分数		70	81	66	68	63

In the next row down, students are expected to write how many times they actually listened to the assignment during the previous week. To affirm and applaud this, a guardian should affix the family seal in the box beneath.

### The Homework Check

The homework check is one of the first activities in every class session. For lower rank classes with no student yet acting as the teacher’s assistant, the procedure is as follows.

1. Collect each student’s homework sheet.
2. Ask each child in turn how many times he or she listened. If a child has listened at least as many times as was assigned, has written this number in before class, and has received a guardian’s seal, make eye contact and praise him or her warmly, then put your own seal or signature in the box labeled “Teacher’s seal or signature for homework completion.”
3. Spread red, yellow, and blue chips across the table.
4. Check the day’s homework cards one student at a time, proceeding around the table. Holding the cards so that all can simultaneously see them, ask

each student to say the expression associated with one card; for example, for Daily Expressions A (D/E A), card 1: “Listen.” If a student says the expression promptly and correctly, let him or her take a blue chip.

<i>Chip color</i>	<i>No. of points</i>	<i>Extra listening</i>	<i>Earned when student:</i>
Blue	10	—	Answers without a hint
Yellow	5	1 time	Answers after receiving a hint
Red	0	2 times	Cannot answer, even with a hint

If the student delays or falters, after about three seconds give a hint—generally, the beginning sound of the word or expression. If the student then promptly supplies the full answer, award a yellow chip.

After either of the above, flip to the next card and ask the next student in turn for its expression. However, if, within two seconds of receiving a hint, the first student still can’t answer, he or she gets a red chip and the next student in turn will try to answer for the same card.

5. Make four sweeps around the table; in other words, each student will try to answer for four cards. Each student

<i>Chips earned</i>	<i>No. of points</i>	<i>Stickers awarded</i>	<i>Extra listening</i>
B B B B	40	Gold ☆ & Perfect	—
B B B Y	35	Gold ☆	+1 time
B B B R B B Y Y	30	Gold ☆	+2 times
...	25	—	+3 times

will then have four chips, for a maximum possible score of 40. Students with a score of 40 receive a gold star sticker and a perfect sticker, which they put on their homework sheets in the appropriate squares.

Students who have scored 30 or 35 will still receive a gold star but not a perfect sticker, while a score lower than 30 earns the student no stickers. Write these scores in the perfect sticker box.

- As students who scored 40 are selecting stickers for themselves, huddle with those who scored lower and make deals with them to listen more times to their homework the next week. If they manage to earn perfect stickers next class, they will be allowed retroactively to fill in this week's blank boxes with stickers. Retroactive gold stars can likewise be earned.

### Assigning Extra Listening

Extra listening may be assigned for two reasons: first, students who do not listen the required number of times will have to complete make-up listening the next week; second, students who do not earn four blue chips in the homework check are assigned extra listening times as shown in the charts above. The next week, students who have done all extra listening will earn a retroactive *hanko* or signature from the teacher.

In the example to the right, the student got one yellow and three blue chips for a score of 35 and thus one extra listening time; she also came to class having listened a total of seven times, one short of the assignment. She has therefore been given two extra listening

7 4	4 4	X 4	4
		6	
7 4	4 3		
			
			
			
	35		
81	66	68	63

times for next week, for a total of eight. Next week, if she has listened eight times, the teacher will fill in the previous week's empty "seal or signature" box. And if she earns a perfect sticker, she'll be allowed to fill in the last week's perfect sticker box as well. (Note that the row in which you may adjust assignments is divided in two, with the lower half greyed out. This indicates that you should adjust the upper listening assignment number, not the lower one.)

Children should aspire to have unbroken lines of teacher's seals, gold stars, and perfect stickers on their homework sheets; encourage them to diligently fill in any holes the very next week. They will likely lose motivation if their homework sheets come to have more "holes" than stickers. While slightly

adjusting the challenge level to make it within reach for each student, maintain high standards overall. Giving sticker freebies to boost morale will ultimately devalue the stickers and erode motivation.

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### *Additional Notes*

- Homework checks are the only exception to the otherwise inviolable PLS rule that an incorrectly pronounced word amounts to an incorrect answer— this is because they learn the expressions at home and have no prior chance to practice pronunciation in class. In the homework check, students may earn a blue chip even with a pronunciation error, but the teacher will point out the error and require the student to repeat the word correctly.
- As classes advance, more and more of the procedure of the homework check can be handled by students themselves, including spreading out chips, giving hints, awarding chips, assigning listening times, and handling homework sheets. The teacher’s assistant (a student’s role introduced in the 8th Rank) will perform many of these duties, among others.
- The class size and homework assignment may necessitate using cards more than once, but no student should answer for the same card twice.
- Teachers should listen to the homework recordings to learn how the songs and skits go. You need not memorize everything, but be aware of what the children are hearing at home so you can liven up a homework check by mimicking phrases, songs, sound effects, and so forth from the skits.
- When assigning extra listening, be careful of two things. First, as a general rule, don’t exceed 1.5 times the original assignment, to avoid overloading the children. Some PLS homework sheets list weekly listening time in minutes; consult this when assigning extra listening to assess how much longer the assignment will take. Second, young children may become discouraged if they are assigned extra listening every week, so use discretion—our goal is to motivate, not punish; if you think adding lots of listening times will demotivate, at the very least encourage them to complete the base assignment to keep pace with their classmates. The extra listening times outlined above should be regarded as rules of thumb, not gospel.
- When a combination of serious failure to do homework with several red and yellow chips would result in too heavy a make-up assignment the following

week, you may choose to spread the extra listening over several weeks.

- There's nothing wrong with zealous children listening more times than assigned, but don't over-praise them for it. This is unfair to others who have done the required listening. We don't want to incite a listening contest.
- A kid who has missed a perfect sticker many weeks back can still be allowed to fill in the hole by doing well on three homework checks in a row.
- If a student hasn't earned gold stars and perfect stickers for two or three weeks running, this serious problem must be addressed without delay. A talk with a guardian may reveal what's going wrong; if the student hasn't been completing the required listening, a mid-week phone call is likely to motivate her. This call will ideally come from her teacher, with second choice being a Japanese staff member. A recommended recovery plan is to spread extra listening over multiple weeks and promise stickers and *hankos* once she's caught up mathematically on listening times and done well in homework checks.
- There will be times when we'll want to make more than four sweeps around the table. This is appropriate with (periodic) longer assignments or smaller classes, for which more than four sweeps will be required in order to get through all the cards. Adjust scoring and awarding of stickers proportionately: for example, after eight sweeps around the table, two yellow chips and six blues will be worth the equivalent of one yellow and three blues earned in a standard check. (You needn't be mathematically exact as long as you're proportionately fair on any given day.)
- However, with large classes that perform consistently well on homework, the standard four sweeps around the table can be reduced to three to save time, with a fourth hit reserved only for those who have drawn a red or yellow chip.
- If time permits, it's often advisable to start the homework check at card 1 regardless of the day's assignment, thus providing review. If there are many cards before the day's homework selection, skip ahead every few cards in order to reach the end of the day's assignment within four (or so) sweeps, making sure not to miss any new cards for that week.
- Remind kids not to listen to homework with the TV on or in any such distracting environment. While listening in the car is also discouraged, students (or chauffeuring parents) who insist on doing so may be granted reluctant per-

mission—but they must look at the cards, not out the window, as they listen.

- To a student who was absent the week before but who has done all his homework (and it overlaps with this week’s homework), give a gold star, stamp, and perfect sticker by default for the missed class. If he did no homework during the week he missed class and has no valid excuse (e.g. illness), tell him (and the others) that he should have, and withhold stickers and *hanko* pending completion of a make-up assignment (perhaps spread over two weeks). Finally, if the current week’s homework is not at all the same as the missed week’s homework, check him on the missed week’s homework with other students acting as judges, or check it quickly after class.
- Don’t teach homework flashcards in class before assigning them as homework. Doing so eliminates the fun of discovery at home. Also, faster students will superficially learn the cards in class and think they need not study as much at home—“superficially” because they’ll miss all the extra input the CD recording provides.
- Review of homework is essential, but over-review assigning will kill the fun and lead to chronic non-completion. Never limit students to just one homework set per year or have them completely re-do a homework plan they’ve already done.
- When providing students with new homework sheets, have the dates filled in at the top beforehand, omitting dates on which will fall national or your language school’s holidays. Also have the students’ names filled in at the top, unless you’ve taught them how to neatly write their names themselves.
- If students are not yet using student files, ask them to keep their homework sheets in plastic folders (available at stationery stores) when not in use.
- Most homework sheets feature empty columns at the end of the assignment. Use these at your option to assign an extra week or more of homework to classes or individuals that need it to master the material and/or to recover for any missing perfect sticker boxes that remain unfilled.
- If you have too few blue chips, use green ones as well.
- When spreading chips on the table to begin the check, put out all blue (and, with good-sized classes, most or all green) chips, a few yellows, and just two or three reds. This is a visible vote of confidence in the children—“we won’t be needing many (or even any) yellows or reds today.”

## Homework, Reading and Writing Sequence

(An approximate guide)

Rank	Listening homework	Reading	Writing
10	<ul style="list-style-type: none"> <li>Start Daily Expressions, Set A</li> </ul>	<ul style="list-style-type: none"> <li>ABCs</li> </ul>	—
9	<ul style="list-style-type: none"> <li>9th Rank Home Study CD</li> <li>Finish Daily Expr., Set A</li> <li>Start Daily Expr., Set B</li> </ul>	<ul style="list-style-type: none"> <li>ABCs</li> <li>abc's</li> </ul>	—
8	<ul style="list-style-type: none"> <li>8th Rank PLS Click/Home Study CD</li> <li>Finish Daily Expr., Set B</li> <li>Start Alphabet &amp; Calendar Cards</li> </ul>	<ul style="list-style-type: none"> <li>abc's (continued)</li> <li>Consonant phonic sounds</li> <li>Vowel phonic sounds</li> </ul>	<ul style="list-style-type: none"> <li>Korectable ABCs</li> </ul>
7	<ul style="list-style-type: none"> <li>7th Rank PLS Click/Home Study CD</li> <li>Finish A&amp;C Cards</li> <li>A&amp;C 'finishers' review</li> <li>Kanji English</li> <li>Start Question/Answer, Set A</li> </ul>	<ul style="list-style-type: none"> <li>Phonic Chart 2</li> <li>Phonic Chart 3</li> <li>Phonic Chart 4</li> <li>First letters of Kanji English homework</li> <li>Q/A A reading cards</li> </ul>	<ul style="list-style-type: none"> <li>Korectable abc's</li> <li>Sounds of English, first half</li> </ul>
6	<ul style="list-style-type: none"> <li>6th Rank PLS Click/Home Study CD</li> <li>Finish Question/Answer, Set A</li> <li>Q/A A 'finishers' review</li> <li>Start Pera-Pera Daruma</li> </ul>	<ul style="list-style-type: none"> <li>Q/A A reading cards</li> <li>Reading cards in 'finishers' homework</li> <li>3-letter words, red set</li> <li>3-letter words, yellow set</li> <li>PIC 1 reading (elective)</li> </ul>	<ul style="list-style-type: none"> <li>Phonic Puzzles, red and yellow</li> <li>Phonics dictation (in class)</li> <li>Family &amp; Friends workbook</li> </ul>
5	<ul style="list-style-type: none"> <li>5th Rank PLS Click/Home Study CD</li> <li>Finish Pera-Pera Daruma</li> <li>Start Question/Answer, Set B</li> </ul>	<ul style="list-style-type: none"> <li>Phonic Chart 5</li> <li>Basic Reading Cards, set 1</li> <li>PCC 1 &amp; 2 reading (elective)</li> </ul>	<ul style="list-style-type: none"> <li>Sounds of English, second half</li> <li>3-letter word dictation (red, in class)</li> <li>Q/A B Workbooks</li> </ul>
4	<ul style="list-style-type: none"> <li>Finish Question/Answer, Set B</li> <li>Q/A B 'finishers' review</li> <li>Start Ormandy's Opposites, Part A</li> </ul>	<ul style="list-style-type: none"> <li>Basic Reading Cards, set 2</li> <li>Oxford Reading Tree, stage 2</li> <li>Phonic Chart 6</li> <li>Ango Eigo</li> </ul>	<ul style="list-style-type: none"> <li>3-letter word dictation (yellow, in class)</li> <li>Q/A B Workbooks</li> <li>Opposites Workbook A</li> </ul>
3	<ul style="list-style-type: none"> <li>Finish Opposites, Part A</li> <li>Start Trialogs (pink, yellow)</li> </ul>	<ul style="list-style-type: none"> <li>Oxford Reading Tree, stage 3</li> </ul>	<ul style="list-style-type: none"> <li>Notebook writing assignments</li> <li>Opposites Workbook A</li> <li>Beyond Daily Expressions</li> </ul>
2	<ul style="list-style-type: none"> <li>Pause Trialogs (after blue?)</li> <li>Opposites, Part B</li> </ul>	<ul style="list-style-type: none"> <li>ORT stage 4, or equivalent readers</li> </ul>	<ul style="list-style-type: none"> <li>Opposites Workbook B</li> <li>Shopaholics student-written dialogues*</li> </ul>
1	<ul style="list-style-type: none"> <li>Continue Trialogs (from blue or green?)</li> </ul>	<ul style="list-style-type: none"> <li>ORT stage 5, or equivalent readers</li> </ul>	<ul style="list-style-type: none"> <li>Words Words Words</li> <li>Journals</li> <li>Cursive writing</li> </ul>

\*A worksheet series for Shopaholics student-written dialogues is now in production.

### *Getting Started With Homework*

As soon as new students join, give them Let’s Sing Together, ABC/abc Bingos, Color/Number Bingos, and chips for home use. Assign Daily Expressions Set A two months after the children begin studying English, assuming they begin in the nenchō (final) year of kindergarten.

### *Finishing a Homework Set*

When students complete a homework set, give them a small prize and have them color their progress charts to indicate completion. Hand out the next homework set in the sequence at once.

The correspondence of rank level to homework is only approximate. Begin the next homework as soon as a prior set is done, whatever the children’s rank.

### *PLS Click and Rank CDs*

At the start of the 9th Rank, all students receive the 9th Rank Home Study CD, to be used during the rank and afterward for review. At the start of the 8th, students will receive access to the 8th Rank PLS Click application, or will receive the 8th Rank Home Study CD. Likewise, for the 7th, 6th, and 5th Ranks, students will receive the corresponding PLS Click application or the Home Study CD for that rank.

### *Reviewing Prior Homework*

After some homework sets, we designate a brief period of review of all prior homework sets. We call such review plans ‘finishers’ plans, and they generally take the form of listening review—and often, reading practice—at home, with follow-through in-class game activities. Regular review helps students retain previously learned homework, and also helps prevent students’ homework progress from outrunning their other progress through the ranks.

### *Notes*

- Should students need to begin two different homework sets at once (e.g. a listening set and a reader), do not hand them out the same week. At least one month should elapse between one set and the other being passed out.
- Some variation in the sequence above is possible. For older finishers of D/E A ready for phonics instruction, Alphabet & Calendar Click may be assigned ahead of D/E B. Teachers may opt to (lightly) assign Dialog homework concurrent with Opposites.

- Pre-Rank homework: For very young students who have not yet begun the rank system, at PLS Tokyo, we offer Starfish (1–2 years old), Turtle (2–3 years old), Penguin (3–4 years old) and Pelican (second year of kindergarten) classes. In Pelican classes, we assign Listen Up! (a dictated drawing and vocabulary-building set of workbooks) and Double Action Verbs & Stories.
- With older children who have performed consistently well on previous homework, in-class review can take the place of assigned listening review. In such cases, review with games. For example, with the Daily Expressions, play the 1-2-3 Game; with Question/Answer, play the 20-Second Ask/Answer Game, the U Game, Hot Seat, Quick Queues, and others.
- In some classes, you may have a student who, having joined later, is working through homework the others have completed. The checking of this will provide in-class review for the rest of the class, who will act as previewers and perhaps judges during the homework check.
- Children in the fourth grade and up won't need Let's Sing Together. In a newly-begun, mixed-age class, we generally hand this CD out either to all or to none, based on the ages of the majority.
- If, two months after classes begin in April or early May, there is some hope of more new students joining, D/E A can be postponed until, at the latest, the first class of July. If homework is begun later than that, summer vacation will upset the rhythm of the initial learning curve and interfere with the forming of regular listening habits. (Waiting until after summer vacation to hand out homework would be undesirably late.) Likewise, when classes begin at other times of the year, do not hand out D/E A just before a major vacation.
- Classes of older beginners may begin D/E A sooner than younger classes do, i.e. within a week or two of starting class. The older they are, the earlier they may begin, until around 5th grade, when they may skip D/E A as homework entirely, learn it in class instead (largely through the 1-2-3 Game), and begin listening homework with a more advanced set (such as D/E B ~ Q/A A).

## Daily Expressions

The two Daily Expressions homework sets teach children a range of common everyday expressions. The CD tracks also introduce hundreds of English words, which are given in the context of entertaining skits and songs with Japanese explanations to supply meaning and make them memorable.



### *Introducing Daily Expressions*

Hand out a set with an enthusiastic flair to pique students' interest. Show the 'Listen.' card and try to elicit what it means by talking about it: "There's a mouse... and an elephant. And look! The mouse is saying something in the elephant's ear. What's it saying? Hmm, what can it be...?" Students will have learned 'listen' from the pink verb card set and might even be able to suss out the answer here; but our aim is not necessarily for them to successfully guess the answer; it is rather to pump up their interest in the card set. Show your excitement about the homework set and your students will go home eager to learn the cards.

When you hand out Daily Expressions Set A in particular, it is important that students understand what they are expected to do at home, and what you'll ask them to do next lesson. This will be their first card-and-CD homework set, so explain the homework sheet, how and when to listen, what they're to make sure to remember from the CD track, and so forth. Some Japanese use may aid understanding; if you're not confident in your own Japanese language ability, enlist a staff member to interpret for you. We also recommend that parents/guardians be spoken to by Japanese staff at this time, to ensure everyone's on the same page.

### *Extra Vocabulary*

On the homework sheet, there is sometimes a note calling for "extra vocab," which is taught in the homework tracks. To earn a blue chip in the homework check for these weeks, students must say not only the expression but also one or more words of extra vocabulary pictured on a card. Example: "'Listen.' Mouse. Elephant." The week before, alert the children to this added requirement, and play the Hint Game (described later in this manual). To increase the challenge, children can be required to identify things the teacher points to, rather than being allowed to choose freely.

Being tested on two things complicates the hint-giving and chip-awarding systems. There are any number of ways to deal with this, depending on class size, teacher experience level, student psychology, etc. One simple approach is to give hints for the expression, but to simply teach a vocabulary item if a student cannot quickly produce it. The table below has a suggested chip-awarding procedure:

<i>Expression</i>	<i>Extra vocabulary</i>	<i>Chip awarded</i>	<i>Show the next student...</i>
Said promptly	Said promptly	Blue	...a new card.
Said promptly	Not said promptly	Yellow	
Said with hint	Said promptly	Red	
Said with hint	Not said promptly	Red	...the same card.
Not said after a hint	Don't check	Red	

### *Homework Motivation*

Here are a few tips to maintain high motivation levels:

- Acknowledge the effort students make to complete their homework. Look them in the eye, smile warmly, and praise genuinely when you stamp the homework completion box on their homework sheet. The number of 'times really listened' written on their sheet represents 1–2 hours of concentrated effort; they've earned some sincere praise from you!
- Praise those who do well in the homework check, and show loving concern when a student does not complete their homework or does poorly in the check.
- Get to know the material well so you can use the expressions at opportune times in class and encourage students to do so as well—this will impress on them the idea that real, meaningful communication is possible using these expressions.
- Increase the fun of the homework check by mimicking voices and sound effects from the skits.
- Occasionally play the Hint Game and 1-2-3 Game as enjoyable forms of review. Playing games with the cards can also make them fun again for kids who have struggled in the homework check.
- Deal with problems early. If an issue arises, such as homework non-comple-

tion or a prolonged drop-off in homework performance, show caring concern to the student when assigning extra listening times, and let them know they can earn make-up stamps for homework completion, and gold stars and stickers for doing well in homework checks. Inform staff and propose a plan of action, such as a review before class, to get those having trouble back on track.

### *Additional Notes*

- There are two Daily Expression cards with two possible answers. (D/E A 16: ‘Once more.’ / ‘Again.’ D/E B 9: ‘I’m afraid.’ / ‘I’m scared.’) We ask students for both during the homework check.
- The narration for D/E B 29 (“It’s sunny.”) includes the alternative expressions “It’s a fine day” and “It’s a nice day.” There’s also a song that repeats “It’s a sunny day” several times, so if a student can produce any of the above expressions, they may earn a blue chip (or yellow after getting a hint).
- In the 3rd Rank, students revisit the Daily Expressions in the Beyond Daily Expressions workbook. Note that, while the listening homework is assigned when students are in the 10th and 9th Ranks, the workbook does not come until they are quite a bit older and more experienced in English.

## Alphabet & Calendar Click

This set of online homework exercises and games incorporates Alphabet Cards, for phonics instruction and review, and Calendar Cards, which teach the names of the days of the week, the months of the year, and the four seasons. For more information on the Click platform, see “PLS Click & Rank Home Study CDs” in this manual.

### *The Alphabet Cards*

- Capital and small letters concealed in each picture.
- Three to seven pictured words that begin with that letter.
- Two cards for each vowel, to teach short and long sounds.
- Two cards each for C and G, to teach hard and soft sounds.
- A card for X featuring words containing (not starting with) that letter.



### *The Calendar Cards*

- A card for each day of the week, with the Japanese *kanji* for that weekday concealed in the picture.

Sunday	sun ( <i>hi</i> )	Thursday	tree ( <i>ki</i> )
Monday	moon ( <i>tsuki</i> )	Friday	gold ( <i>kane</i> )
Tuesday	fire ( <i>hi</i> )	Saturday	earth ( <i>do</i> )
Wednesday	water ( <i>mizu</i> )		

- A card for each month of the year, featuring a holiday or event in that month. Also concealed somewhere in the picture is the number of that month, i.e. “1” for January, “2” for February, etc.
- A card for each of the four seasons, featuring scenes with insects typical of each.

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### *Alphabet Card homework checking*

Though the students’ homework is done using online review and games, the in-class check makes use of flashcards. As with Daily Expression homework, we generally go four times around the table, awarding blue chips for correct, prompt answers; yellow for answers given with help from the teacher, and red when students cannot answer promptly. However, the procedure for giving help is a bit different, and is described below in *Hint-giving with Alphabet Cards*.

1. A student first identifies a card by **letter name and sound**.

*Example:*

Teacher shows card for ‘hard g’.

Student: “G, /g/.” (Letter name and hard G sound, as in ‘girl’)

2. We may choose to include a **letter-finding round** at the start (*see below for when to do this*).

*Example 1:*

Teacher says, “Point to the capital G.” (Or, “Point to the small g.”)

Student points to the letter in the picture and earns a blue chip. One option is to have them say, e.g. “Capital G is here,” as they point.

*Example 2:*

Teacher says, “Point to the letters.”

Student points and says, “Capital G is here, and lowercase g is here.”

3. In the other three rounds (or all four, if there is no letter-finding round), the teacher points to something in the picture, and the student names the **vocabulary word**.

*Example:*

Teacher points to the girls in the picture. (Alternatively, the teacher may ask, e.g., “Who are playing the game?”)

Student: “Girls.” This earns her a blue chip.

At the end of four such rounds, each student will have four chips. The rest of the homework check (awarding stickers, etc.) is carried out like any other. See “Checking and Assigning Homework” in this manual for more information.

### *When to Include the Letter-Finding Round*

This is necessary because our purpose is not only to teach the vocabulary pictured, but to help children associate the opening sound of each word with the written letter. Some of the letters are hidden and don’t stand out in the picture; this first round motivates kids to search for them at home.

Include this round at the beginning of every homework check for the first several weeks. Once kids have formed the habit of looking for the letters, this first round might be dropped; the check will then consist of four vocabulary-naming rounds. Every few weeks, bring back the letter-finding round, to keep kids on the ball.

### *Hint-Giving With Alphabet Cards*

In general, a single slip-up earns the student a yellow chip. If, however,

they can't complete any two of the tasks below, they earn a red chip.

- At the start:
  - The student is shown the card, but can't come up with the **letter name** within 2–3 seconds. Prompt the other children to tell them, e.g. “B...” and let the child continue. If they finish the rest of the round without further trouble, give a yellow chip.
  - The student says the letter name, but can't come up with the **sound** within 2–3 seconds. Prompt the other children to tell them, e.g. “/b/...” and let the student continue. If they finish the rest of the round without further trouble, give a yellow chip.
- On the letter-finding round:
  - If the student can't find the **letter**, prompt the other children to point it out for him. The student earns a yellow chip (as a red would be rather harsh).
  - If the student finds the **wrong letter**, e.g. the teacher has said, “Point to the capital G” but the student points to the lowercase one, prompt with e.g. “No, the other letter, the big one...” and allow the student to correct the error. Give a blue chip.
- On vocabulary-naming rounds:
  - If the student can't say the **word** the teacher has pointed to, or says the wrong word, have the other children give the word. Give the student a yellow chip.
    - Hint-giving is often not possible here, because any hint would be the opening sound of the word—but this has already been given at the start, when the student said the letter name and sound.
    - However, if you can finagle a proper hint, do so.
  - If the student **mispronounces** the word, correct them, have them repeat it to your satisfaction, then give a blue chip.

Unlike other homework checks, if a student earns a red chip, do not show the same card to the next student. Run through the whole thing once as a group (e.g. say, “Everybody, it's, ‘B, /b/, balloons!’ and have all repeat in unison), then flip to a new card for the next student.

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### *Calendar Card Homework Checking*

These cards are checked in the same way as the Daily Expressions sets. If a student answers within 2–3 seconds of being shown the card, give a blue

chip. If they can't, give a hint—generally, the opening sound of the weekday, month or season. If the student then answers, give a yellow chip, and show the next student a new card. However, if the student still can't answer, give a red chip, and show the same card to the next student.

### *The Alphabet & Calendar Booklet*

As words are best learned in practical context, the Alphabet & Calendar Click audio contains sentences incorporating the target vocabulary. To reduce homework listening time, Japanese translations of the sentences are not recorded in the Click audio; instead, translations are printed in a booklet that comes with the homework package.

Students need not produce the sentences during the homework check. However, they should be encouraged to read the Japanese translations as they listen to their homework, to ensure they understand what they hear.

### *Additional Notes*

- The kids should be taught the words “capital” and “small” (or “lowercase”).
- Rather than allowing students to say any words they choose, it's prudent for the teacher to point to things in the picture. Otherwise, some students will only try to learn the easiest nouns on the card, neglecting others. If the teacher usually points, the students will be responsible for knowing all the target vocabulary. (This is different from the procedure for “extra vocab” on the Daily Expression cards, in which students choose freely.) In classes that struggle with the homework, teachers may opt for letting kids choose which word to say, but this easier option is not recommended for most classes.
- To emphasize the opening sound of each word, the Click audio does not include articles before nouns: for example, “boat,” not “a boat.” Teachers may require students to use articles during the homework check, but as the Click audio does not include them, it would be unfair to punish their omission with red or yellow chips.
- With plural nouns, students must give the plural form. ‘Balloon’ will not earn a blue chip—they must say ‘balloons,’ as the picture shows more than one.
- To encourage students to read the translations in the booklet, we play games in class based on the sentences (usually after the homework check). Possible games include:

1. The teacher says a sentence but leaves out a word. Students compete to be first to say the word. Example:

Teacher: “Some — are carrying a banana.”

Students: “Ants!”

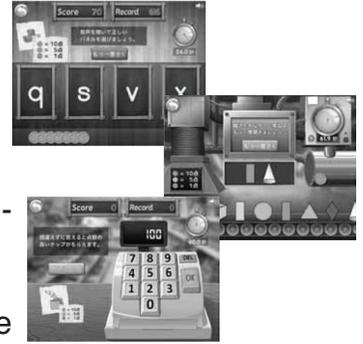
(The missing part could also have been ‘a banana,’ for example. In other words, from ‘A’ card sentences we may also choose words that don’t start with A, and likewise for other cards. As a general rule in such games, students may blurt but not shout. Shouting will never earn one a point.)

2. The teacher says a sentence in English and students compete to say it in Japanese. (To do this, the teacher will need to understand a bit of Japanese, or ask other students to judge.)
3. After doing #2, above, we may have the student (or whole class) attempt to repeat the sentence in English. However, getting children to say the sentences is not a high priority, especially for younger ones. We mainly want them to understand what they’re listening to.
4. The teacher says a sentence and students compete to be first to say which card it comes from. Example:  
Teacher: “A woman is holding an electric light.”  
Student: “E, eh.” (Letter name and sound.) Or, “Short E” (if we choose to teach ‘short’ and ‘long,’ ‘hard’ and ‘soft.’)

In games 1–3, it’s a good idea to show the card in question as we read out the sentence. For game 4, of course, we should not.

## PLS Click & Rank Home Study CDs

The PLS Click interactive homework applications and the Rank CDs feature short dialogues and skits which review and reinforce material introduced in PLS Rank classes. The PLS Click applications also include games and rewards which encourage students to use the applications regularly. One of our listening homework sets is also available on the Click platform (Alphabet & Calendar Click—formerly Alphabet & Calendar Cards).



As soon as children enter the 9th to 5th Ranks, we begin making weekly Click or Rank CD homework assignments. This homework streamlines rank passing by providing for targeted home study assignments: each of the rank requirements, with a few exceptions, can be reviewed at home. *It is best used every week throughout the year, from the beginning to the end of the rank.*

Likewise, when students have finished Daily Expressions Set B, the next homework set (if we follow our normal progression) is to be Alphabet & Calendar Click. Following the assignment plan on their homework sheets, they complete weekly Click assignments, just as they have been doing with the cards and CDs of prior homework sets.

The length of un-reinforced forgetting time is one of the main limiters of progress. We usually spend only a few minutes on each item in a given lesson. Targeting, say, two or three of those areas with assigned homework can:

- a. roughly double that input,
- b. present it to the brain in a complimentary but altered way (which studies have broadly shown to enhance learning), and
- c. ‘halve’ mid-week forgetting time.

We thereby stand to dramatically increase learning speed.

### *How to Assign*

What follows applies to the 8th through 5th Rank Click applications. (Assignment of Alphabet & Calendar Click follows the progression printed on the homework sheet.) It’s not a good idea to assign rank items not yet introduced in class. But after the first week of in-class exposure, Click (or Rank CD) assigning is not merely allowed but strongly recommended.

To prepare for testing, we make homework assignments according to need:

students who did poorly in this week's test (or game) will naturally be assigned more times to review than those who did well. When we base the homework assignment on obvious performance in each section, kids will see this as fair and helpful to subsequent individual efforts.

Any students who have passed a given test will still be assigned a single review time to keep the material fresh enough in mind to be able to give a model for their peers the next week. They may also, perhaps, judge during the following weeks' tests, continuing until all have succeeded.

The review time for each activity is given on the rank homework assigning sheets. Since the kids are typically spending an hour and a half or more per week doing PLS homework already, they shouldn't be getting more than about 20 more minutes of extra homework—probably divided over about one to three targeted areas of study. That means that, typically, we'll be assigning only five to ten minutes for each given study area.

#### *Other Uses*

In addition to preparing for tests, Click/Rank CDs can help us keep fresh items that were skipped in the lesson. When time doesn't allow teaching/testing of a particular rank-required area that has been taught in earlier classes, we should use homework assigning to prevent the kids from forgetting over two or more weeks, even if the assignment is for just one listening time.

Classes with level gaps (some students stronger, others weaker) can particularly benefit from judicious Click/Rank CD usage. This is likewise true for students who have transferred into more challenging classes.

You may also assign Click/Rank CD items for which students have already passed the test, as a way of reviewing prior material.

#### *Additional Notes*

- There are Rank CDs for the 9th ~ 5th Ranks and PLS Click applications for the 8th ~ 5th Ranks. (The PLS Click applications are most appropriate for elementary school-aged children.)
- We recommend PLS Click for most students, as the games are fun (increasing motivation to study) and the learning style is more interactive than listening to the Rank CDs. However, some students' parents may not want their children to spend a lot of time playing interactive games, or some may not be able to access the system. For these students the Rank CD is the best

alternative. (Any students not assigned PLS Click or Rank CD listening are likely to fall behind classmates who do rank homework.)

- If it should happen that, at the same time a rank is completed, a class is given the next card homework set, distribution of the following PLS Click application or rank CD should be delayed for three to four weeks until the kids get into the swing of the mainstream CD, and so the parents' payments don't overburden them at once. Otherwise, the homework should be given out as soon as the whole class has entered the respective rank.

## Kanji English

This homework set expands kids' vocabularies by teaching them the "English readings" of Chinese characters they've learned in school. Children receive a study CD, a large-sized homework sheet that lists the kanji, and color-coded *tango*-cards to be threaded onto a metal ring (provided) with kanji on one side, English on the other. For supplementary classroom use, there are large-sized game boards to use in a homework checking game, as well as standard-sized flashcards, also subdivided into red, yellow, and blue groups.



### Homework CD Tracks, Content and Listening Times

1	Red	6:13	While looking at the <i>tango</i> -cards, children hear English, Japanese, and English again, with pauses for them to repeat the words;
2	Yellow	5:25	after this, they flip the card to check the first letter of the word, reinforcing phonics. These tracks include music and sound effects.
3	Blue	5:59	
4	Red	4:10	These tracks are assigned after tracks 1, 2, and 3 respectively. Kids look at the homework sheet with the English covered. They hear, e.g., "Number five," and try to say the English for this kanji before the voice on the CD does.
5	Yellow	3:08	
6	Blue	3:34	

### Assigning Kanji English Homework

We hand out this homework set in to students in the autumn of elementary first grade or any time thereafter through 3rd or 4th grade. The set features first grade kanji, and we don't want to puzzle our students with characters they haven't yet learned in school.

Kanji English comes after Alphabet & Calendar review in the standard PLS homework stream. It is a 7th Rank requirement but might be assigned in earlier ranks.

There are two prepared homework plans: an 18-week option for most classes, and an 11-week one for classes with fewer or older students. There is also a blank sheet for teachers who wish to create customized plans.

The front of the sheet lists weekly assignments. (The class dates at the top should be

Date	/	
CD track CDトラック	Red 赤	1
Times to listen 聞く回数		4
Adjusted 先生が直した回数		
Times really listened じっさい聞いた回数		
Parent's seal りょうしんの印		

filled in before the sheets are given out.) There are spaces for adjusted assignments and guardians' seals, but none for gold stars or perfect stickers.

### *Succeeding with and Clearing Kanji*

The back of the sheet lists our three kanji groups. When, in three different weeks, students have succeeded with a given kanji three times, they have "cleared" that kanji. Smaller classes can be encouraged to try to clear all the kanji on the sheet. In larger classes this may take more weeks than is practical; the students' goal can instead be to see how many kanji they can clear before the end of the homework plan.

Students color in one box for each kanji they can say (in different weeks).

On a third success, they color the circle and have "cleared" this kanji.

Red (赤)			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. 名 name
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. 上 up
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. 下 down
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. 本 book

### *The Homework Check*

There are several activities you can use to check Kanji English homework:

#### 1. *Point & Say with game board (or cards) and chips*

Each student gets a stack of colored chips. The teacher either lays the game board for the kanji to be checked today on the table, or spreads out the corresponding classroom cards. Students raise their hands; the teacher calls on one, who points to a space on the board (or a card) and says the English translation of the depicted kanji. If successful, they place a chip on the circle for that kanji on the game board, or on the corner of the card (so the kanji is not covered); if they are not, they try it again on their next turn. Others may try the same space/card, but not directly after another student's attempt—if they succeed, their chip is placed atop their classmate's. This game allows students to choose kanji they are confident with, and is often the most appropriate game to play for the first month of homework checks.

#### 2. *Point & Say (using cards; no game board or chips)*

You can also play the standard Point & Say game, in which a student who succeeds with a card gets to take it. This takes less time than the version described above, but students will get chances to try fewer words, since any card their classmates win will thus become unavailable to them. Play it when students have been doing well with the first version above, or in classes with three or fewer students.

### 3. *Word-by-word check*

Cover the English translations of the kanji on a student's homework sheet and work your way down a column checking each uncompleted kanji. Students color the box (or circle) of every one they correctly pronounce. This activity is the best checking option once students have "cleared" more than half of the kanji studied that week, but would be too time-consuming to do at the start of the homework set.

#### *Should I Be Using Kanji to Teach English?*

If parents (or you) question the use of kanji in the belief that Japanese has no place in an English class, we offer these justifications.

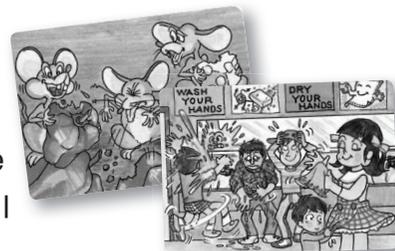
1. Learning is sped and enhanced with a variety of input involving complementary areas of the brain.
2. Kanji is interesting to young Japanese kids — it's part of their lives.
3. Because the Ministry of Education has a nationwide standardized kanji curriculum, we can target their learning with age-appropriate kanji.
4. Kanji are not 'read' like kana or Roman letters. They are primarily ideographs and, like pictures, can be recognized extremely fast, for rapid learning.
5. Unlike reading hiragana and translating it to English, Kanji English study is not 'translating.' Kanji have many *yomi* (readings), both *on-yomi* and *kun-yomi*, and Kanji English homework simply teaches them an 'English *yomi*.' There may be valid objections to teaching kids to translate kana to English, but those objections cannot apply to kanji taken individually.

頑張ってください! (Best of luck!)

## Question/Answer

These homework sets help Japanese children acquire basic English conversation skills using a variety of grammatical patterns. They will form the basis for eventual mini-dialogues, enabling students to begin to hold conversations.

- Although the questions are fixed, the answers are not limited to the situations depicted in the cards; this makes these sets both more useful and more interesting.
- Factual answers are required which will vary according to each child's circumstances, present feelings, etc.
- A range of recommended homework follow-through games help students learn to manipulate the language and structures introduced in the homework, further broadening their English communicative ability.



Students study at home by looking at the illustrated flashcards while listening to corresponding CD tracks. There are two CDs in each set:

- The Study CD teaches questions and possible answers which apply to the respective cards. (Various sound effects and jokes are used to facilitate learning and retention.)
- The Game CD is for playing various games at home to reinforce speedy comprehension and response.

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### *Preparation*

These homework sets can be challenging, especially for younger students: Question/Answer Set A requires students to produce fuller sentences than prior homework sets, and Set B features even more challenging grammar. We don't pre-teach the cards, but to make these homework sets a success, we have to prepare the students.

#### *Preparing for Question/Answer Set A (Q/A A)*

We recommend that teachers play the Quick Response Questions (QRQ) game with students, starting in the 10th Rank. At the very least, try to complete all of the pink boxes before the students start Q/A A. Also, make sure you get to at least step two of QRQ, in which the students ask you questions as well. Encourage students to use a range of patterns ("OK, everybody, that's enough 'do you like' questions for today"). It's also a good idea to teach students the

'W'-question words, using the Qquestion-able flashcards and mark-off sheets. Try to get to the second stage ("point, translate") on the mark-off sheet.

### *Preparing for Question/Answer Set B (Q/A B)*

Q/A B features more challenging vocabulary and grammar patterns and helps us teach third-person question patterns ('Does your mother like coffee?') and questions featuring plurals ('Where are your shoes?'). To prepare your students, use the Q/A B practice questions listed on the QRQ cue sheet titled 'Quick Response Questions for Q/A B prep and review'. You can also have students do pair work with the Paired Interview Cards (PICs), the follow-up test for which is good practice for the third-person questions they encounter in the homework set. Follow-up questions after Peer Talk, Enterquest, or Speak 'n Sit are also good ways to expose students to these patterns—and to motivate them to listen carefully to their classmates.

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### *In-class Homework Check*

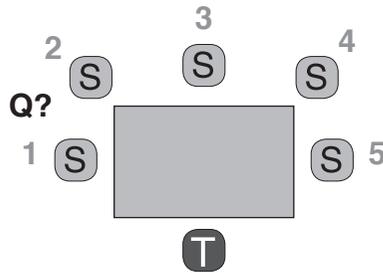
- Two students are involved on each turn, a questioner and an answerer. Both receive a chip for their performance.
- They produce full questions and sentences. Example:  
 Student A: Do you like green peppers, Mari?  
 Student B: No, I don't. (*Mari's truthful answer.*)
  - This means that they may get stuck midway and need a hint. Just like Daily Expression homework checks, they only get a single hint; after this, if they can promptly say the required phrase, they get a yellow chip; if they still can't, they get a red chip.  
*Example 1:* A student is attempting Q/A A card #5, "Can you ride a bicycle?" She says 'Can you...' and gets stuck. She gets a hint of 'Can you r...' to prompt 'ride (a bicycle)'. Now she is able to finish the question; after her partner answers, she receives a yellow chip.  
*Example 2:* In the same situation as above, if the student gets a hint but still cannot produce 'ride', or she gets stuck saying 'bicycle', etc., she will receive a red chip.
- We require the students to make eye contact with each other, smile, and append names to questions. These rules may seem a little unnatural or repetitive, but they are sound techniques for facilitating communication and

making good impressions on people. We train the TA to help us monitor.

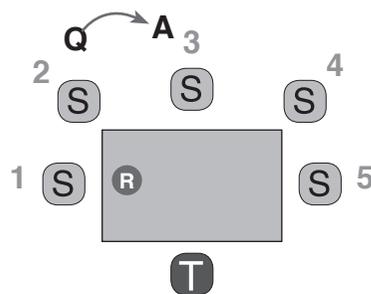
4. If a student receives a red chip, the question is redone with the erring student's role passing to the next student.

Scenario 1: A student cannot ask a question.

If Student 1 cannot ask the question, even after receiving a hint, she is given a red chip. We show the same question card to Student 2.

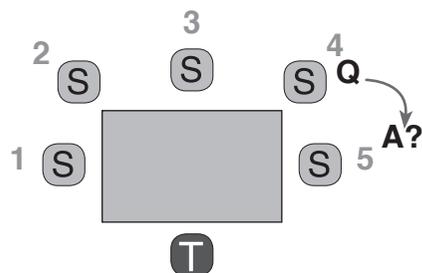


Student 2 asks Student 3, who answers. Both receive blue chips. Teacher asks Student 1 to repeat what Student 2 said, to confirm understanding.

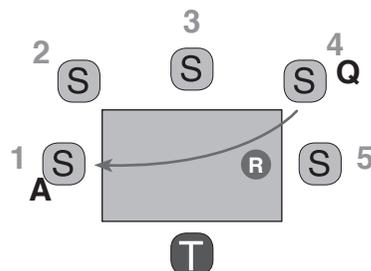


Scenario 2: A student cannot answer a question.

Student 4 asks the question. If Student 5 cannot answer even after receiving a hint, he gets a red chip.



Student 4 asks the same question again, this time to Student 1, who answers. Both receive blue chips. Teacher confirms understanding with Student 5.



Ideally, during a homework check, students will ask and answer two questions each for a total of four chips.

- In a class with an odd number of students, if all are receiving only blue or yellow chips, this will work out naturally: a student who asked a question on the first round will end up answering one on the second.
- However, in a class with an even number, students must swap asking and

answering roles each time. There are a number of ways to work this out; the technique we find best is for the teacher to participate in the check as well: e.g. in a class of six, he or she will become the ‘seventh student’.

This system can sometimes get a little messy if several students receive red chips, and you may have to alter things ‘on the fly’. It’s fine if a student asks three questions and only answers one (or vice versa), but not four.

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### *Question/Answer Set B Workbooks*

To get the full benefits of the Question/Answer Set B listening homework, students should use these workbooks at the same time. Students are given two workbooks (one for weeks 1–17, the next for weeks 18–36) and two accompanying answer booklets. The weekly assignment is one to two pages, and generally covers the same Q/A B cards as the listening assignment. The homework “sheet” is printed on the inside front cover, so a separate sheet is not needed.

The workbooks help students to learn to read, comprehend and write the words in the Q/A B questions and answers. They also help build awareness of word order, sentence structure and key grammatical points. There are simple “expansion” sections at the end of most units, and in the final weeks, that take students beyond Q/A B to understand similarly constructed questions.

The most recent revision of these workbooks was published in November, 2016. Ensure that your kids have the latest version.

### *Follow-Up Games*

There are a number of follow-up games. Play them when it seems appropriate during the homework set period (and afterwards) for review and motivation. Information on these games is available in this teacher’s manual on page 75. They are also covered in training videos and at seminars.

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The Question/Answer homework sets are important tools to help us expand our students’ range of expression, communicative ability, vocabulary and grasp of English grammar. You can help your students gain the most benefit from them by getting to know them and their associated activities well. Discuss any problems or questions about them with other teachers and staff at your school, or contact PLS anytime. Good luck!

## Pera-Pera Daruma

The Pera-Pera Daruma is a learning aid that provides targeted pronunciation focus with assigned home listening and in-class checking. (*Pera-pera*, in colloquial Japanese, means to speak fluently.) The package consists of a CD and a personal progress sheet with six rows of illustrations to cue pronunciation-grouped words and phrases which are challenging to native Japanese speakers. On the CD, each word or phrase is modeled twice, with appealing sound effects, then twice for distraction-free listening, and then twice more with pauses in which students are asked to repeat after the recording. We advocate giving each student usually only one chance each week to correctly pronounce the assigned words.

The Daruma idea is based in Japanese culture and, in harmony with our tactics, symbolizes perseverance through difficulty. Traditionally, one eye of a Daruma is brushed in at the onset of a serious endeavor, the other when success is finally achieved. We stock separate male and female cover-illustrated versions inside gender-specific envelope packages to match. Otherwise, content is identical.



### When and How to Assign

On our rank progress charts, the Daruma is a 5th Rank requirement, coming after Question/Answer A and before Question/Answer B in our homework stream. Students at this stage should also complete a Q/A A Finishers review homework plan either before, after, or concurrent with the Pera-Pera Daruma.

We offer eight Daruma homework sheet plans and one review plan for you to choose from. (See next page.) Each of these has information and recommendation notes under the title. If you find none of these plans suitable for a given class or individual student, there is also an unprogrammed homework sheet which you can tailor as you wish. Any of the plans you might choose would be a comparatively light homework load. When and whether to couple any given Daruma plan with whatever other homework is current requires careful consid-

eration. (We don't want to exceed a grand total of about 2 hours a week of homework if we expect willing and consistent compliance.)



The homework sheets show each week's assignment listening time in minutes. Average weekly listening minutes required for each plan are also given under the titles, as are the number of run-through exposures provided for each strip of words. All of this,

### *Homework listening plans*

of course, is meant to help you choose the most appropriate plan for a given class and to have accurate awareness of the homework time that each will require (in addition to whatever other homework they will probably have).

As always, we recommend that teachers increase assigned listening times for lagging students. Sufficient space on student sheets is provided on which to write

altered assignments when you deem it appropriate. All of the plans have remedial/review blank squares at the end to provide for slower kids or to allow recovery from teacher miscalculation in plan selection.

These Daruma homework plans have no gold star, teacher's signature, or perfect sticker boxes. The reasons for these omissions are, first: the kids don't need these incentives here; coloring in a Daruma belly is its own progressive reward. Second: it is assumed that they will usually be doing other listening and, perhaps, reading and/or writing homework concurrently. We don't have time to be diddling around with any more stars, seals, or signatures than we already are.

Upon receiving their Darumas in class, each child should neatly write his or her name on the front, then the date (with whatever assistance needed). They should then color in the Daruma's left eye (right side). (The traditional color is black, but allow creativeness.) They should also, in the Y row, color the middle traffic light and the yo-yo yellow.

<i>Type</i>	<i>Span</i>	<i>Avg. weekly listening</i>
1. Light	6 weeks	26 minutes
2. Light	8 weeks	23 minutes
3. Light	10 weeks	29 minutes
4. Light	3.5 months	20 minutes
5. Moderate	10 weeks	32 minutes
6. Moderate	3.5 months	25 minutes
7. Heavy	10 weeks	39 minutes
8. Focused	4.5 months	19 minutes
9. Review	5 weeks	*
10. Teacher's option – any number of weeks up to 20		

\* The Review Plan (only) has minimum and extra weekly listening time options. We didn't compute averages but they would vary from light to heavy, depending on whether upper or lower listening numbers are followed. *More information to aid in selection is given on the sheets themselves.*



On their sheets, there are three little boxes after each word for the student to check off when getting them just right. Be strict! Three successes (on separate weeks, consecutive or not) with any of the word-sound challenges earns the right to color in the illustrated square representing that word or phrase. When, after several weeks, all the squares are colored in, victory is celebrated by filling in the other eye. They may also then color the whole Daruma to their liking and treasure it into old age.

### *Recommended In-Class Homework Checking Plan*

To efficiently check in class, we recommend that you stand and circle the table, listening up close to each seated kid in turn, with an encouraging hand on a shoulder, as you point, in order from the top, at about three illustrations for the words that have been assigned (not at the printed words). Allow at most about two seconds for the student to pronounce each of these words or phrases at a time. At each, they will either fail by being too slow to begin, fail by mispronouncing or mis-stressing, or succeed. (Be strict. And remember that the whole word or phrase counts, not just the targeted sound: for example, though ‘yellow’ is in the ‘y’ column, a faulty ‘l’ sound will also prevent success.)

After one try each, with no prompting and usually no feedback, the teacher will say, e.g., “Yes, no, yes.” The student, as you’re moving on to the next one, will check off one box for each “yes” success, and then color-in any illustrated boxes for which he or she has earned three checks over three (not necessarily sequential) weeks. Each student with whom you’re not huddled, unless they’re checking boxes or coloring, should be focused on quiet or silent mental review of what they’ll have to enunciate when you circulate to their side.

Make as many of these fast sweeps around the table as it takes to elicit words assigned to date with yet uncolored boxes, always starting with the earliest unfinished ones. (Work down the picture rows in groups of three, as few as two, or at most four.) Each sweep after the first is usually only for word sounds not attempted the prior go-round, and usually you will allow only one chance per word or phrase per week, though you may give a second chance here or there to a kid who’s batting zero. Since you don’t want anyone to be dead in the water, and knowing that they won’t be able to finish and color-in without three successes, you might give a weak kid a borderline pass somewhere for the day. Remember to circulate briskly, not spending too much time with each student. Otherwise it’ll take too long and the natives will get restless. However,

when it's a close call on pass or fail, you may ask for one or even two repeats before passing swift judgement. We do not normally, though, do any individual pronunciation modeling here; that's what the CD is for. This is not a "repeat after me, and that's good" operation.



Early finishers during the check may be pressed into service as coaches. They circle ahead of the teacher around the table, giving preparatory help to classmates who indicate (with raised hands) that they want it. This keeps all involved to the end, gives coaches a boost both in confidence and in careful listening skill, and helps grease the skids for slower kids, resulting in quicker sweeps around the table. This standard mentoring system is used each week after the first child has completely finished his or her Daruma. (Earlier than that, coaches may also optionally be designated for single columns they've entirely colored in.) At the outset of a homework check, ask, "Who's a coach?" and "Who needs a coach?" Kids not in evident dire need may elect to refuse coaching, for pride's sake. Coaches, even if all done with their Darumas, will have been assigned a single CD listening time the week before. If a child, after being tutored by a peer, earns a third check to pass an illustration, that child's thanks, and our praise, will be due to the coach, of course.

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*Scattered Suggestions and Guidelines*  
(including some from sister school teachers)

1. Those below second semester of first grade are generally not ideal Pera-Pera Daruma candidates. Even some fresh second graders are yet unweaned from baby-talk in their native tongue, but for the majority at this latter age, the benefits of undelayed Darumanating seem to outweigh the negatives.
2. CD Daruma packages should not be sold to siblings of those for whom whole sets have been purchased. Unless the CD has been lost or damaged, they should only each need their own homework paper and a fresh Daruma sheet (separately available from PLS, Tokyo, in limited amounts, for this purpose only).
3. At the outset and when first colors are about to be applied, show your kids that you expect them to do it very neatly, within the lines, showing respect for their materials, English, you and themselves. It's helpful to show them two partly colored-in samples—one sloppy-ugly, the other neat and aes-

thetically pleasing. At any semi-infraction of neatness with initial coloring, show dissatisfaction, have them erase and try again. After that, most will maintain a presentable piece of work.



4. Disallow dark colors so that underlying check marks and illustrations can be recognized. Also, pastels are prettier. Otherwise, kids should be able to choose their own colors. Kelly Ann James at Yashio Kindergarten in Saitama recommends using highlighter pens rather than colored pencils, as being both faster and, of course, light toned.
5. Have kids encase their charts in plastic or other folders to protect, and to reduce the possibility of loss. If they begin to separate at the seam from repeated opening and closing, back the seam with scotch tape.
6. When checking the homework, we don't let the kids read the words while speaking. This is a pronunciation, not a phonics test. We could combine the two, but elect here not to. Ability to voice words cued by the illustrations is an indicator of homework application; reading from the word lists is not. (Also, picture-sight recall engages different neurons.)

## Ormandy's Opposites

First, we must confess that the 32 pairs of antonyms featured within this set are not what it's mainly about. We have more ambitious aims: to teach and review over 320 words in context; to practice various patterns of English usage, including possessives and declarative, interrogative, and imperative forms; and generally to strengthen our students' hold on English grammar.



To do this, we use the Opposites homework picture cards, CD, and workbooks (or worksheets) to help our students to memorize a series of sample sentences. Having committed these sentence patterns to memory and been taught how to substitute words within them, our kids find that their breadth of expression has grown.

The set includes 32 two-sided picture cards which cue a total of 64 antonym-themed sentences, as well as a CD for home study. The CD is divided into three sections: 64 sentences to correspond to the picture cards, 64 more sentences for which children will draw picture cards of their own, and a final 64 sentences for at-home “dictation” practice.

To help students master these sentences, they're also assigned weekly writing homework. These workbooks (or worksheets, depending on level) increase the effectiveness of the card and CD homework, resulting in faster and better retention.

### *Homework Plans*

Homework plans are available at four difficulty levels. Basic and Intermediate Levels are 40-week courses; their primary difference is that Basic Level students listen more times to the CD and do an easier workbook; the Intermediate plan uses photocopied worksheets (not a workbook) that are more challenging. The Upper-Intermediate Level is a 38-week course, while the Advanced Level is 30 weeks long. A 20-week Advanced Review sheet is also available. Students can follow a plan that best matches their level and can also switch from one plan to another in mid-course if desirable.

The row on the homework sheet that shows how many times to listen to the CD is different from that of other PLS sheets. Dotted lines divide the box into quarters. In the example pictured on the next page: ① students listen to the CD five times while looking at the relevant cards. Then they read the printed

sentences in the workbook several times, without the CD playing. ② Next, they listen to the CD tracks five more times, and then stop and read again. ③ After listening another four times (bringing the total so far to 14), students complete the appropriate workbook page (or worksheet). ④ Finally, they listen once more to the CD.

new sentences to learn		5	5	3	3	3
聞く回数	基本の回数	5	5	3	3	3
聞く回数	CD listening times	4	1	3	1	3
先生に提出する回数	先生が直した回数					
先生に提出する回数	Adjusted assignments					

空欄に問題の答えを書く

The Opposite homework record sheets don't use gold stars or perfect stickers, as older kids are less motivated by these than by numerical scores. On the homework sheets, students calculate their weekly grades, with 100 being optimum.

- For listening the required number of times and properly doing their worksheets, kids automatically get 5 points. Otherwise, none here.
- We carry out a card homework check as described below. Students write scores out of 40 in the next box.
- The writing homework is worth 50 points, with a point lost for each error in the writing.
- We also assign a grade for neatness in the writing, from 1 to 5.
- The total of these four numbers constitutes the student's score, out of 100, for the week.

5 times really listened		1	2	3	4
宿題をしたかどうかの確認 All homework done / 5					
スコア Score 先生から もらった点数	カードチェック Card homework check / 40				
Fill in with teacher's O.K.	ライティング チェック Writing page / 50				
	書き方のきれいさ Writing neatness 1~5				
合計 Total / 100					
先生のハンコ					

### Card Homework Check (Part A)

We check the homework in the standard PLS fashion, making four sweeps around the table. Students earn a blue chip for saying a sentence free of errors with no hints, a yellow for an answer given right after a hint, and a red for anything less. On a single turn, a student only says the sentence for one side of a card, not both sides. With large classes that consistently do well, students who earn three blue chips can be spared a fourth turn, receiving a full 40 points, with only those who have drawn red or yellow chips checked a fourth time.

### Writing Homework Check

There are two Ormandy's Opposites workbooks for parts A and B, suitable

for the Basic level homework plan. There is a page in the workbook for each week of the plan. (The other four levels do not have workbooks; loose-leaf photocopy masters for each page are available instead.)

Quickly look over the workbooks while the Teacher's Assistant takes Speed Roll. This in-class writing check won't take long if we establish, from the beginning, that students are to

**Prerequisites to Opposites writing homework:**

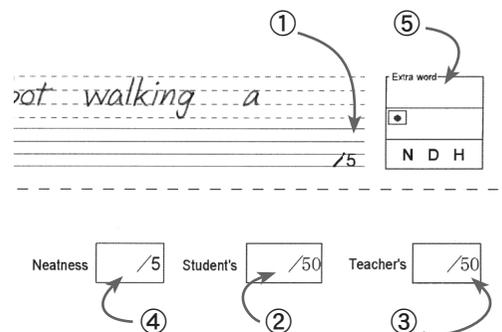
- Phonic Charts 1 through 5
- 3-letter word cards
- Sounds of English
- Oxford Reading Tree (or equivalent) readers
- Korectable ABCs Workbook

self-correct at home first, checking their answers against the separate answer booklet (or, in the case of the photocopied worksheets, against the printed sentences on the reverse.) A student who has made a few errors but self-corrected all, earns praise for having done his job (though he loses points for the mistakes), while more than one or two uncorrected errors will provoke grim looks from the teacher, and perhaps a word of stern disappointment. (A large number of initial errors, especially if poorly corrected, may indicate a lack of time and effort expended.) We'll give full praise, or even a token prize, to anyone with no uncorrected errors on his or her workbook page. In large classes, if we haven't got time enough to check all the workbooks during Speed Roll, we set the kids at a Team Challenge Lite to buy time to finish up. (Team Challenge Lite is an activity in which students review different sets of cards quietly in teams.)

Students should write in pencil, not pen. When self-correcting, they should erase and neatly rewrite in a different color (e.g., red or blue). We should model neatness in our own writing when we mark additional corrections on their papers.

At home, students will:

1. calculate their own point totals for each sentence and
2. total these at page bottom.
3. If we find any uncorrected errors, students write in an amended total in the "Teacher's total" box. They should also, of course, fix the errors, which we'll have underlined.



4. We also give a score for neatness. Students will copy these scores onto

their homework record sheets in order to calculate their score out of 100.

5. Sentences in the workbooks contain an extra, “decoy” word. When students rewrite the sentences, they omit those words, and then copy the

N	No help	The student translated the word on his or her own.
D	Dictionary	The student resorted to an English-Japanese dictionary.
H	Help	Someone (a classmate, Mom, etc.) supplied the answer.

*A worksheet with a preponderance of circled H's should give us pause: we don't want our students' mothers or friends doing the homework for them.*

extra words into the boxes to the right. They'll also write their Japanese equivalents, and mark N, D, or H (see left). If they don't complete this part, we may either penalize it as an error or take points off of the “All done” box on their record sheets if they haven't already done

so. If their translation to Japanese is incorrect, we deduct one point and require a correction. A student's translation may be different, yet correct. Different *kanji* or *kana* may have the same meaning, or may be correct as an alternate meaning of the same English word, perhaps something they've found in their English-Japanese dictionary. If you're not sure, ask classmates to verify a translation, or ask for dictionary validation.

It will take effort to convince students not to festoon their correct answers with “*marus*” (celebratory red circles). Ask them to keep their pages neat-looking, with no such checks or other marks for correct answers, only corrections in color. To the western eye, they'll look better, without possible uncorrected errors camouflaged beneath swaths of red.

In the writing check, begin with the workbooks of stronger students, so that, in some classes, the better students can quickly consider the minor errors of their ways, and then perhaps assist in helping the weaker ones correct the errors that the teacher has underlined. This is good training for assigned helpers and can aid in promoting a cooperative group spirit. In the early stages, it's good to show individual

pages to all, especially to highlight common errors and administer praise while showing the evidence. When you do this first with the stronger ones, it will be established that everyone makes some errors, and the egos of the weak will be buffered.

*Available Opposites workbooks / worksheets*

Basic Level	Workbooks: Block printing	No follow-through HW (but may play game)
Intermediate Level	Worksheets: Block printing	Intermediate follow-through HW
Upper Intermediate Level	Block or Cursive sheets	Upper-Intermediate follow-through HW
Advanced Level	Worksheets: Cursive	Advanced follow-through HW
Advanced Review	Worksheets: Cursive	—

In some classes, all can be kept profitably involved in this without resorting to Team Challenge Lite, depending on class size, class psychology, whether the class is in an early, mid or later stage, and whether you want to show one, some, or all pages to peers for specific note, censure and praise. In the early stages, there is much to be said for observing the teacher in the very act of correcting one's own and one's peer's pages, seeing the teacher's excitement in finding well done parts and neat penmanship, and the pin-pricks to his or her soul upon unearthing an uncorrected error. This provides extra incentive to do the homework carefully. After the first several weeks, we might then begin running Team Challenge Lite with a medium- to large-sized class.

### *Card Homework Check (Park B)*

There are no printed picture cards for the second part of the Opposites program, Part B. For these 64 sentences, we supply students with blank cards, sold in sheets of 8, on which they draw illustrations of their own. (For 64 sentences, they'll need *nine* sheets of cards—one for 'do-overs.')

Students bring these cards to class, shuffle them, and stack them face down before them. We do four or so rounds as usual. On her turn, a student turns over her top card and says its sentence. If another student has already said the same sentence, she says, "(Tomoyasu) said that," and tries the next card.

Hand-drawn cards need not be works of fine art, but they should be neat. As long as the creator of the card knows what it stands for, we ourselves need not be able to tell by looking. Some students will surprise us with their inventiveness, skill and thoroughness. Each card should clearly show a sentence number at the bottom, e.g., 4-B (student-drawn cards, unlike the printed cards, are not two-sided).

When students draw their own cards, we should ensure that the content of each card is logically consistent with the sentence it represents. For example, for "Let's hike up the mountain," a student might draw a picture of people standing atop a mountain's peak—but someone at the *top* of a mountain wouldn't say, "Let's hike up the mountain." In this case, it may be that the student has an imperfect grasp of the meaning of the English sentence.



A student-drawn card 7-A:  
"I like to collect old coins."

## Dictation Homework

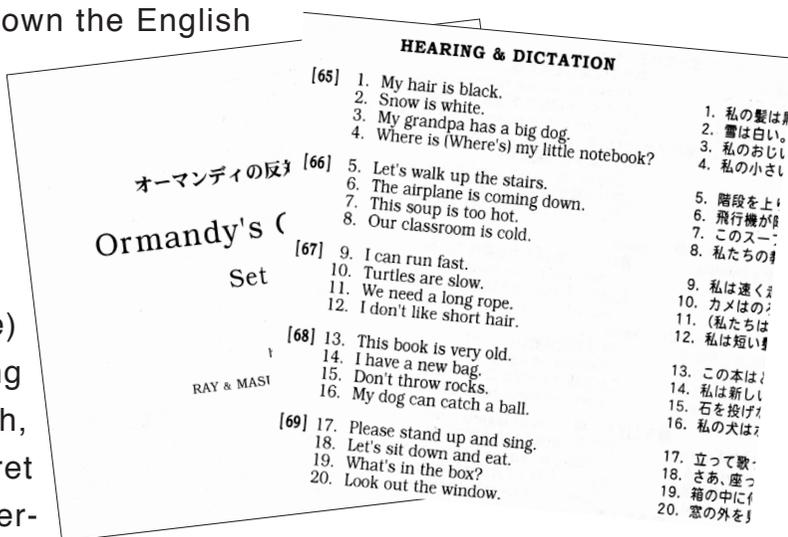
The third program on the CD features 64 sentences for at-home dictation practice. On the CD, students will hear English. In their notebooks, they shall write the equivalent Japanese. They may also challenge themselves, or be challenged, to try to copy down the English they hear, but this exercise is primarily one of comprehension, the main goal being to confirm understanding by writing in Japanese.

After (and not before) doing their best, listening as many times as they wish, they will open their “secret pamphlet” and correct their errors. Again, it must be neat in Japanese, as well as in English

if they’ve also volunteered or been assigned to try that. And again, no “marus” or messiness. Be suspicious of perfection. Some students may misunderstand and write with the pamphlet open. Others may neatly erase and re-write using the same pencil. Mistakes must be corrected by writing above the errors, not through them, and in a different color, because teachers should know where mistakes have been made, to make follow-up possible. Students also should be able to see where they have made mistakes, in order to help avoid future errors.

Students will thus come to class with four lines of Japanese in their notebooks and, perhaps, four lines of corresponding English. If you do not read Japanese sufficiently well to check these answers yourself, have classmates check one another’s answers. To follow through in class, students cover the English with their hands and, reading the Japanese only, attempt to say the English.

In the same class, some may be doing Japanese only, and some both Japanese and English. A weaker student may start with only Japanese required, and some weeks later be schmoozed into having a go at the English, too. Under no circumstances will students write English only to these CD-dictated



The front cover and part of a page of the Opposites pamphlet (included in the homework package).

sentences.

### Notes and Suggestions

#### 1. Explaining Opposites to students the first week:

Spread a few Opposite cards and a sample homework record sheet over the table. There is a student-oriented explanation sheet; have kids read the Japanese side in unison as you follow along on the English side. At the part of the explanation addressing the workbooks, show one, explaining self-correction and pointing out the scrambled sentence, the capital letter on the first word, and the extra word.

#### 2. Assigning extra listening:

When assigning extra listening (either for not listening the assigned number of times the week before or for a score lower than 40 in the card check), we can target our extra listening assignments. Increase listening in the third quarter of the box (1) for students struggling with the writing, as this listening is done right before the worksheet. Increase listening in the fourth quarter of the box (2) for students struggling with the card check, as this listening is nearest to class.

few sentences to learn		5	5	3	3	3
聞く回数	基本の回数	5	5	3	3	3
	CD listening times	4	1	3	1	3
直す回数	先生が直した回数					
	Adjusted assignments					

実際に聞いた回数

①      ②

#### 3. Other follow-through:

- Once the homework check is finished, we occasionally follow through on card content by asking Quick Response-style questions. For example, for card 6-A, “The boy’s pencil is long,” we might ask, “What else is long (in the picture) (in this room)?” At this level, all answers should be in full sentences.
- We can also play a Lies-style game on card content.
- And we use the adjectives pictured to launch Supply the Adjective (see teacher’s manual), which we follow up with a recollection game on other students’ answers.
- A hint: In the picture for “The dog is coming to the butcher shop” (card #22), the butcher’s phone number is (014) 2983. Wait a few weeks after the card has first appeared as homework, then slyly ask the kids if they notice anything about the phone number and see how many of them can puzzle it out. (These numerals, in Japanese, spell out *oishii nikuya-san*—“delicious butcher shop”.)

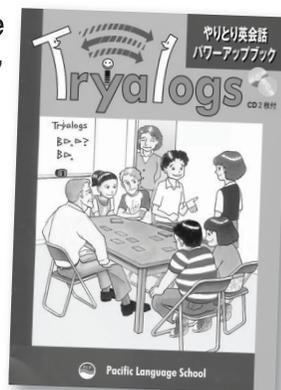
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The Opposites homework plans and related activities form a sizeable mini-program unto themselves. While there's plenty to learn for a teacher newly embarking on the full Opposites regimen, we believe the benefits reaped are well worth the effort. Enjoy!

## Trialogs

Dialogues, as we all know, are conversations between two or more people. “Trialogs” are related to dialogues, but you won’t find this word in a dictionary. We coined it, which we like to spell with an “i” sitting in the cup of a “y.” “Tri-” means “three” (as in “tricycle”), and “try,” of course, means “attempt.” Our Trialogs are designed for students to attempt short, natural three-part conversations which go beyond simple question-and-answer exchanges.

Why practice such discourse? Because, along with the vocabulary and expressions to be learned, this is the path that most real conversations take. They usually don’t simply halt when an opening question is answered. Typically, either the answerer asks a return question, or the questioner responds to the other person’s answer. Our Trialog challenges provide a roughly equal number of opportunities to practice each of these two standard conversational patterns using students’ own, real-life answers.



### *Features of the Trialog Homework Set*

The Trialog cards and supporting CD skits are grammatically organized and thematically varied. You may notice that each of the many characters that appear in the CD skits has a unique personality and different interests. Thus, the array of conversational topics is expanded upon with a variety of sample responses for comprehension and self-appropriate reproduction.

A more advanced but frequently used type of English question is the “tag ending” kind. These always follow either a positive to negative pattern or vice-versa. (You like onions, don’t you? / You can’t ski, can you?) Foreign learners find this peculiarity of English a challenge which needs much practice for mastery. This we provide for, beginning with Trialog #37.

### *Homework*

Students study the Trialog skits in order according to the teacher’s homework assignments. They repeatedly listen while (and then while not) reading through the English script and translations included in the booklet, so that they can give their own answers to the questions smoothly in class.

### *In-Class Game*

Students form teams of two (with a team of three when necessary in an

odd-numbered class). Each team will quietly, simultaneously choose a card from the table to try. When ready, they will raise their hands and, when called on, stand, face one another, maintain eye contact, smile, and try to ask the opening question, giving their own responses. (The card chosen must not be looked at while the team attempts that Dialog.)

The two styles of Dialog are indicated by the (triangular, naturally) marks on the cards used in class:



- A asks B.
- B answers and returns the question.
- A answers.



- A asks B.
- B answers but doesn't return the question.
- A comments.

» *In a team of three, two students will normally assume the role of B.*

If students make any procedural mistake or pronunciation error, the teacher asks them to sit and wait for their next turn to try the same card again. Until they succeed in winning their card, the same student asks the opening question. But each time they try a different Dialog, they will alternate. When the teacher says they've done well, they sit, turn their card over, keep it and choose a new card to try. At the end of the game, their score will be the total number of points as marked on the back of the cards they have successfully completed.

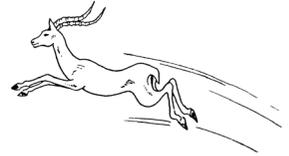
Have fun!

## Words Words Words

This book is used to teach vocabulary. It features all of the English words required in the Japanese public junior high school English curriculum, plus additional words. It is



recommended for upper graders in elementary school to prepare them for junior high, or for junior high schoolers. What follows is a plan for assigning a unit per week, suitable for stronger classes.



1. Students will read the word list at the top of the assigned page while listening to the CD.
2. They stop the CD at the sound of the chime, and listen again as many times as it takes to learn all of the words and their meanings.
3. With the CD player off, they fill in the sentence blanks with the correct missing words and also fill in the crossword puzzle with the same words.
  - In the textbook they are to use small block print; in the puzzles they should use capital block letters.
4. Students then listen to the CD (after the chime) to hear the completed sentences with the correct words. With a red pen, they correct any mistakes, both in the sentences and the puzzle.
5. Next, they find the hidden letters in the picture pages. Each has four hidden letters: a capital and lower case cursive, a capital and lower case block letter. Students copy them at the top of a notebook page, once, as neatly as possible.
6. Students look carefully at the illustrations and find as many words as they can which begin with the given letter. These are to be written in their notebook down the left side of the page. If they wish, they may write *kana* or *kanji* for word meanings across from each word on the right side of the notebook page.
7. Finally, students play the CD again and listen to the word list at least once more. Then they listen to the sentences and their translations several times until they can understand all of them without translation.

For low- to mid-level classes, split this assignment up over two weeks. Steps 5–7 will be assigned the second week.

- Spending three weeks or more per unit is not recommended: this will

cause the book to take too long to finish. Classes at too low a level to complete a unit in two weeks are not ready for this book yet.

Words Words Words has a companion set of worksheets, eight per unit (see below right). Assign them as follows:

- For a low-level class: assign sheets 1–2 the first week, 3–4 the second. 5–8 are not assigned.
- For a mid-level class: assign sheets 1–4 the first week, 5–6 the second. 7–8 are not assigned.
- For a high-level class:

1	Unscrambling and spelling words
2	Answer sheet for 1
3	Translating “Across” sentences from book
4	Translating “Down” sentences from book
5	More words from unit & “Word Wiggle” game
6	Answer sheet for 5
7	Expansion sentences
8	Answer sheet for 8

assign sheets 1–4 the first week, 5–8 the second. Or, assign all eight sheets at once, for classes doing a unit per week. (Classes doing a unit per week can be switched to the two-week plan during, for example, exam season.)

- Worksheet #7 has students translating sentences using similar grammar patterns to those found in the sentences in the book. This sort of ‘grammar expansion’ is of great value to students; all who are up to the challenge should be assigned this worksheet.

### *Checking in Class, Week 1*

1. Begin by checking the sentences and crossword for the week, perhaps in round-robin fashion. Give 10 points to students who have completed them without errors. Subtract full- or half-points for mistakes. Scores are written on each student’s “Words Words Words Record Sheet”.
  - Have any messy writing rewritten on the spot, or assigned for rewriting at home if extensive.
2. Give an oral vocabulary test. Call on students to give you the Japanese meaning of a word from the list. Each student starts with 10 points; subtract 2 for each mistake. Anyone with a score of 6 or lower (i.e. two or more mistakes) is ‘out’ and will need to take a make-up quiz the next week. Record scores on the record sheets.
3. Check any worksheets assigned. Each is worth 20 points, with half- or full-points subtracted for mistakes. Students record their scores on their record sheets.

- Answer sheets for each are provided, except for sheets 3–4, the answers for which are the sentences in the book itself—thus, all answer-checking should have been done before class, streamlining our checking process. To ensure this occurs, praise students who have corrected their own mistakes, but make a stink over any ‘uncorrected errors’ you find. The number of uncorrected errors is recorded at the bottom of the student’s record sheet; a ‘zero’ is a badge of honor, while any number above, say, 3 is occasion for ashes and sackcloth.

### *Checking in Class, Week 2*

1. If necessary, re-check the writing neatness of any page that was deemed too messy the last week and was assigned to be rewritten at home.
2. As needed, conduct a ‘make-up’ vocabulary test for students who scored 6 or less the last week. While the maximum score last week was 10, they can earn no higher than an 8 this time. Record scores on record sheets.
3. Check any worksheets assigned for this second week. Students mark scores on their record sheets.
  - The “Word Wiggle” on worksheet #5 is not given a numerical grade. Instead, students earn a letter grade, depending on how many words they’ve discovered in the puzzle. They earn an A+ for finding 20 or more words, an A for 18, a B for 16, a C for 14, etc.
4. Check student notebooks. A student will earn one point for each of the four letters copied from the picture page of the unit, for a total of 4 points possible. They will also earn a point for each word (beginning with the letter of the unit) they found pictured, provided they can read them and give the meaning in Japanese (or equivalent English). During this check, they are to cover the right side of the notebook page, where any meanings will have been written. Record scores on the record sheets.
  - Words pictured in the plural must also be written in the plural.
5. You may choose to conduct the notebook check as a class competition, with first, second, and third place recognition for students who found the most words. There is a place to record this on the record sheets.
6. Students will add up their points from the sentence and crossword fill-in, the oral vocabulary check, and the worksheets to compute their grand total. Totals will be out of:

60 for low-level classes doing worksheets 1–4 only,  
80 for mid-level classes doing 1–6, or  
100 for classes doing all eight.

7. Affix your stamp (*hanko*) or signature at column bottom.

- Of course, the steps of this “week 2” check will be carried out in the first week with advanced classes completing a unit per week.

## Daily Expressions Hint Game

This quick, entertaining game should be played after the homework check in the week before an “extra vocab” check, and occasionally in other lessons as well.

1. Spread some chips on the table.
2. Select a card which students have studied, hold it so they can't see it, and start describing it using full sentences.
  - Here is an example for card #1 of Daily Expressions, Set B, with the extra vocabulary words underlined: “A mother bird is watching a baby bird jumping out of a nest in a tree, and there are lots of leaves...”
3. This continues till a student blurts the expression (e.g. “Try”) to earn a chip.
  - Hand-raising is unnecessary except in overly boisterous classes.
  - If an incorrect answer is offered, we simply continue describing the card until a student blurts the correct phrase.
  - No credit is given for shouted answers, and the offender is cautioned to quiet down.
  - You might want to repeat the same card again later in the game, as review for any who have struggled. For this reason, give a chip as a reward, not the card itself.
4. We then show the class the card and repeat our description while pointing to the items we're speaking about.
  - Do not omit this step! The student who answered correctly probably understood you, but *can you be sure that all the others did?* This step makes the game a learning opportunity for all, rather than simply a test of who knows and who doesn't.
  - If students had trouble with the card, repeat it after two or three other cards have been done.
5. Repeat this procedure with at least three more cards before reminding students to study the “extra vocab” for their next homework check (if applicable).
  - In almost every case, you will want to continue the game until each child has succeeded with at least one card. One advantage of giving chips for correct answers is that it makes it easy to track who has had the pleasure of success and who has not.



## Daily Expression 1-2-3 Game

### *Getting Started*

You will need 4 cards each of #1~#16 and 4 each of #17~#32 to make two game sets. Cards should be kept in hard plastic holders and in separate boxes.

If students are not hazy on the expressions, review is unnecessary. If it's been a year or more since last reviewing, with a shuffled playing deck, you place cards on table, face up, one at a time, saying the designated expression each time. Children do not repeat it. Each time a *new* card appears, after your English, students will give the meaning in Japanese to confirm understanding. The next three times the same card is dealt, they are to listen and concentrate silently.

Next (or first if no review), turn all cards face down and mix them up. Have children take as many cards, at random, as can be evenly divided among the players. Your set should contain 64 cards, so 8 kids would take 8 cards each; 6 kids would take 10 each, and the remaining 4 cards would be put face up in the center of the table. They may not look at the face side of any card they have taken.

Kids hold cards in their left hands (if they are right-handed) face down, right thumb on top forward part of their deck, ready to deal the top card away from themselves so as not see its face until it has hit the table.

- Note: young children or those with small hands should leave their cards in a face-down stack on the table.

### *Game Play*

Teacher says (or has kids say), “1, 2, 3!” and each snaps the top card off his/her deck and onto the table. Those whose card has no match on the table will say nothing, but quickly retrieve their card and put it, face down, at the bottom of their deck.

Kids who have matching cards will vie to be first in correctly identifying. The fastest, with correct pronunciation, will get both cards as reward. In case of a tie each will get one. (The teacher judges, and with a near tie, sometimes awards one to a weak student.) Kids cannot call out the expression more than *once*, cannot call out matching cards of other students, nor say the expression of their own card if there is no match on table.

If neither contestant can name or pronounce the expression correctly, their

two cards are placed in the center of the table, and the teacher clearly says it. Also, when *no* matching cards are dealt, *all* dealt cards are put in the center. Thereafter, anytime a card is dealt which matches one in the center, *anyone*, not only the player who has dealt the matching card, may call and get all 2, 3 or 4 of those cards.

Japanese speaking, rule breaking, or any undesirable behavior is immediately punished, each time, by the loss of one card from the 'won' pile. These cards are also put in the center and used as explained above.

Kids will put the cards they've won beside them, face down, in a separate pile. When someone runs out of cards (not counting those won) they may then compete with others whenever matching cards are dealt. When all are out of cards, the teacher may point, at random, to cards remaining in the center and the first to call each will get it. When all call out together, the teacher awards to kids with fewest, pretending to have heard him or her first. Those with the most cards won are first, second, and third place champions!

## Question/Answer Follow-Through Games

We use these games after the homework check to reinforce kids' command of the homework cards, giving them chances to err and be corrected without the onus of getting red chips and losing perfect stickers. In particular, these games will help along students who are weaker with the homework cards. Occasionally, we even use these games in lieu of a homework check (but not so often that kids feel entitled to it). And later on, we use these games to review and retain what has been learned through prior homework.

### *Universal Rules*

- Whenever students ask or answer questions, they must smile and maintain eye contact; this means looking at the card, turning to face one's partner, then beginning the exchange.
- An asker must append his or her partner's name to the question.
- No long pauses are allowed.
- In games, unlike during the homework check, *pronunciation counts*—no student or team earns points for a mispronounced question or answer.
- In games such as the first two described below, in which team members take turns asking and answering, they may not switch roles on a next-turn retry with the same card. Switching occurs only with a new card after a success with the previous one.

### *Universal Suggestions*

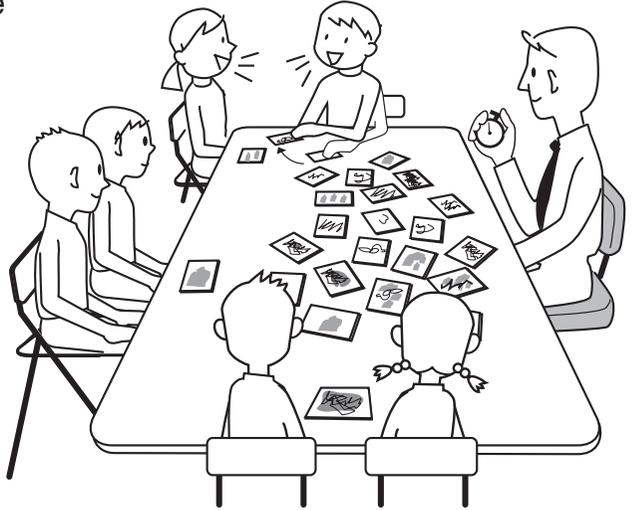
- Set out objects for students to refer to when asking, "What's this/that?" or "What are these/those?"
- In classes with all girls, designate a teddy bear or other imaginary person to be male (or, with all boys, female) and give it a name, for questions like, "Who's he?"
- As with all of our games, a speedy tempo and decisive strictness will go a long way toward making these activities both fun and effective.

### *The 20-Second Ask/Answer Game*

1. Spread Question/Answer cards on the table, picture side up.
2. Kids are put in teams of two – one team of three with uneven numbers.
3. On their turn, a team has 20 seconds to ask and answer as many questions as they can.
4. A team selects a card. Student A asks the question, student B answers. If

either makes a mistake, we give hints and they keep trying.

5. Once they succeed, that card goes facedown in the team's treasure pile.
6. For the next card they try, the asker and answerer switch roles.
7. When time is up, a half-completed card goes back into the middle of the table.
8. After at least two rounds, the team with the most cards wins.



#### Notes:

- Teams may not use two cards in a row with the same question pattern. E.g., “Can you swim?” should not immediately be followed by, “Can you ski?”
- If it emerges that a team, having miscalculated, has chosen a card that they won't be able to finish, the teacher, after giving a few hints, may let them put that card back and try to succeed with another within the same 20 second (or so) time slot. This especially applies to younger kids and to the first card chosen in a turn.
- Because the time lost in being corrected and trying again forms its own penalty, no other penalties (confiscated cards and the like) need be levied for mistakes.
- The teacher holds the stopwatch. In this game, “20 seconds” can really mean 25 or so seconds, when slower kids need to be “cheated” for, or when a student would otherwise be cut off mid-sentence when time ran out. Likewise, if a team of three is necessary, pad the time a bit to help them.
- Teams of three may ask and answer in one of two patterns:
  1. A asks, B answers. C asks, A answers. B asks, C answers.
  2. A asks (using both partners' names), B and C answer. B asks, A and C answer. C asks, A and B answer.

Choose one pattern and teach it to the kids before the game begins. With plan B, add about the same amount of seconds as the extra name-using and answering takes (e.g., 25 sec. total).

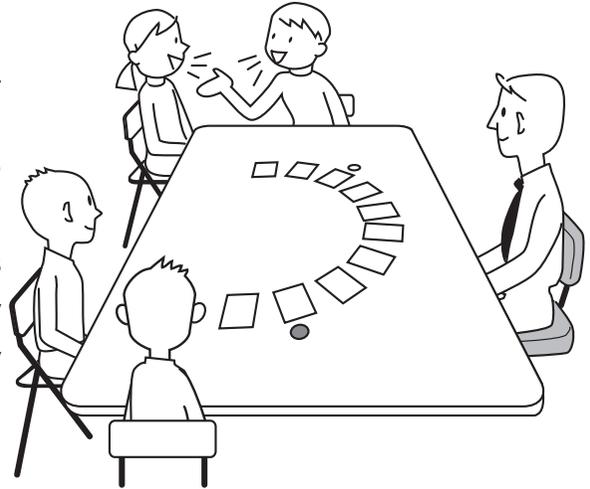
- In classes of three or fewer students, rather than compete with each other, the students can, in a series of 20-second rounds, compete col-

lectively against their previous week's score.

### *The U-Game*

This game derives its name from the fact that, with two teams, we arrange the cards face-up on the table in the shape of a U. However, other lay-out arrangements of cards will also work.

1. Lay a trail of cards on the table.
2. With two teams, each team puts a chip at their end of the U.
3. The goal is to be fastest to traverse the entire U.
4. On their turn, one team member asks the other their first question. If they get through with no mistakes, they may move their chip to the next card and attempt it.
5. For each successive card, the kids in the team take turns asking and answering.
6. They may go as far along the U as they can with no mistakes or long pauses. On their first mistake, it becomes the next team's turn.
7. The first team to reach the opposite end of the U wins.



#### Notes:

- We should choose cards for this game judiciously, so that a variety of question patterns are represented.
- We'll lay out as many cards as we think our class can get through in about five minutes. We need not use the entire deck of cards. The first time or two that we play, the game could last up to 10 minutes in order for things to get running smoothly, but after that, in order to avoid going overtime, we may stop game play at any reasonable time (even if no team has traversed all cards), count how many cards each team has covered and declare winners.
- Teams of three may follow this pattern: A asks, B and C answer. B asks, A and C answer. C asks, A and B answer.
- When playing with more than two teams, we may lay the cards out in an O shape, two parallel I's, or some other, rather than in a U. Instruct some teams to move clockwise, others counterclockwise, so that one team does not end up repeating after another. Each team may also lay a second chip

at their starting point as a reminder of where they began.

- In classes of three or fewer students, rather than compete with each other, students can race the clock to complete a circuit of the U faster than the week before.

### *Hot Seat*

In this game, the ‘hot seat’ is the chair at the head of the table. Whoever sits there answers questions put by the others.

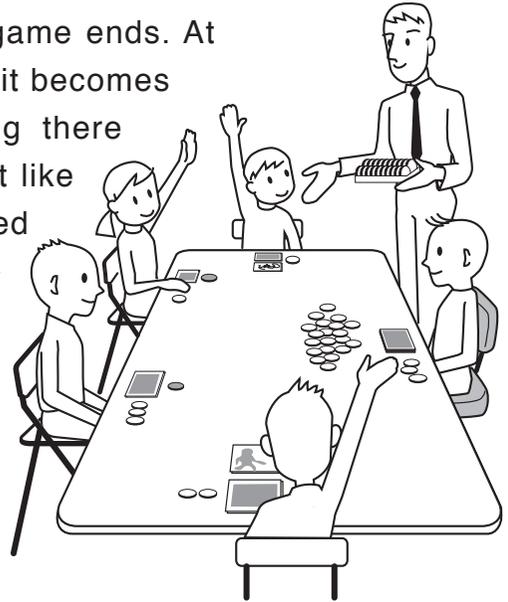
1. At the start, the teacher sits in the hot seat.
2. Deal one Question/Answer card face-up to each student.
3. Students raise their hands when they’re ready to try.
4. Call on a hand raiser, who will attempt to ask the question he’s been dealt.
5. On his first mistake, stop him, quickly model the correct question as far as to where the error was made, but do not allow an immediate retry. Instead, call on another student, or several, before calling on the ‘misser’ to try again.
6. A student who asks successfully may keep that card (worth one point) face down on the table and is dealt another. (Of course, as soon as the question is correctly asked, the teacher answers it.)
7. Once every child has earned a minimum of one card, or has at least had two or three chances to try, say, “Hot seat!”
8. All stand and move one seat over. This brings a student into the hot seat.
  - When they change seats, they should leave unearned cards (face up) behind, but should take with them the cards they’ve earned.
9. There is now an empty chair at the table. Move it out of the way. For the rest of the game, the teacher stands and officiates.
10. The teacher (not the hot-seater) calls on hand raisers to ask questions of the student in the hot seat, who answers them. There is no penalty for mistakes in these answers, though we still correct and have the hot-seat sitter repeat them correctly.
11. After the other students have all had at least one chance at their card, call “Hot seat!” again. This brings the next student into the hot seat.



12. The game continues in this way until all kids have had a chance in the hot seat. The students with the most points at the end are declared first, second, and third place champs.

Notes:

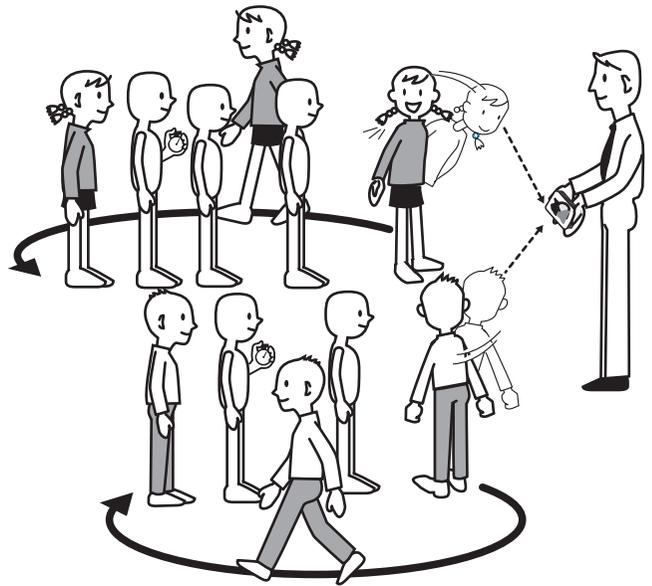
- We will likely run out of cards before the game ends. At that time, any chair with no card in front of it becomes a “free question” seat. Whoever is sitting there may earn a blue chip (worth one point, just like a card) for asking any question not included in the Question/Answer set. It’s an *excellent* idea to purposely run the game long enough to reach this stage (perhaps starting the game with just a subset of cards, in order to run through them more quickly), thus prodding our kids to formulate questions of their own, until there are no seats left with cards in front of them.
- Even after the teacher vacates the hot seat, he or she still calls on hand raisers. We’ll also call on habitual wallflowers who won’t raise their hands, tell them what their question is, expect them to remember, and get back to them. And, though we’ll call on kids seemingly at random, we’ll actually make sure to call more often on weaker students, in order to help balance the score.
- We have the kids keep their earned cards stacked face down before them, in order to see at a glance who is and isn’t earning points.
- In Hot Seat, there’s a lot for the teacher to keep track of. Once you’re comfortable with it, though, there is one more rule to add: for every correct, correctly pronounced answer, the kid in the hot seat earns a half-point yellow chip, which he takes from a pile of yellows on the table. This will not only motivate kids to answer as carefully as they ask, but also afford the teacher chances to manipulate the outcome of the game, being extra strict with high-scorers and giving slower kids extended runs in the hot seat, where they can rack up points with questions that are comparatively easier to answer than to ask.
- Until you’ve introduced the above rule, when a student is in the hot seat, she has no chance to earn points. It’s only fair, then, to give every student an equal amount of time in the hot seat.



- So that the game is not only a ‘test’ of whether students already know all the answers, we do our best to give students a second try at a card after having been corrected and then made to wait for their next turn. If we’re sure, however, that a given student has grasped the problem and would surely earn the point next try, and time presses, we may call “Hot seat!” without giving him a final chance. In fact, we’ll have to call “Hot seat!” when some such students’ hands are up; otherwise, we would often have to over-delay rotations.

### *Quick Queues*

1. Divide the class into two teams.
2. All stand in two parallel team queues.
3. The teacher, at the head of the queues, faces the first two students and quickly shows a Question/Answer card (from a mixed deck) so that both can simultaneously, clearly see it.
4. The first student to ask the question earns her team two points.
5. If the other student gives a correct and timely answer, his team earns one point.
6. One student on each team, the designated scorekeeper, records these points with clicks on a hand counter.
7. The two students at the head of the queues cycle around to the end, and the next two step forward.
8. The teacher shows another Question/Answer card, and the game continues as above (steps 4–8).
9. The team with more points at the end wins.



#### Notes:

- This game is appropriate in classes of 4 or more students.
- If one student tries to ask the question but makes a mistake, don't correct him. The other student might ask it correctly. Don't let a student answer (or earn a point for answering) an incorrectly rendered question; indicate

that they (either one) should retry the question, whereupon the other may answer. If neither can puzzle it out unaided, award no points, ask the other students to model the question collectively, slip the card back into the deck, and send both kids to the backs of their lines.

- Do not wait out pauses before answers. Call time! No point!
- In the event of a tie (or near tie, if a slower team needs to be cheated for), both teams may earn two points for a question. The first to answer earns a third point. In this case, for simultaneous answers, both teams will likewise receive one point.
- To encourage good behavior, if kids on one team are goofing around or speaking Japanese, give the other team a free point. This especially applies to kids waiting in line who supply hints to their teammate at the front.
- Though kids stand for this game, the teacher may sit, to make card flashing easier.
- Ensure room enough for kids to walk to the back of their queue without bumping over chairs, etc.
- In a class with an odd number of students, two kids who compete against one another on a given turn will naturally not be matched up again next turn. With an even number, though, we might periodically send only one kid to the back, keeping the other up front for another turn, in order to shuffle the pairing of competitors. Do this with the same team each time.
- We may mix a few blank “wild cards” into the deck. When one of these appears, the students will compete to ask any question not in the Question/Answer set.

### *Question/Answer Set B Expansion Questions*

What we want our kids to be able to do, once they’ve finished the Q/A B homework set, is not just to ask and answer the 32 questions, but to handle innumerable questions that follow the grammatical patterns of those 32. For example, from “How do you spell your name?” we’d like them to be able to derive “How do you spell ‘giraffe’?” or ‘Mexico’ or whatever.

The Q/A B expansion questions on this list should be asked, Quick Response-style, to correspond with Q/A B homework, but need not proceed as quickly as the homework does. The expansion questions will probably take many more weeks to complete. The rules are identical to Quick Response.

We use these questions to prepare the children to use the large Japanese/English cards, as described next.

## Question/Answer Set B – Large Japanese/English Cards

These cards have variations on the Q/A B questions, in English on one side and in Japanese on the other. We play this game after having prepared for it with the Q/A B Expansion Questions, as described above.

1. Show the Japanese side of one of the cards.
2. Students compete to be fastest to ask the question in English. If successful, they earn a blue chip (one point).
3. Other students will then earn a yellow chip (half a point) for answering.



## Notes:

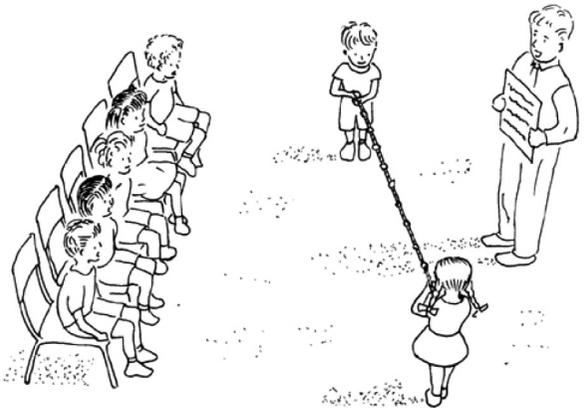
- If this is initially too tough, we can preview the cards with the whole class.
- We use Japanese on these cards not because we're fans of translation exercises, but rather because we want kids to get the sense of the questions we're asking them to produce.
- When showing, for example, the Japanese card for "Can you speak Chinese?" we may also show the corresponding Question/Answer Set B picture card (#5, "Can you speak English?") to help children see the grammatical similarity between this new question and the one they've already learned.
- At any time, we allow "How do you say ~ in English?" questions.
- We may have kids raise hands in this game, rather than blurt out answers. If blurting is allowed, shouting definitely is not.
- To follow through, we show students the English side of the card after they've seen the Japanese side, for early reading practice. This is not true reading, but gives kids the chance to "read at" a sentence, the meaning of which they already know. This is appropriate for students who have reached or finished Oxford Reading Tree, Stage 2 or equivalent readers.

## Ask Me Knots

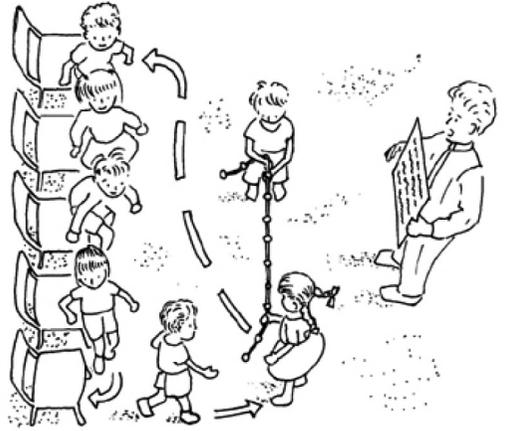
This game reviews common English questions and answers, included a fair amount of those found in the Question/Answer homework sets. The colored rope and general novelty of the game pique students' interests, allowing us to crank up the strictness while keeping things fun.

### Level I

- Count those present, then make a straight line of chairs facing the same way, using two chairs fewer than the number of students.
- The teacher will have two volunteer or selected students come forward, grasp the first knots at opposite ends of the rope, face each other, and stretch the rope between them.
- The rope must be held tautly, at a uniform (stomach-high) height, and parallel to the line of occupied chairs.
- The teacher will stand at the opposite side of the rope from the seated students, and show only the Japanese side of a card of ten questions for all to see.
- The teacher will have one of the rope-holders ask Question #1 of the one at the other end (but changed to English, of course). As soon as the question is asked correctly, the questioner will be allowed to step forward and grab the pink knot. If correctly answered, the other does the same at the opposite end, moving toward each other but always keeping the rope tight.
- As long as they are successful, the pair will continue through the questions, in numerical order, with the same person asking and the same one answering.
- The seated students must pay quiet attention, because as soon as either questioner or answerer makes an error or is too slow to speak, the teacher will ask the sitters for the correct English. Only if no one can say it will the teacher make the correction. Whenever a correction is made by teacher or student(s), any who didn't speak initially must repeat the corrected expression.



8. Whenever either rope-holder errs, the one who missed is replaced by the student at one end of the line, and everyone else moves one chair over. The 'misser' will sit in the vacated chair at the opposite end of the line. Later misers will also sit, moving the line ever sideways, giving everyone successive chances to regain the rope.
9. The partner of the one who erred continues standing, but moves back from whatever knot was reached to the starting end. However, the question/answering sides are reversed. So if the remaining student had been answering, he/she must now, from #1, begin asking. This procedure and role-reversal is observed each time there is an error.
10. If a pair successfully reaches #5, meeting in the middle, they proceed by re-clutching the knots in reverse order, stepping backwards. The first pair to reach #10 and the end knots are the winners. If no one finishes before the teacher calls 'Time', whoever went furthest is champion.



A rope-holder who speaks Japanese must sit down, and if the rope is not held tautly and properly, both must sit. If any sitter is noisy, speaks Japanese, doesn't quickly change seats, or fails to repeat an English correction, etc., that student must move to the end of the row of chairs.

### *Level II*

This is like Level 1, except that students compete in team pairs and, as with Trialogs, after the first answer, either the answerer must quickly ask something back, or the questioner must quickly say something back. But unlike with Trialogs, who should be next to speak is not pre-decided for each question.

Examples:

#### *Type A*

Taro: How old are you?  
Kumi: I'm 14 (years old). And you?  
Taro: I'm 14, too.

#### *Type B*

Taro: How old are you?  
Kumi: I'm 14 (years old).  
Taro: Oh? I'm 14, too.

*Type A*

Kumi: Do you have any pets?  
 Taro: Yes. I have a female Shiba  
 dog. Do you have a pet?  
 Kumi: No, I don't.

*Type B*

Kumi: Do you have any pets?  
 Taro: Yes. I have a female Shiba dog.  
 Kumi: How old is she?  
 Taro: About seven (years old).

Either type A or type B pattern is okay, but team members should try to vary their responses and avoid using the same pattern every time. With each question, after the initial answer, one or the other of the pair must say something more, fast. Otherwise, both must sit down.

As to who asks, and who answers, there are three possibilities:

Plan #1: Questioner continues asking through #5, then the roles reverse.  
 (Like the earlier, basic plan.)

Plan #2: Questioning and answering roles reverse with each successive question.  
 (Like Trialogs.)

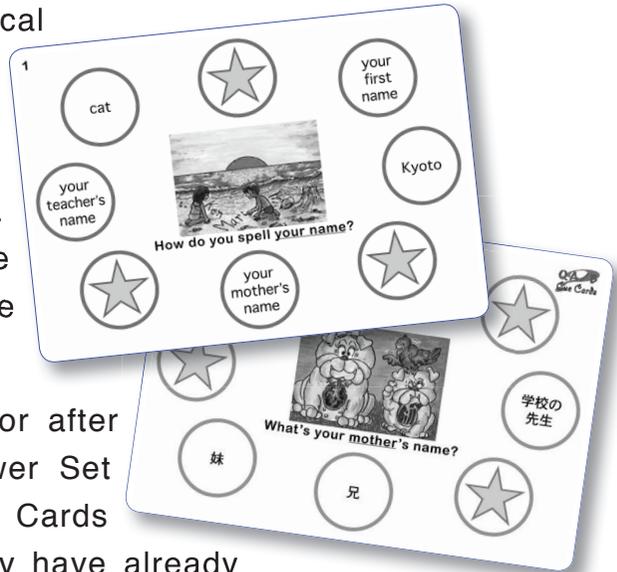
Plan #3: With each question, either one may ask. It doesn't matter who goes first.  
 (But long, indecisive pauses result in the loss of the turn for both.)

The teacher will help decide which plan to follow. But no matter which, accuracy, speed and good pronunciation are all required for success.

## Cue Cards for Question/Answer Set B

This set of 24 cards is used to play a game in which students learn to transform the questions they've memorized in Question/Answer Set B, forming new questions in the same grammatical patterns. This crucial skill allows students to take the 32 fixed questions in the homework set and turn them into a far greater number of similar questions. This will help your students become more flexible and adventurous with the language in the homework set.

The game can be played while or after students have studied Question/Answer Set B, though of course we only use Cue Cards which correspond to Q/A B cards they have already studied at home at least once. It can occasionally be played in lieu of a homework check, though this option should be reserved only for classes that have demonstrated a high level of proficiency with the homework cards.



Each card features the following:

- A number in the upper left corner, indicating which Question/Answer Set B card or cards the Cue Card reinforces
- A Question/Answer Set B picture
- The corresponding question, with a word or words underlined
- Eight circles
  - Five with words in them (in Japanese, with corresponding English on the back)
  - Three with stars

Students attempt to form questions, substituting the underlined word with one from a circle. For example, the question for Cue Card #1 is “How do you spell your name?” and the circled words include 京都 (“Kyoto”), あなたの先生の名前 (“your teacher’s name”), etc. Students will reformulate the question to, e.g. “How do you spell Kyoto?” or “How do you spell your teacher’s name?”

The stars are for free questions, following the question pattern but different from the questions in the Question/Answer sets and from those in the circles on the Cue Cards. Examples: “How do you spell ‘listen’?” “What’s your

cousin's name?" "Can you write English?" etc.

### *Game Play*

1. Lay a few Cue Cards on the table, Japanese side up.
  - a. We may choose to use Cue Cards that correspond to the cards covered in that day's homework check, or those that the students have been struggling with.
  - b. We lay out from one to not more than four Cue Cards. Any more will take too long to complete. Two to three might be best.
  - c. For classes advanced enough to read the English, we may lay the cards English side up. Otherwise, the English sides are only for the teacher's benefit.
2. Students will usually play individually, not in teams. Each will ask, e.g., "May I have the blue chips, please?"
3. Game play begins. Students raise their hands and, when called upon, point to a circle on one of the Cue Cards and attempt to make a question in the same pattern, using that word. (Example: with card #1, the student points to *ねこ* ("cat") and asks, "How do you spell 'cat'?")
4. If they err, we stop them and either give a hint, ask their classmates to give hints, correct them outright, or simply challenge them to figure it out themselves. Then we quickly move on to another student. After an interval, we return to the one who erred and give them another chance at the same question.
5. If they succeed in asking the question, they put one of their chips on that space on the Cue Card. This space can now no longer be used.
6. Who should answer this question?
  - a. With lower-level classes for whom just forming the question is a challenge, the teacher answers. We may then encourage all children to form answers of their own after our model, for practice.
  - b. With classes who can rise to the challenge, the rule is that anyone may answer the question. Optionally, allow whoever correctly answers fastest to place their chip on the space as well, stacking it atop the questioner's chip.
  - c. With even stronger classes, the questioner will "pop-quiz" a classmate, appending his or her name to the question. If the classmate answers

promptly and correctly, they may place a chip atop the questioner's on the board. If not, the asking child may ask another classmate until someone succeeds.

- d. Answers with mistakes should be quickly corrected and practiced, but unlike the question, the answer need not be retried on a subsequent turn. (To do so might be pedagogically desirable, but can make game-play cumbersome.)
7. Continue until all spaces have been filled, or until time is up.
8. When we call time, we point to spaces that have not been attempted and give our own example questions. These will tend to be the most challenging spaces on the cards, so our examples form valuable input.
9. Children count how many chips they have on the cards. Those with the most are praised, as are any who managed to place at least one chip on each of the cards on the table. (This gives us a chance to praise those who have not scored highly, as well as encourage children not to just choose a favorite card and camp out on it.)

### *Notes*

Some of the Cue Cards combine Question/Answer Set B questions that follow the same pattern. For example, Q/A B card 2: "What's your mother's name?" and card 3: "What's your father's name?" are combined into one Cue Card, numbered "2-3".

On some cards, part of the question is underlined in red, and a different part is underlined in blue. The words in the circles are also underlined in either red or blue. When forming new questions, red replaces red, and blue replaces blue. Example: For "Can you speak English?" the word "speak" has a blue underline, while "English" has a red one. In the circles, 読む ("read") has a blue underline and 中国語 ("Chinese") has a red one. Students will thus ask "Can you read English?" and "Can you speak Chinese?" ("Can you read Chinese?"—in which *both* words have been changed—would be a fine "star" question.)

There are even some times when both blue- and red-underlined words must be changed simultaneously. The first in the set is #7, in which "Can your mother drive?" is changed to "Can your father play the guitar?" (Other cards which feature such a double-switch are 13, 14, 24, 25, 26-27, 28, and 29.)

Card "5-6" has a slight anomaly: one of the circled words is "well", which

is not substituted for another word but rather added to the end: “Can you speak English well?” Likewise, with card 18, the circled words are appended to the question, not substituted: “What time is it in Rio de Janeiro?”

On cards 19, 20, and 26–27, the be-verb is highlighted in yellow to show that, depending on the word substituted, the verb may also change (e.g. singular to plural, present tense to past).

The Cue Cards are a potent tool for expanding students’ abilities to communicate by forming their own questions more freely. Enjoy!

## Small Talk

On the Small Talk #1 game boards, thirteen of the Question/Answer Set A illustrations are reproduced; each of these four boards has the same pictures, but in different order.

On the opposite side, Small Talk #2 has a mix of illustrations from Question/Answer Sets A and B, as does Small Talk #3 (on a separate board).

An appropriate game can be played at any time after students have completed Q/A A (for Small Talk #1) or after Q/A B (for Small Talk #2 and #3). These game boards also provide for effective review and expansion in higher ranks.



### Step 1: Pair Work

Each pair of students gets a Small Talk game board and takes turns, one asking, the other answering the questions.

*Option 1-A:* Going around the table, teams take turns, trying one space on their board at a time, going in order from left to right, top to bottom. Student A will ask student B a question from the game board, and student B will answer. (In an odd-numbered class, one group of three will take turns, one asking, the other two answering.)

If either makes a mistake (grammar, pronunciation, too slow, etc.), the team places a chip on that space on the board; otherwise, no chip. It is then the next team's turn.

On each following round, asking and answering roles switch. When the teams reach the end of the game board, each team will retry any spaces with chips on them, removing the chips when successful. When they retry a space, the same student who asked that question the first time asks it again (the kids can be trusted to keep track of this). As teams finish before their classmates, they can relieve the teacher of error-correction duty.

*Option 1-B:* For use in mixed-level classes. Proceeds similarly to option 1-A. However, since asking the question is harder than answering, in each pair, the stronger student asks all of the questions on the board first, to provide a model for the weaker partner. The team then restarts the game board, this time

with the weaker partner asking the questions.



*Option 1-C:* To be used after establishing the 'game plan' with either option 1-A or 1-B. Rather than going around the table one pair, one question at a time, put the kids on 'auto-pilot' and have all pairs operate simultaneously. Teacher monitors, requiring repeats for pronunciation and other errors. On-the-ball classes can be switched from option 1-A to 1-C midway through the game.

### *Step 2: Two-Way Pair Work*

To be done in lieu of *Step 1: Pair Work*. Proceed as in option 1-A (or, later, option 1-C), except that the student asking the question also gives his or her own answer at the end.

*Option 2-A:* To be used only by pre-Trialog classes. Student A asks, B answers; then, B asks, A answers. Example:

*Student A:* Can you swim?

*Student B:* Yes, I can. Can you swim?

*Student A:* Yes, I can too.

*Option 2-B:* Student A asks, B answers, and then A volunteers his or her own information. Example:

*Student A:* Can you swim?

*Student B:* Yes, I can.

*Student A:* I can too.

*Option 2-C:* Student A asks, B answers and then asks a shortened return question, which A answers. Example:

*Student A:* Can you swim?

*Student B:* Yes, I can. Can you?

*Student A:* Yes, I can too.

### *Step 3: Reporting*

After completing any of the options in *Step 2: Two-Way Pair Work*, team members take turns reporting on themselves and each other, i.e. telling their answers to the rest of the class. If either makes an error or is too slow, a chip goes on that space on the board, which must be retried once the game board has been gone through once. Teams take turns retrying one question at a time, until the last team has cleared their board of chips.



*Option 3-A:* Each student reports only on herself. Use this option only with low-level classes. Example:

*Student A:* I can ski.

*Student B:* I can't ski.

*Option 3-B:* Students take turns reporting first on their partners, and then on themselves. Example:

*Aoi:* His name's Kenta and mine's Aoi.

*Kenta:* That's right.

*(If Kenta fails to confirm → chip on that space.)*

*Kenta:* She can't ski, but I can.

*Aoi:* Yes, I can!

*(Kenta forgot Aoi's info → chip on that space.)*

*Option 3-C:* Students take turns reporting first on themselves, and then on their partners. This is like 3-B, but with the order reversed (eliciting different pronouns). Once kids are performing solidly on 3-B, option 3-C is advisable on a following week; we may then alternate weekly between the two. Example:

*Kenta:* My name's Kenta and hers is Aoi.

*Aoi:* That's right.

#### *Step 4: Interviewing*

To be done in lieu of *Step 3: Reporting*. After completing any of the options in *Step 2: Two-Way Pair Work*, rather than teams reporting their own information, they interview other teams. Going in order across the board, a member of one team may choose any member of any other team to ask about his or her partner's information. (With weaker classes, the asking team asks more-or-less in unison.) Example:

*Student C (from another team):* "Aoi, can Kenta ski?"

*Aoi:* "Yes, he can."

*Kenta:* "That's right," or, "No, I can't."

If the student who is asking makes a mistake, a chip goes on that space on the team's game board and, at the end, the same student must retry the question, though it's not necessary to ask the same person as before.

If the student answering the question (e.g., Aoi, in the example above) either makes an English error or can't recall her partner's information, something

must be done. Exactly what to do is up to the teacher. We've played with various ideas and been more pleased with some than others. Options include, but are not limited to:



- Correct the student and have her repeat. Continue the game.
- Put a special chip (e.g., red) on that space on her game board. This chip must be a different color from the chips that the team is using to mark their missed questions. This answer must be retried later.
- Award points to teams for good answers to make this part of the game competitive, encouraging correct output on the first try while still correcting any errors.
- Or, one way or another, muddle through and figure it out as you go. If you discover a better way of dealing with erroneous answers, please let us know.

### *Further Possibilities*

*Race-style pair work:* As an alternative to the first two options described above for *Step 1: Pair Work*, students may play a game similar to the prep game for Paired Command Cards. Using a chip as a place marker, a pair takes turns asking and answering as many questions from their game board (in order from left to right) as they can without making an error. Other teams listen quietly. If the pair errs, they leave their chip at that place and it becomes the next team's turn. Teams who reach the end before their classmates become judges. For more information about games of this kind, see "Paired Command Cards" in the teacher's manual.

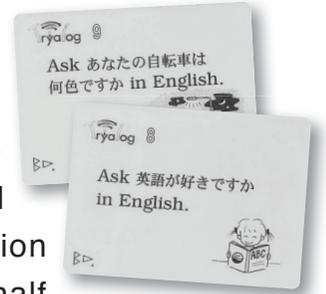
*Tag questions:* Advanced classes may be required to convert the questions on the game board into Trialog-style "tag question" form. Examples:

1. Can you swim? → You can swim, can't you?  
→ You can't swim, can you?
2. Does your mother like coffee? → Your mother likes coffee, doesn't she?  
→ Your mother doesn't like coffee, does she?
3. Are your hands clean? → Your hands are clean, aren't they?  
→ Your hands aren't clean, are they?

However, not all of the questions on the Small Talk game boards can be readily converted to tag question form. For example, to change "How do you spell your name?" to something like "You don't spell your name Y-O-S-U-K-E, do you?" results in a contrived, awkward question. Students should ask such questions in their original forms.

## Nice To Meet You

This role-playing activity has two aims: first, to give students the ability to meet and courteously greet new people in English (hence the title), and then to make small talk and sustain a conversation; and second, to allow students to put to use the mini-conversations they've studied in their Trialogs homework. It appears in our rank progression around the 3rd Rank; playing the game for approximately half a year fulfills a 2nd Rank requirement.



### Preparation

#### 1. Trialog input

Students who have completed the pink set of Trialogs are ready to take the Nice To Meet You challenge—and even more so are those who have made it into ‘yellow’ and beyond.

- Other non-Trialoging candidates for this activity: returnee students of any age, as long as they are capable of basic conversation; junior and senior high school students; and adults. With them, you may conduct the following activity minus anything Trialog-specific.

#### 2. The rule card

This A5-size card, with Japanese on one side and equivalent English on the back, is to be used in the early weeks of the activity and serves three purposes:

- To remind students of how to courteously introduce themselves, and to say and comprehend, “It’s nice to meet you (too).” Use the color-coding of individual words and phrases to spot-check comprehension, then practice the phrases in unison.
- To explain to students how they are to go about selecting topics on which to make small talk. More on this below.
- To teach or remind students of how to courteously end a conversation with someone new, and to say and comprehend, “It was nice to meet you (too).”

#### 3. Student-centered topic selection

Do this for the first few weeks of the activity. Following the instructions on the Nice To Meet You rule card, spread on the table about ten to twenty of the Trialog cards that the kids have studied till now. Give them a minute

or two to work together to separate the cards into two piles: one for Trialogs they might conceivably use when meeting someone new (“What’s your name?” or “Do you like—?” might work), and another for those they probably would not (“Sorry I’m late”, “What’s the date today?”, etc., as well as most ‘tag questions’, as these presume that the speakers know something about each other). We want the students to think through this process for themselves and arrive at their own conclusions, so apart from the most elliptical of guidance (“Are you sure you wouldn’t use this one? Maybe you should look at it again...”), refrain from butting in. The goal of this part of the exercise is to encourage critical thinking about what to say in the conversations they’re about to have. During the activity itself, the cards might be left out on the table for reference, or put away to avoid distraction—you decide.

### *The ‘Nice To Meet You’ Activity*

1. Select any two students (volunteers or ‘volunteered’) and have them stand and face each other, just as they would in a Trialogs check. Though they may be old friends in real life, in this role-play they are to pretend to meet for the first time.
2. One of the student says, e.g., “Good afternoon. My name’s Eriko Tanabe.” The other replies, “It’s nice to meet you, Eriko. My name’s Riku Hayashi.” Eriko says, “Nice to meet you too, Riku.” Who speaks first is not to be decided in advance. (You might award a bonus ‘initiative point’ to the first to speak.)
3. From here, the conversation is free. Each student earns one point for asking a question, answering, making a comment, returning a question or otherwise doing anything to keep the conversation afloat. Track points earned with clickers. The content of the conversation may be drawn from the Trialogs homework, but need not be limited to it—anything the kids *can* say is fair game.
4. Most of the rules of a Trialogs check apply: students must face each other with good posture, maintain eye contact, smile, not use any Japanese, and not pause or hem and haw.
5. One difference from a Trialogs check is that students’ turns do not immediately end if they make a mistake. As long as the conversation does not flag, the teacher notes minor errors (you’ll want pen and paper handy for

this purpose) but does not cut in.

6. You'll also sometimes award double-points for a particularly detailed answer or a heroic 'save'—that is, an inventive or persevering exertion to keep a conversation from lulling. We want to do our utmost to encourage students to take the initiative.
7. In classes that you think will benefit from the thrill of cutthroat competition, you may play the game with a mounting point challenge: the first question in a round is worth one point, but the second question, comment or answer is worth two; the next, three; and the next, four... and so on. The thrill lies in keeping a conversation going as long as they possibly can, the stakes rising steadily. But in classes with serious level gaps, this might result in crushing defeat for the weaker, so exercise this option with caution.
8. When there is a gap in the conversation longer than a few seconds, or an English or other error so intolerable that you cannot let it pass, you call, "Time!" But the players are not yet finished. One needs to say, e.g., "Well, Eriko, it was nice to meet you. Goodbye." The other should answer, e.g., "It was nice to meet you too, Riku. See you later." (As with the initial greeting, who speaks first is not decided; students have to figure it out on the spot—perhaps with a bonus 'initiative point' for the first to speak.)
9. Do any needed follow-through (see below), then choose two new players and play another round. There is no need to team up conversation partners; on a later effort, Riku and Eriko could just as well speak with other classmates as with each other.

### *Follow-Through*

1. *"Good! Now, you made a few mistakes..."*

As we've seen, the teacher does not immediately correct any minor mistakes in grammar, word choice, pronunciation, intonation, etc. as they occur in the game. The goal is to allow students to struggle through the role-play as realistically as possible, all in English and with no interruptions. The end of the activity, then, is the time for error correction. You'll want something to write with, to note mistakes as they occur. If a student made the same mistake several times (mispronounced 'L' sounds or missing a's and the's, etc.), it is beneficial to point out the pattern of error.

2. *"Good! Now, here's something else you might have said."*

The end of the activity is also a good place to suggest further communicative avenues for next time. As a rule, suggest at least one thing that each student could have asked/said at some point, but didn't. "Riku said he likes J-pop, so why not ask, 'Who's your favorite idol?' And then be sure to tell him your own!" etc.

### 3. Transitions and gap-fillers

At some point before, during or after the activity, you might give tips for making transitions (when and how to use language like, "Actually...", "On the other hand...", "By the way...", etc.) and filling gaps ("Well...", "So, anyway...", "Umm..."). "Ano-o-o...", "E-e-e-to...", sucked-in breaths and mute staring at the floor communicate nothing to English-speaking conversation partners.

#### Notes

- Use the color-coding of words on the Nice To Meet You rule card much as you do the Speed Roll cards and other similar materials. Showing the Japanese side, first ask, e.g., "What color is 'It's nice to meet you too'?" The Japanese equivalent of this phrase is highlighted in green, so student compete to be first to call out, "Green!" At a later stage, play the game in reverse: give a color and have students compete to call out the corresponding English.
- The color-coded "Getting Started" and "Finishing" sections on the card have some expressions inside brackets. Our intent here is not to tell students, "Here's what you say" via direct translation, but rather, "Here's what you do". For example, the Japanese word in pink (あいさつ) translates as "greeting"—kids are to read this and think for themselves of how they might greet someone in English. (This is as opposed to, say, showing kids こんにちは<sup>1</sup> and having them translate it directly as "Hello.")
- As the fine print on the rule card notes, we generally say, "It's nice to meet you" or something similar after, not before, we've learned someone's name. This norm may not always apply in Japanese culture, so we'll need to teach it, and insist upon it, here.
- Likewise, the proper pleasantry at the end of such a conversation is, "It was nice to meet you" (not 'is'). Point this difference out to the kids.
  - You might also mention that "It's nice to see you" is not appropriate for a first meeting, and that "It's nice to meet you" won't work for a second meeting,

<sup>1</sup> *konnichiwa* = 'hello'

except perhaps with “again” attached (though even this is frowned upon by some).

- If you elect to require students to shake hands at the start of each role-play, teach proper handshake etiquette: the timing of when to offer one’s hand, how firmly to grip, and about how long shake hands before releasing (they’ll otherwise tend to maintain contact for too long). No ‘dead fish’ or Romeo-and-Juliet handholding allowed.
- Students at the lowest levels might simply fire off one unrelated question after another; we allow this for a while, to let them build comfort and confidence. But before long we introduce to them the idea of conversational flow: that it doesn’t make sense, for example, to go up to a stranger and ask, “Can you swim?” out of the blue—but that you might ask this question if you’ve first asked, “Do you play any sports?” or “What sports do you like?”, etc. Sports having been established as the current topic, a question about swimming could then be natural.
- Though we’ve written above that most tag questions won’t be appropriate for a first meeting, they can in fact be used in an interesting variation to the activity: “Kids, let’s say it’s your first meeting but you have a mutual friend.” Kids can add things like “You know Koharu, don’t you?” or “I heard about you from Takuya. You play tennis, don’t you?” to the standard opening. It strains the bounds of ‘naturalness’ to use this pattern over and over again, but it can be a good way to start a conversation.

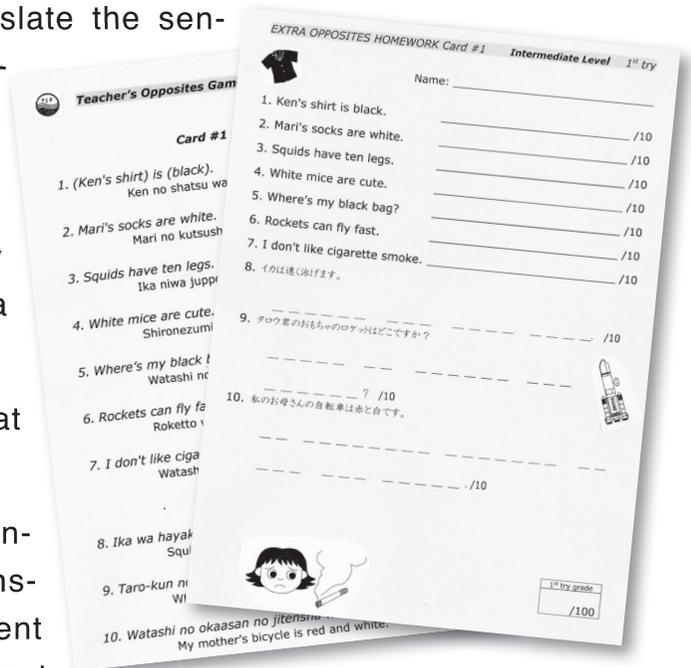


Use this activity to increase your students’ proficiency with the Dialog exchanges, build their confidence in their spoken English, and prepare them both psychologically and practically to negotiate real-life encounters with new English speakers the world over. Good luck!

## Ormandy's Opposites Follow-Through Game

The Opposites Follow-Through plan includes an in-class translation game and subsequently assigned homework worksheets. From a printed list, we read an English sentence that's of the same grammatical pattern, and uses much of the same vocabulary, as a recorded Opposites sentence. The object of the game is for students first to translate the sentence to Japanese (thus demonstrating comprehension) and then to repeat the English. Giving correct English and Japanese earns a blue chip (one point), while only giving correct Japanese earns a yellow (half a point).

1. Read out a sentence, starting at the top of the sheet.
2. Students raise their hands to indicate they want to try to translate to Japanese. Any student who doesn't raise her hand is out of the game for this round. All others should keep their hands up until they are 'out' or the round ends.
3. Call on a hand-raiser, who gives Japanese.
4. All those with hands raised must at once say either, "I agree," or "I disagree." Any laggards must put their hands down for this round.
5. If the student's Japanese was incorrect, she, and anyone who has agreed with her answer, is out for this round and must put down her hand. Elicit an answer from one of those who disagreed. (Repeat steps 4 and 5.)
6. If the student's translation was correct, she, and anyone who has agreed with her, qualifies for a yellow chip. But chips are not rewarded until the end of the round.
7. Anyone who has disagreed with this correct translation may give one of his own. (In translation games, there is often more than one correct way to say the same thing.) If it's correct, he also qualifies for a yellow chip. Otherwise, he's out for the round.



(‘Correct’ translations are printed in the alphabet on the teacher’s call sheet. If a student offers something different and you’re not sure, you can ask them and the class if it means the same as what you will read them from the sheet. If it does, accept it as a good answer. You may sometimes give a yellow chip for something that, though not a perfectly correct translation, is just about right.)

8. At this stage, students who have either given or agreed with correct Japanese translations still have their hands up. All have qualified for a yellow chip (but have not received one yet).
9. From among those with raised hands, call on a student to attempt the English sentence. Just as before, other students must promptly either agree or disagree.
10. If a student gives, or agrees with, an incorrect English sentence, he has earned a yellow chip (for correct Japanese only).
11. If a student gives, or agrees with, correct English, she earns a blue chip. (She doesn’t get a yellow one too—those are only for the students in step 10 above.)
12. The round is over. Award chips to all who have earned them. All in the class may participate again as you read out the next sentence, proceeding in order down the page.

We follow the game with additional homework worksheet assignments, in which students translate the sentences they heard in the game from English to Japanese and, at the end, from Japanese to English. We might play the in-class game at any level (including Basic, for which there are no follow-through worksheets) without assigning follow-through writing homework.

Our Opposites homework sheets (excluding Basic) accommodate scoring for both regular homework and the follow-through translation extras, scores for which can be entered at the bottom. The latter will typically fall behind the weekly schedule of the former but will provide a lagged review. The reason for not staying current, except perhaps with upper junior high or high school classes, is that the translation game usually needs to be played twice (over two weeks) before the kids will be strong enough to do the written follow-through homework.