

# Effective Use of the Textbook: Using Supplementary Materials

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2005/06 Mid-Year Conference for English Teachers in Miyagiken, Japan.

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# Effective Use of the Textbook: Using Supplementary Materials

## Introduction.

Whichever textbook it is that you use to teach English in J.H.S, it can almost be treated as simply a guide – a framework that you can build upon to help the learners really absorb some English rather than just memorising words and structures for tests.

This handout accompanies the Mid-Year conference seminar. The aim of this seminar is;

**To inspire some new ideas for supplementing J.H.S textbooks, and to look at how to do that (without creating too much extra work!).**

In this seminar we will introduce some activities that can be done with supplementary materials for the textbook. The main aim of those supplementary materials being to help the students to understand and remember the points being presented to them in the textbook.

Following the time old traditional we will start with a warm-up.

### **Whose Body Part is this?** (activity one)

In this simple activity – used as a warm-up to a longer activity, using people and characters the students know and like (or dislike!) can really grab the student's attention and bring the grammar point to life.



(HARD GAY)



**Whose mouth  
is this?**



**Whose eyes  
are these?**



(Mr Filch - Harry Potter)

**Objective:** This is an activity we have used for 1年生 classes, to practice possessive expressions.

**Time:** 10 minutes

**Materials:** Pictures (see previous page)

**Procedure:**

1. Quickly review the grammar already learnt. Writing notes on the board is good for visual learners and less confident students.
2. First, teachers demonstrate the activity. Show a picture asking the question "Whose *nose* is this?" The other teacher answers 'It's *Ichiro's nose*'
3. Now ask the class as a whole – encourage group responses.

Our experience of this supplementary activity has been positive. The students get very excited about trying to figure out to whom the body part belongs. If you can prepare between 6-10 images (laminated and re-use) you can gauge the class atmosphere and do all 10 or stop at 5.

Any thoughts on this activity? Take a note.

Please refer to the appendix page one for a copy of the follow up activity to this warm-up. Now that we have looked at one activity that utilises supplementary materials, let's have a think about what exactly 'supplementary materials' are.

## What are supplementary materials?

We are here to discuss "Effective use of the textbook: Using supplementary materials" but what are "supplementary materials" ?

Here's what we think:

Supplementary materials are things which help the students to learn the grammar points that the textbook presents them with.

There are certainly many available to us ranging from the official teachers manuals, CDs and flashcards, to music, computers, manga, etc...

What do you think? Anything else to add?

### What supplementary materials are you currently using?

Take 5 minutes to **DISCUSS** in your group and take a note.

## Textbook Scramble (activity two)

This activity takes a boring set of questions reviewing the textbook and turns them into a fun time-challenge. It can be adapted for all levels. We have used this Supplementary activity as a review prior to term tests. The students really enjoyed the team challenge aspect of this.

Please refer to the appendix page two for a copy of the activity sheets we have used for 2年生 classes – using the Sunshine textbook 2. In this seminar we will step up the challenge for you and make it a **“Japanese Heroes of 2005 Newspaper Scramble”** activity.

**Objective:** To review material already taught.

**Time:** This is a flexible activity which be used as simply a warm-up or for an entire lesson.

**Materials:** Reusable laminated sheets on which to write questions. Student answer sheet.  
Model answer sheet.

**Procedure:**

1. Students form lunch groups
2. Hand out the **student answer** sheet.
3. Explain the game simply to the students – the use of Japanese can be completely avoided in this lesson.
4. Start the activity. One student from every group retrieves a question (written on laminate) from somewhere in the room.
5. When a group (all members have written the answer in full) has finished a question, they should raise their hands for a teacher check. The teacher then quickly checks that all members have finished writing (basically correct answer, students can check answers later with answer sheet) If the teacher is satisfied then the team can return their question and retrieve the next one.
6. Reward the groups that finish in the allotted time.
7. Finally hand out the model answer sheet and review important points such as pronouns etc...

This activity really has worked well and could be adapted to use with realia. One of the best things about this activity is the role of teamwork. The students all help each other to finish the answering the questions as soon as possible.

Any thoughts on this activity? Take a note.

## Points to consider with supplementary materials.

One **Why** supplement the J.H.S textbooks?

- To consolidate the lessons of the textbooks, helping the students to understand and use.
- To address various learning styles of your classes;  
reading / writing / listening/ speaking
- To bring the grammar point "to life". Textbooks can be dull, but we can use supplementary materials that are more relevant to our students.
- To expand on simple ideas and notions of culture introduced in the textbook.
- To take the focus away from a book and onto the class and its members.
- To be responsive to our class needs.

Anymore thoughts on **why**?

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Two **When** to supplement J.H.S textbooks

- Team teaching lessons provide the perfect opportunity to supplement the textbook. English classes are taught (in Sendai at least) three times a week. If it's possible try use one of those classes for T.T and at least a portion of that time supplementing the textbook.
- Gauge the atmosphere of your classes, the mood may be a bit low and an active team game using English they have studied can be a good way to revive their interest / boost confidence in English.
- There may be a topic introduced in the textbook (eg: time for 1年生) which needs expanding on.

-When there is spare time! Often towards the end of term, if a class is progressing through the textbook well, there may be a spare lesson or two – endless possibilities!

### Three **How** to supplement J.H.S textbooks

-Make sure that any supplementary materials are relevant and easy to understand.

-Use realia. **Pictures of famous people / anime.** Using both Japanese realia (Talento, Sport stars, singers, comedians) and realia of your own (being a Brit I love using Harry Potter, David Beckham, the Queen and a picture of my dog...!) can really appeal to students.

Your own photographs / maps / country info (embassies often have lots of free goodies) / food

-Use music / videos – this really injects interest into a lesson.

-Use books / manga / magazines. Again another form of realia, the students can really enjoy being able to understand English material.

-Use ALTs resources. There are plenty out there. Activity idea handbooks produced by Sendai City, and Miyagi Ken ALTs, as well as national JET resources.

-Use the internet – See the appendix for a list of interesting and useful websites.

Any more thoughts on **how**?

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Four

## How **not to** supplement J.H.S textbooks

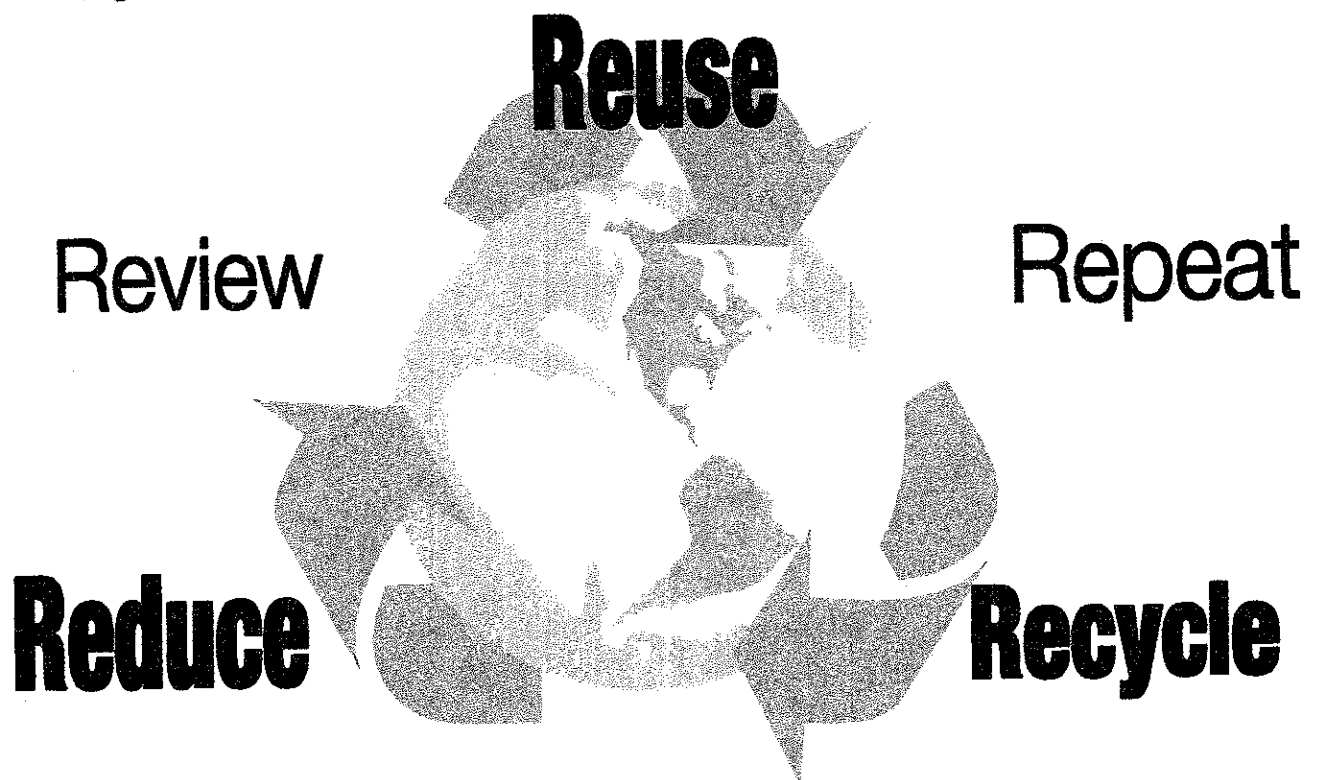
-Don't use too much Japanese. If you explain an activity in English, and straight away translate into Japanese the students aren't even going to *try* to understand your English explanation. Have confidence in your students! With just a few hints at the key words they can understand. Make it simple and give them time to think!

-Do prepare carefully. Using realia can be full of potential problems.

-Don't work individually - **team-teach!** Although time and opportunity are often against us, try to run any ideas you have past the other teacher. Also in the classroom, team-work (teaching) is important when doing supplementary activities.

### **Sustainable Living!**

Alongside of the aim of this seminar we also have a theme:



**Reuse** materials – Use the same characters for different activities.

Laminate any pictures you use. Repetition is not a bad thing

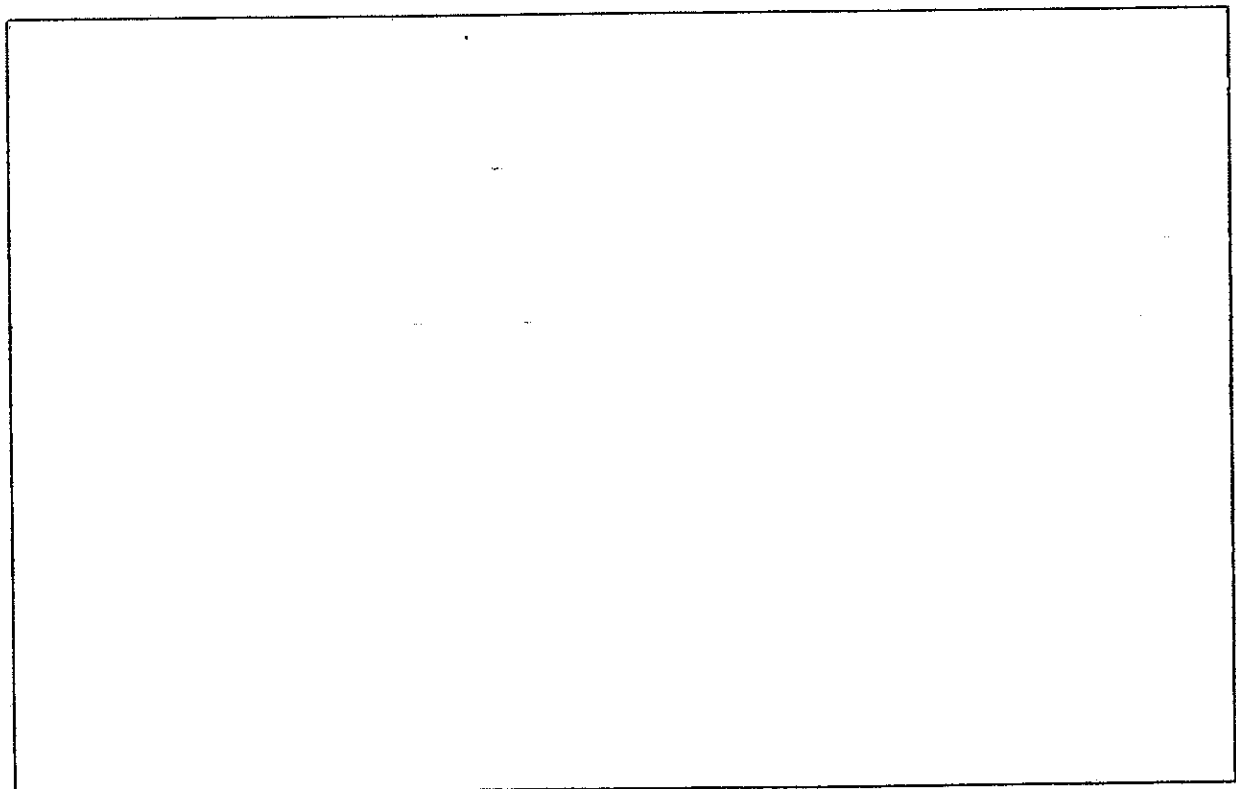
**Reduce** words – Reduce the Japanese you use. Say or write only the minimum to help students understand. Make sure your English is clear and simple.

**Recycle** instructions – Any worksheets you make should again have clear and simple English instructions. Try to use the same sort of words (and style) with all your worksheets for continuity.

## Final Challenge!

Taking a grammar point from the new, New Horizon textbook, and working with the other people on your table please think about two things:

**A list of potential supplementary materials** you could use, and an **outline for an activity using those supplementary materials.**



**Reuse** materials – Use the same characters for different activities.

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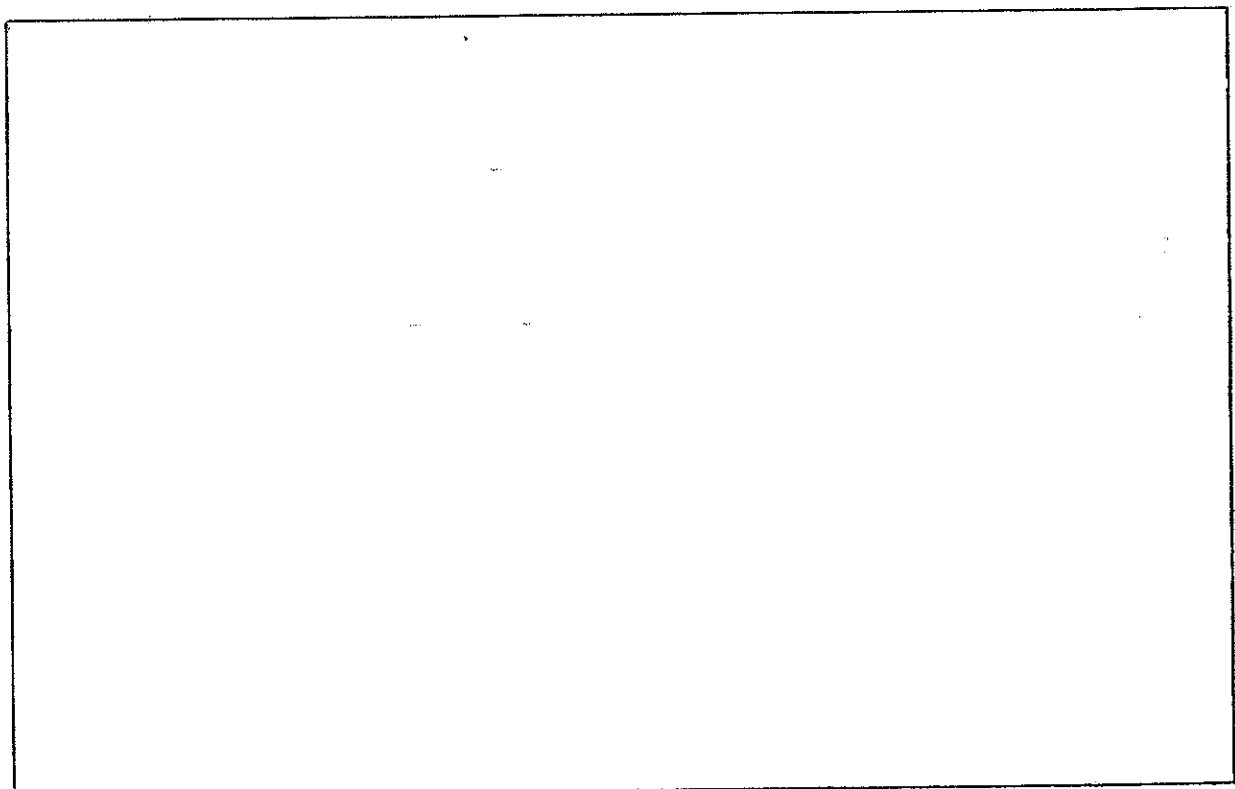
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## Final Challenge!

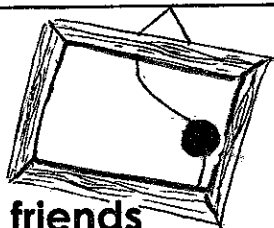
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**A list of potential supplementary materials** you could use, and an **outline for an activity using those supplementary materials.**



# Appendix

**Q. Whose nose is this?**



**A. It's Snoopy's nose.**



**Draw and ask your friends**

	Whose ear is this? _____ _____		Whose nose is this? _____ _____
	Whose _____ is this? _____ _____		_____ _____ _____

**1. When is your birthday?**

例 Snoopy's birthday is May 2<sup>nd</sup>

\_\_\_\_\_

**2. What is your favorite food?**

\_\_\_\_\_

**3. What is your favorite animal?**

\_\_\_\_\_

# Textbook hunt!

Name: Answers

1. How often does Yuki help Mr Yamada? She helps him once a month.
2. Is Karen's stomachache bad? No, it's not so bad
3. Who wrote to a letter to the local newspaper about Santa Claus? Virginia did.
4. How do you say "begin" in Japanese? We say / It's "始める"
5. When Yuki went to the U.S, who did she stay with? She stayed with her aunt.
6. Yuki got a letter from Andy. How does she look? She looks happy.
7. Does Taka have anything to eat? Yes, he has an apple / Yes, he does.
8. Does Mr Brown read all of the newspaper? No, he enjoys reading just a few pages.
9. Is Karen looking forward to the trip to Oyama? Yes, she is.
10. When Hiroshi got to the park, what was Nobu doing? He was playing a guitar
11. Is Mr. Yamada Yuki's uncle? No, he isn't
12. Is Mr. Yamada's friend's house on the left or the right?  
It's on the right
13. What's in Oyama? There are lots of beautiful hills and mountains there.
14. How do you say "local" in Japanese? We say / It's "地元"
15. A san: **Thank you** for the dinner.  
B san: You're welcome
16. A san: I have a little problem with my stomach.  
B san: Are you all right?

# Textbook hunt!

Lunch Group \_\_\_\_\_

My name \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

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

Class: \_\_\_\_\_ No: \_\_\_\_\_

# We are Housemates!

Our house name is \_\_\_\_\_ The leader is \_\_\_\_\_



Who wants to \_\_\_\_\_?



"I want to \_\_\_\_\_." (vacuum ...)



How often?

always / sometimes" +



feed the pet

Name \_\_\_\_\_

do the laundry

Name \_\_\_\_\_

clean the bathroom

Name \_\_\_\_\_

clean the toilet

Name \_\_\_\_\_

cook

Name \_\_\_\_\_

take out the garbage

Name \_\_\_\_\_

prepare the rice

Name \_\_\_\_\_

wash the dishes

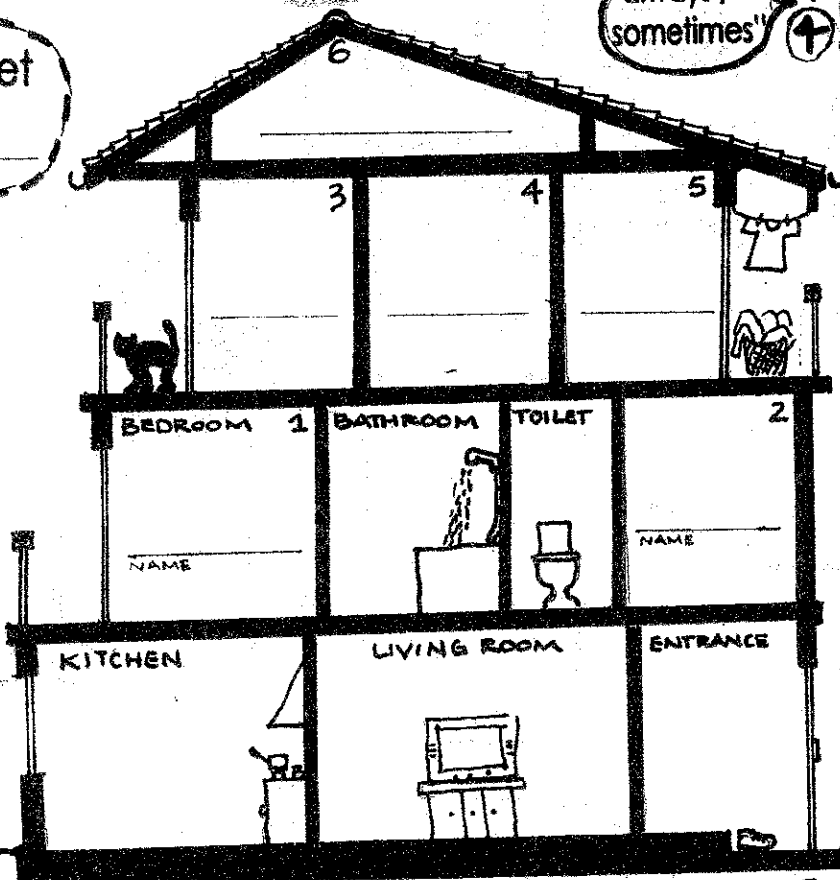
Name \_\_\_\_\_

VACUUM

Name \_\_\_\_\_

clean the entrance

Name \_\_\_\_\_

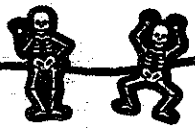
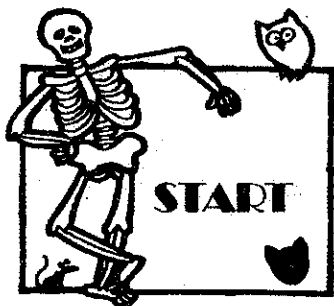


Write about three housemate's jobs

例 Bob cleans the bathroom.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

# \* English Sugoroku \*

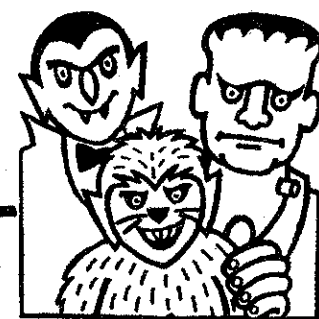


Self Introduction



Say 3 不規則動詞

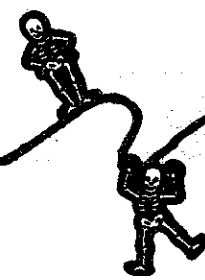
Say 3 of your favorite things



Introduce your friend

Make 3 animal sounds!

Say 1 sentence "to+不定詞"



Say a tongue twister x3 Faster!



Say 1 sentence "There is~ are~"

Say 1 sentence 過去形

Break ☠

Say 1月~12月 in English!



Finish!!

Read one page of the textbook

Smile to your friend 😊



Say 1 sentence 未来形

Say 1 sentence 現在進行形

Say 3 things in the classroom in English!

Jump!!

Sing an English song

Say 1 sentence with "when" or "if"



# Past Participle Wordsearch

\*NOTE



This word search is taken from an old Sendai City ALTs activity manual.

The students find this an enjoyable challenge first to remember the past participle form of the word & then to find it.

TAKES: 35 min

**Find these words** See Useful Website list for useful word game website



- be      become      begin      buy      break      bring
- build      catch      come      drink      eat
- find      get      ~~give~~      go      have
- hear      leave      make      meet      put      read
- run      say      see      sing      sit      sleep
- speak      teach      tell      think      understand

Write two sentences using these words.

1 \_\_\_\_\_

2 \_\_\_\_\_

# Word Test Result

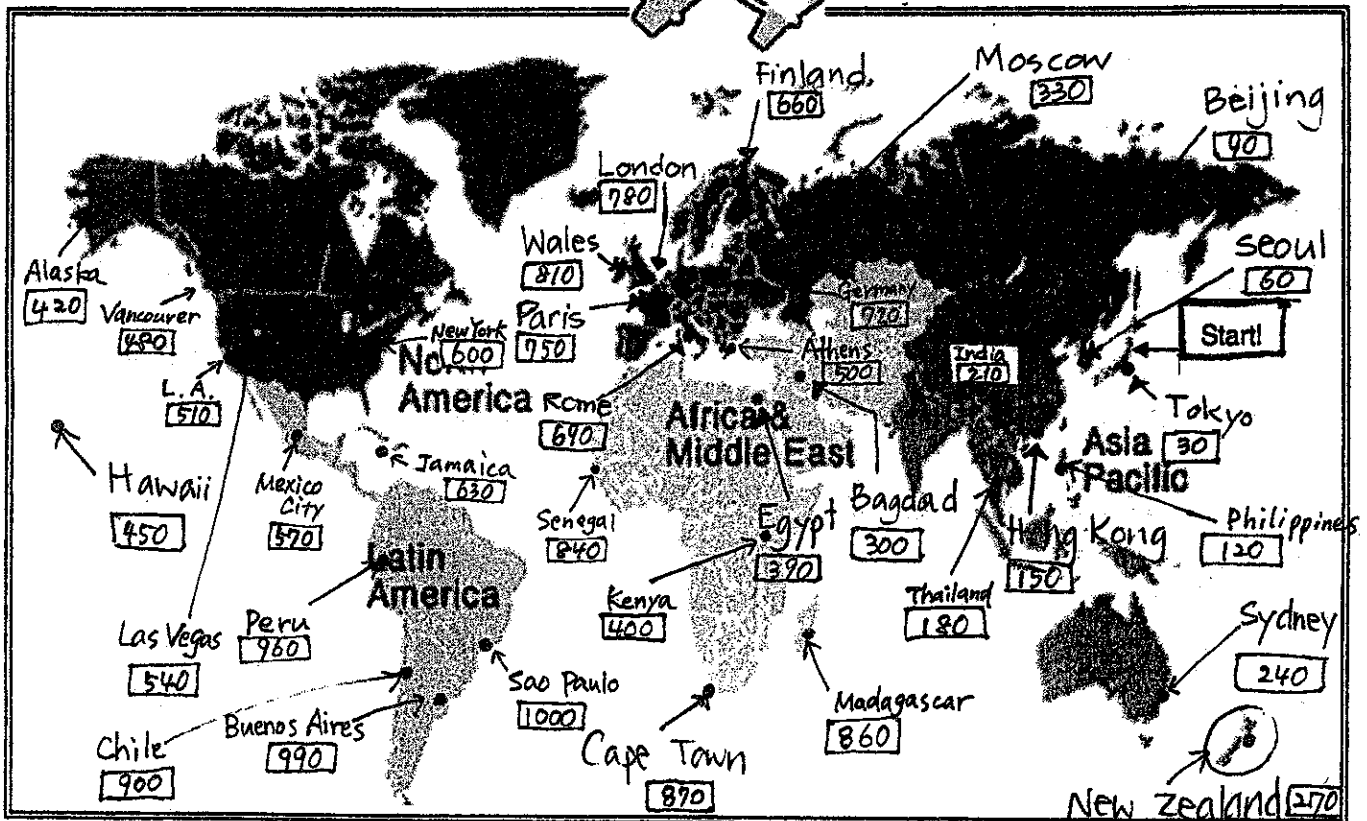
Earn your mileage point and travel abroad!

3<sup>rd</sup> Grade Class No. \_\_\_\_\_ Name: \_\_\_\_\_

Vol.	Category	Score	Vol.	Category	Score
Vol.1	Food & Animal	/50	Vol.11	Verbs 3	/50
Vol.2	Calendar & Space	/50	Vol.12	Irregular verbs 1	/50
Vol.3	Pronoun	/50	Vol.13	Irregular verbs 2	/50
Vol.4	Family & Person	/50	Vol.14	Adjective 1	/50
Vol.5	School	/50	Vol.15	Adjective 2	/50
Vol.6	Body, Clothes and Color	/50	Vol.16	Adverb	/50
Vol.7	Place & Transport	/50	Vol.17	Preposition & Auxilliary verbs	/50
Vol.8	Country & City	/50	Vol.18		/50
Vol.9	Verbs 1	/50	Vol.19		/50
Vol.10	Verbs 2	/50	Vol.20		/50
<b>Total</b>					<b>/1000</b>

Where can you go?

1 Point = 1 Mile



**WORD TEST**

Vol.9

Date: / /2005

**Verb 1**

3rd Grade Class No. Name: \_\_\_\_\_

	English	Japanese		English	Japanese
1	go	行く	26	think	思う
2	come	来る	27	guess	推測する
3	meet	会う	28	feel	感じる
4	see	会う/見る	29	want	ほしい/~したい
5	look	見る	30	hope	望む
6	watch	見る	31	wish	願う
7	show	見せる	32	like	好む/好き
8	read	読む	33	love	愛する/大好き
9	write	書く	34	believe	信じる
10	hear	聞く/聞こえる	35	agree	賛成する
11	listen	聞く	36	worry	心配する
12	ask	聞く/尋ねる	37	forget	忘れる
13	answer	答える	38	remember	覚えている
14	say	言う	39	understand	理解する
15	speak	話す	40	study	勉強する
16	talk	話す	41	learn	学ぶ
17	tell	話す/教える	42	work	働く
18	teach	教える	43	practice	練習する
19	have	持っている	44	do	する
20	take	持って行く/とる	45	play	(スポーツ・楽器など)する
21	bring	持って来る	46	enjoy	楽しむ
22	get	得る/手に入れる	47	start	始める
23	give	与える/あげる	48	begin	始める
24	hold	保つ/持っている	49	finish	終わる/終わる
25	keep	保つ	50	stop	やめる

Score \_\_\_\_\_ /50

**WORD TEST** Vol.9

Date: / /2005

**Verb 1**

3rd Grade Class

No.

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

	English	Japanese		English	Japanese
1		行く	26		思う
2		来る	27	guess	
3	meet		28		感じる
4		会う/見る	29		ほしい/~したい
5		見る	30		望む
6	watch		31	wish	
7	show		32	like	
8		読む	33		愛する/大好き
9		書く	34	believe	
10		聞く/聞こえる	35	agree	
11	listen		36	worry	
12	ask		37	forget	
13	answer		38	remember	
14	say		39		理解する
15		話す	40		勉強する
16	talk		41	learn	
17	tell		42		働く
18		教える	43		練習する
19		持っている	44	do	
20	take		45		(スポーツ・楽器など)する
21		持って来る	46		楽しむ
22	get		47	start	
23		与える/あげる	48		始める
24	hold		49	finish	
25	keep		50		やめる

Score \_\_\_\_\_ /50

# Useful websites for lesson planning and supplementary material

Prepared by: Anette Partridge and Katie Lea

<http://www.sendaiedu.com/>

- Sendai City ALTs supplementary materials website. Currently offering lots of ready to go worksheets to accompany the syllabus grammar points.

<http://bogglesworld.com/>

- this website holds various ESL word activities and worksheets for various ages if you need a last minute lesson plan
- ex. Crosswords, word searches, flash cards, lesson plans, songs...etc.

<http://www.mes-english.com>

- this sites is **amazing** for downloadable flashcards, requires adobe reader for the flashcards
- also has a great reference for phonics

<http://www.genkienglish.net>

- this site was created by an ex-JET who is crazy about teaching English, mostly for elementary school ideas but great for phonics
- includes a variety of clipart which can be used for flashcards

<http://www.topenglishteaching.com/>

<http://www.englishraven.com/>

- websites full of ideas games and lessons for almost any age and level

<http://iteslj.org/v//>

<http://www.manythings.org/>

- if your school lets you do english classes in the computer room, try these out for an elective class for vocabulary

<http://esl.about.com/>

- this sites holds TONS of stuff for all levels, lesson plans, vocabulary, grammar, check it out, I'm sure you will find something useful

<http://www.eslcafe.com/ideas/sefer.cgi?Games>

- this websites holds a bunch of games and ideas for creative ESL classes

<http://www.esl-lounge.com/>

- another useful site

<http://www.eslmonkeys.com>

- has a bunch of really fun ideas, under the "teaching materials" link

<http://library.thinkquest.org/10007/>

<http://www.theholidayzone.com/links.html>

- two sites if you are teaching holidays around the world, gives a brief description of the origin of certain holidays

<http://clta.net/lessons/>

- Internet Activities for Foreign Language classes
- Other links to help write internet activities

<http://www.puzzlemaker.com>

- a site where you can input your own vocabulary and it will create word searches, hidden message, fallen phrases, cryptograms, and many more!

<http://www.gameskidsplay.net/>

- a list of games which you can mix in with teaching english

<http://www.teacher.scholastic.com/reading/bestpractices/phonics.htm>

- a phonics website.

<http://www.bbc.co.uk/schools/wordsandpictures/phonics/index.shtml>

- "print and do" activities for phonics

<http://www.learnenglish.org.uk/>

- Lots of good advice and tips (esp aimed at ALTs)

<http://www.teachingenglish.org.uk/>

- From the BBC and the British Council – Excellent resource

[www.uknow.or.jp/teamteaching/](http://www.uknow.or.jp/teamteaching/)

- this site has over 100 hours of downloadable lesson plans, quizzes and other materials aimed especially for team teaching in Japanese schools.

## Clipart websites

<http://www.free-graphics.com/clipart/>

<http://www.aminet.or.jp/~yasu/illustrations/index.htm>

- registration free clipart that can be used for making worksheets or flashcards

<http://www.free-clipart-pictures.net/index.htm>

<http://school.discovery.com/clipart/>

- more useful clipart

<http://www.barrysclipart.com/>

<http://www.gif.com>

- this websites has tons of clipart and also links to other resourceful clipart sites

<http://tell.fl.purdue.edu/JapanProj/FLClipart/>

- more clipart for ESL lessons, with links to other useful sites

<http://www.esl-images.com/>

- great resource for teaching, however you need to pay a registration fee for use fo the materials
- JET participants get 20% off, you can also find this link at <http://www.jetsetjapan.com/dealzone-esl-images.shtml> for information

<http://school.discovery.com/clipart/>

- Educational clip art is offered mostly free on this website.

[www.istockphoto.com](http://www.istockphoto.com)

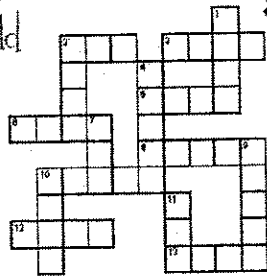
- Not clip art per-say but a great image resource.

<http://star.nigaoes.com/gallery.htm>

A rare collection of Japanese celebrity cartoons. These have proved invaluable in the constant struggle to spice up otherwise mundane worksheets.

# Examples from websites

Verbs I  
Boggle's World



### Across

- 2. \_\_\_ down your book.
- 3. I \_\_\_ books at night.
- 5. I like to \_\_\_ my bicycle.
- 6. I am going to \_\_\_ a cake.
- 8. \_\_\_ up.
- 10. Let's \_\_\_ a movie.
- 12. I want to \_\_\_ soccer.
- 13. I \_\_\_ the bus to school.



### Down

- 1. I \_\_\_ up at 6 AM.
- 2. \_\_\_ up your book.
- 4. I \_\_\_ my teeth everyday.
- 7. I \_\_\_ pizza every Tuesday.
- 9. I \_\_\_ my car to work.
- 10. I \_\_\_ to school.
- 11. \_\_\_ down.

Bogglesworld copyright (c) 2000

<http://bogglesworld.com/wordsearches.htm>



## In a House



r e f r i g e r a t o r  
o j d i n i n g r o o m  
b e d i b e d r o o m o  
w p p i t k i t c h e n  
h e j v y t a b l e b c  
j w a l s h o w e r a h  
l b c n t v e k f t t a  
m y q g o b s k d o h i  
c s h r x s o c e i r r  
w i t o w b f i k l o q  
c n g o q p a h d e o t  
y k u m w u z q t t m j

living room dining room kitchen  
bedroom bathroom chair  
sofa TV sink toilet bed  
shower table refrigerator



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