

## Fluency Course 2 Teacher Manual

Hi. Welcome to the Fluency Course.

This is a four-skills course written for junior high school students in Japan. It is designed to complement regular junior high school and juku classes and provide students with a large amount of English input as well as many opportunities to speak and write in English.

With the Fluency Course, teachers don't teach classes so much as manage them. A typical lesson is more like a sports club practice, with students doing familiar exercises and drills. The content changes, but after the first few sessions students know exactly what to do.

This manual describes the full Fluency Course and how all the components can be used with students. Some teachers and schools may want to adapt the materials and use them in a different way, or supplement them with other materials or activities. This is, of course, perfectly fine.

The Fluency Course was designed to be modular and teachers can use some, all, or none of the components (although that would make it somewhat pointless to adopt the course).

It is not necessary for students to have completed level one of the Fluency Course in order to use level two, but this level does build on the same skills and activities as the first one, so students may find it more difficult if they are doing it for the first time. The timed reading exercises in particular may be a bit challenging for ordinary junior high school second graders who have not completed year one of the Fluency Course.

## Components

Here is a list of the components and activities available in the course. A full description follows later in the manual:

### Questions

There are 240 questions in the course, 120 each in Textbooks 2a and 2b. Optional A3 question handouts can be downloaded from the Fluency Course website Teachers Page. There are also question pages in the textbooks, as well as bilingual reference pages with questions in English and a Japanese translation.

### Workbooks

The workbooks allow students to copy the questions and write their own answers. Students are also encouraged to write supplementary information if they finish early. This is a very useful activity to develop students' ability to write in English.

### Vocabulary

Each unit has 20 vocabulary words. Students are encouraged to learn the words before class (using Quizlet or their textbooks). There is a short vocab quiz to be done at the start of class. Students will also encounter the vocabulary in that unit's timed reading texts.

### Timed Reading Texts

Each unit has three timed reading texts with three multiple choice questions. Every fourth unit has a single, longer text with five multiple choice questions. The texts can be used in a variety of ways, as silent timed reading exercises, as listening exercises, and for students to read aloud.

### Verbs

Each unit explores a verb. There is one page of verb declensions to read aloud, and a further page of verb questions to be filled out by students. This is best done as a timed activity. Students can check their answers using the verb answers (download from the Fluency Course site).

### Writing Practice

Each group of four units has a topic and leads students from initial brainstorming to drafting a short piece of writing, then rewriting it in order to fix mistakes and write more.

## Lessons

A typical lesson looks like this, but it is also possible to use the components in a different order, to use only some of the components, or to add other components as needed. The Fluency Course is designed to be modular, so there is no need to use all of it. (60 minute lesson example)

### Questions (20 minutes)

Week 1: read the questions and have students repeat while checking the Japanese meaning in the appendix. Then read and repeat the questions and answers on the question pages or question handouts. Then do the questions in pairs. Students should answer with their own information.

Week 2: Read and repeat the questions and answers on the question pages. Then do the questions in pairs.

Week 3: Do the questions in pairs. For a challenge, have students ask the questions in random order. Partner tries to answer without looking at paper (can look if they need to).

Week 4: Same as week 3. For an additional challenge, encourage students to ask follow up questions or volunteer extra information. Even more challenging: have students change the questions. For example, "What do you drink for breakfast?" -> "What do you eat for breakfast?".

### Workbooks (5-10 minutes)

Read and repeat the questions and answers. Have students copy the questions and write their own answers. Check. Then have them write additional information. Check.

### Vocabulary (4 minutes)

Read and repeat the English vocabulary while students review the Japanese meaning. Then give students 2 minutes to do the quiz. Check answers.

### Timed Reading (10-15 minutes)

Have students time and read the texts silently. Then have them answer the questions. Check the answers as a class. To make it easier or at the start teacher reads the texts while students follow along. Then read the questions and students choose the answers. To make it harder teacher reads the texts but students don't look at them. Students answer the questions based on the listening.

After doing the reading and questions, students can also read the texts aloud as a class, in pairs to a partner, or individually.

The third text is structured as a dialogue, so students can practice it in pairs.

### Verbs (6 minutes)

Read and repeat the English verb phrases while students check the Japanese. Then give students 4 minutes to write the verb exercise. Students check using the verb answers.

### Writing Practice (5-10 minutes)

Week 1: read and repeat the vocabulary, then have students write down their ideas in English and/or Japanese. Provide vocab etc. Can also add examples on the board.

Week 2: students write about the topic in English for 5 minutes. Count words. Teacher checks.

Week 3: students check corrections then write again for 5 minutes. Count words. Teacher checks.

Week 4: read and repeat model writing. Students write using their own drafts and the model. Count words. Teacher checks.