1. Pre-task phase: What is popular today? (5 min)

Slide 2. Place learners into pairs a ask them for ideas of what is popular in Japan today e.g. "pokemon" "K-pop" etc.

Set a time limit of 3 minutes and allow teams to compete to note as many answers as possible.

2. Task modelling (5 min)

Slides 3 - 8. Tell learners you are going to describe your top five British musicians (*or teacher's choice – replace the slides with your own).* Ensure you describe **who they are** and **why you chose them.**

Once you have finished your presentation, ask the class if they have any questions about your list, and answer them.

Explain that **learners in pairs** will design and present their own top five to the rest of the class.

3. Main task phase: planning - brainstorm (5 min)

Show **slide 14** and hand out the **brainstorm worksheet,** one per pair**.** Ask pairs to brainstorm categories and the best of each. Emphasise that *anything* is possible e.g. best drink, best city, best politician, best brand…

4. Main task phase: carry out (15 min)

Tell pairs to choose one category from their brainstorm.

Hand out the **our top five poster sheet**, one each per pair.

Slide 15. Tell students they have 10 minutes to make their top five. Emphasise they must only communicate through English and gestures. Ensure they include **who/what each item is,** and **why they have chosen them.**

5. Main task phase: report – planning (5 - 10 min)

Tell learners that each pair is going to present their top fives to the rest of the class. They need to explain who they are/what they are, and why they are the best of their type. Let them prepare.

6. Main task phase: Report (10 – 15 min)

Students give their presentations. Allow a Q&A session at the end of each presentation.

7. Post-task phase: Task review (10 min)

Slide 16. Put two groups/pairs together. Tell students they are going to discuss if they agree, and what would be their own top fives for the other group's category, and see if these discussion cause and changes to their lists. Report back, with reasons.

8. Post-task phase (variable)

At this stage the teacher must develop the lesson to address the language needs they have identified during the class. Address any recurring language errors identified during the discussions and presentations.

There is an activity **slides 18 – 25** that students can do: discuss in pairs and choose the "best" one together. After they have finished the examples, they can make and challenge others with their own choices.