

IDEA EXCHANGE HANDBOOK



— SKILL —
DEVELOPMENT
CONFERENCE

A sincere thanks to everyone who submitted an activity for this handbook. We hope that it will be a useful resource for you in the classroom. Please note that, although this book has been divided into various grade levels in order to make the handbook more easily navigable, many of the activities can be easily adapted to fit nearly any grade level. がんばってください！

Cover image designed by Chris Tow, 2015

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Activity: LERNGAME**Name: Meagan McClendon****BOE: Soo City BOE****Focus:** This activity is good for teaching and practicing vocabulary, as well as getting students to say words quickly and with confidence.**Materials:** Vocab Cards**Preparation:** Print Vocab cards, preferably the day before, but this can be done in a few minutes before class after you have been told you have class. You may also borrow the tired cards from the school that they probably made using overly complex words (make sure to go through these to make sure impossible and incorrect words are taken out)**In Class:** Have the ALT go through the vocab cards by asking the kids to say what each card is in Japanese. Then ask the kids if they already know the words in English (I find some kids know a lot, because apparently Juku is a thing even at 6 or 7 years old). Then teach the kids all the words in English. Once they start to really be able to say them spread all the cards out (a horse-shoe shape works if you have more than 8 kids total). You may need two sets if you have more than 20 kids as it can get a bit tough with more than 7 on each team. Teach them the rules using English, but ultimately fall back on Japanese if the students don't the English instruction.**Rules:** Have 2 teams, one on either side of the line of cards. As the students step next to a card, they SHOULD say the name. If they can, they can move to the next card. If they can't, tell them the name again and teach them the word again. When the two teams meet in the middle have them Janken (in English is best!) the winner gets to continue and the loser goes to the back of the line on their team's side and the next person gets to move forward. First team to the other side gets a point.

I usually do best to 3, or until time in the class runs out.

WARNING: My kids LOVE this game and demand it from me. I have some schools where I the kids hate karuta but love this game.**Activity: You Were the Chosen One!****Name: Luke Miller****BOE: Kimotsuki BOE****Focus:** To practice asking and replying to new questions that require yes or no type answers**Preparation:** Think of a few target questions for the kids to practice that require yes or no type answers.**In Class:** Begin class by either introducing or reviewing the target sentence. Also teach the students the correct ways to respond. Once the students understand the question and the answers, write on the board a specific question utilizing the target sentence. For example, if the target sentence is "Do you like ___?" write on the board, "Do you like grapes?" Also write on the board the correct answers, for example, "Yes, I do" or "No, I don't."

Next, have all the students close their eyes. Tap two to three students on the shoulders. These students are the chosen ones. Instruct the chosen ones to answer with, "Yes, I do" (or the appropriate positive answer to the question). Everyone else should answer with, "No, I don't" (or the appropriate negative answer to the question). Once you do this, have all the students open their eyes. When you say go, it's a race to find out who are the chosen ones. The students do this by walking around and asking other students the target question. For example, if the target question is, "Do you like grapes?" they want to find the two or three students who answer with, "Yes, I do". Once they find out who these two or three students are, they should tell the ALT or JTE. If they're right, give them a high five and say, "Nice!" This is the "boost[ing] their confidence" part of the lesson. (con't)

Once all students have told the ALT or JTE who are the chosen ones (including the chosen ones), have the students sit back down and repeat the activity with a new question and new chosen ones.

Possible sentence structures include:

1. Do you like _____? (apples, grapes, bananas, African horned cucumber, sponge cake, etc.)
2. Are you a _____ fan? (soccer, baseball, zorbing, bog snorkeling, tennis, etc.)
3. Can you play/do _____? (soccer, baseball, judo, chess boxing, parkour, etc.)
4. Do you have a _____? (dog, cat, brother, sister, titanosaurus, pachycephalosaurus, argentinosaurs, etc.)
5. Are you _____? (OK, sleepy, tired, angry, nervous, fearful, upset, overly excited, etc.)

Activity: Do you like Battleship?

Name: Cheryl Shea

BOE: Yusui BOE

Focus: Improving speaking ability, colour and shape identification through a game that imitates a conversation.

Textbook: Hi Friends 1, Chapter 4 and 5

Materials: Battleship handout, Blackboard (for demonstration), Timer

Preparation: Print out the handouts (in colour).

In Class: Review the key sentence structures (Do you like red triangles? Yes, I do. No, I don't.). ALT and JTE demonstrate how Battleship is played on the blackboard. The students are split into pairs and each have a handout. They are asked to draw in pencil a 3-square ship and a 2-square ship in their desired locations without showing their partner. They play janken to determine who goes first. On the handout, the playing field has various coloured shapes. They have to guess where the ships are by asking questions and answering each other. The students will be given a 5-min time limit for each round before they switch partners to keep the pace up. When they move to the next partner, they erase their previous ships to start anew if they like. Or simply have extra copies available if they would like a new sheet. When a student sinks both ships of their partner's, the game finishes.

The ALT and JTE will walk around the room to monitor and make sure the students are using English and to assist when there are questions. The teachers should make sure the students are using the full sentences to ask and answer. There will probably be enough time for 3 rounds.

To finish the lesson, have the class try and sink the ALT/JTE's battleship before time runs out by getting students to ask questions one by one as quickly as they can. The teacher will not give an answer unless the question is asked in the correct sentence structure. For example, not answering when students simply shout, "Purple rectangles!?" It must be: Do you like purple rectangles?"

Example:

A: Do you like blue circles?

B: No, I don't. Do you like green diamonds?

A: Yes, I do. (Mark green diamond with an "X" for a hit)

B: Do you like yellow hearts?

A: No, I don't. Do you like yellow circles? (Mark yellow circle as hit)

B: Yes, I do.

Activity: Gokiburi Game**Name: Adrian Storr****BOE: Hioki City BOE****Focus:** Grammar review; practicing questions and responses.**Description:** This activity works best with older students in 5th or 6th grade, but I've done it with younger. For it you only need a simple question and answer pattern.

First, start off by drawing 7 or 8 Animals on the board, going up an evolutionary chain. I usually start with a gokiburi (cockroach) and have the second last as human, making the last a super hero, anime character, or something of that sort. Getting the kids involved in this process is great fun, and a lot of the time I let them suggest the last 'evolution' and some of the animals. A typical chain for me will go: Goki-chan -> Muka-kun (mukade) -> rabbit -> dog -> panda -> monkey -> human -> Totoro. Your drawings don't have to be good (mine are awful) just as long as the kids know what you mean. After this, assign gestures to each animal.

The game works off Janken. Have the students janken each other. The winner says the question form and the loser says the answer form. As well as this, the winner goes one step up the evolution chain, while the loser goes one down, changing gestures as they go. All students start at gokiburi and once they reach the top of the evolution chain they get to sit down. This game can be as long or as short as you want, by adding in animals or taking them out.

Activity: Studio Session**Name: Chris J. Tow****BOE: Soo City BOE****Focus:** Increase listening and speaking skills by recording the students speaking.**Materials:** Smartphone / Audio Recorder**Preparation:** Prior to the lesson pick out your vocabulary, grammar point using a question, and solution using grammar. Make a handout with the vocabulary and the questions.**In Class:**

1. Prepare the Voice Memo app on your phone.
2. Start the class by introducing the words. Have the JTE explain the definition of the word in Japanese to the students. Introduce over pronunciation.
3. One-by-one, have each student come to you to record. Record 1-3 sessions per student. First round is their initial pronunciation. Second round is repeating after you. Third round is the student on their own. Play back the audio after each student records.
4. Save the file with the student's name. If you are able to do this activity multiple times a term, you can use the records to show students their progress.

Activity: Phonics Speaking Activity**Name: Adam West****School: Veritas English Academy****Focus:** Introducing phonics to help form a strong base for English reading and pronunciation.**Theory:** Even though English is not a perfectly phonetic language, learning phonics is a hugely important aspect of ESL learning and is a great asset for teaching children how to read on their own and makes learning to read new words much easier. (con't)

We use the Letterland Phonics teaching system. Instead of teaching the alphabet as simple shapes or abstract concepts, we teach the letters of the alphabet and their corresponding sound (often through song) with colourful characters and memorable stories. (con't)

Of course, it is not strictly necessary to use the Letterland system, ALTs and JTEs can work together and make their own unique characters to help their students learn phonics, or you can even have your students come up with their own characters and stories!

Descriptions: If you are starting at an elementary level, show your students a character and have the students try and shout out words starting with that phonic sound.

Example:

Teacher: This is Clever Cat! Let's say her name together! Clever Cat!

Students: Clever Cat!

Teacher: Now let's say her sound together! 'k!

Students: 'k!

Teachers: What words start with her sound?

Students: Cake, car, carrot, castle, cow! Etc.

After the students have come up with enough words (you can decided based on their level), move on to the next sound. I find it effective to work with short 3-5 letter words, in order to illustrate how to sound out a word. In this example, you could then teach them to read car: "A" (Annie Apple, 'a), "R" (Red Robot, 'r). Pictures or small stories help! "Annie Apple, Red Robot, and Clever Cat are riding in a car!"

Elementary School and Junior High School

Activity: Can you _____? “Go Fish”

Name: Kim Cramb

BOE: Ibusuki BOE

Focus: English potential form.

Materials: Flash cards based on the vocabulary in Hi Friends 2 Lesson 3. This activity could also be used for New Crown 1, Lesson 7. If you don't use these textbooks, you can create your own vocabulary list. To make your card decks: print out enough cards so that you have 4 of each card in every deck (to help avoid cheating you might want to use thick paper or back the cards with coloured paper).

In Class:

- 1) Have the class split up into groups of 4 to 6 people and give each group a deck of cards.
- 2) Have the groups deal 5 cards to each of their players then place the remaining cards in the middle.
- 3) The groups can then janken amongst themselves to decide which player will start. Play then moves clockwise from the janken winner.
- 4) All players look at their cards and set aside any pairs they have. Remind them that it's not babanuki they are playing - the aim is to get the most pairs not get rid of all their cards.
- 5) The first player (P1) asks the second player (P2) a “Can you ~~?” question based on the cards they have in their own hand.
If P2 has a card that matches P1's question they reply “Yes, I can.”, then give that card to P1 who can then set aside their new pair of cards.
If P2 does not have a matching card they reply “No, I can't.” “Go fish.” P1 must then pick up a new card from the cards in the middle.
- 6) Repeat until a team runs out of cards, or you can set a timer.
- 7) To finish, have everyone count their pairs then reward the player with the most pairs, either from each group or the whole class, either with a prize, sticker or just some simple clapping and a congratulations.

Activity: Phonics Battleship

Name: Yui Hiidome

School: Veritas English Academy

Focus: Practicing the alphabet and phonics.

Description: This is based on the popular game Battleship. Draw a 5 x 5 grid on the board with letters written across the top, and numbers written down the left side of the grid. The students separate into two teams and each team chooses two words. The students write their words on the grid and the other team must guess the location of each letter. When the opposing team scores a letter, the other team (instead of saying which letter they scored) must make the phonetic sound, and then the team must identify which letter it is by the sound it makes and then guess the word.

Activity: How many can you draw?

Name: Anna Pavicic

BOE: Satsumsendai City BOE

Focus: Practicing “How many...?” and “I have...”; the plural form; vocabulary practice with shapes and other objects that are simple to draw.

Materials: Chalkboard or Whiteboard, Handout, Timer, optional: stickers / prizes (con't)

Preparation: Prior to the lesson prepare and print a handout with a grid of several squares large enough to draw in. (Suggested: 9) Also prepare a list of objects that are simple enough to draw quickly. Try to vary the difficulty somewhat. (con't)

In Class: Explain the grammar points “How many..?” and “I have”. Explain and demonstrate the activity. Set the timer for 30 seconds. Start with something that is simple to draw, like a triangle. Draw an example object on the board. Start the timer. Students must draw as many of the object as they can in one square on the handout before the timer goes off. When the time is up, ask each student “How many (*objects*) do you have?” The student should respond with “I have (*number of objects*).” Repeat with objects that are increasingly complicated to draw until all squares have been filled. You may increase the time for more difficult objects. Award the winner of each round with a sticker or other prize if you wish. To practice more, have students ask their neighbors how many of various objects they have. This activity can also be used to review how to make various nouns plural. This activity should take about 15 minutes, but the number of squares and time to draw objects allows some flexibility.

Activity: Blind Test

Name: Violaine Roussel Bongiovanni

BOE: Kanoya BOE

Focus: Learning to give and follow directions.

Material: Blind Folds, Little Balls

Preparation: Write a list of vocabulary in advance. Check if you can go into the classroom before the beginning of the class.

In Class: Make pairs. One will speak; the second will execute the instructions with their eyes covered. If you have a larger class, form groups and execute the activity as a relay. Make sure each student has the chance to be the speaker and the seeker. Each group/pair will have a blind fold and 1 to 3 balls. Move the desks and chairs and place the little balls somewhere in the classroom.

What the students have to do: Cover the eyes of your partner and give them instructions. Your partner has to pick up the 3 little balls in the classroom.

Vocab for ES: Go left, go right, wait, take it, go straight, turn, go back, stop.

Vocab for JH: Now, slow down, be careful, there is a/an (*object*) there, listen to me, bend and pick it up, slowly.

When they get the balls, we change the pairs or the next person in the relay searches.

Activity: Spider Bodies

Name: Meredith Self

BOE: Shibushi City BOE

Focus: Students use the names of shapes and colors to describe the spiders on the worksheet to their partner. For JHS students, learning sentence order, practicing plurals, and prepositions are stressed.

Textbook: Hi, Friends! Book 1, Chapter 5. This tends to be taught around Halloween, but it can be changed to suit the season (for a Christmas-themed activity, make them gift boxes instead of spiders, etc.).

Materials: Large flashcards of shapes and colors, Worksheet A, Worksheet B, colored pencils (each student should have them in ES)

Preparation: The worksheet has three pairs of spiders in two columns (three on the left, three on the right). Using the desired colors and shapes, color in the spiders on the left. Make two versions, A and B, with differently colored spiders on each. Make copies of each (for example, if the class is 30 students, make 15 of Worksheet A and 15 of Worksheet B).

In Class: Review shapes and colors with the flashcards. Explain the activity. Have the class work in pairs. If there is an odd number of students, have the HRT/JTE or ALT work with a student. Hand out Worksheet A to one partner and Worksheet B to the other. Make sure to explain that they can't see their partner's worksheet, and put a file or textbook upright between them if necessary. Begin with Partner A explaining the first spider and B coloring, then switch off to Partner B explaining and A coloring, continuing in this order until they have completed the worksheet. Have them compare when they are finished. (con't)

ES Example: “Blue spider, red triangle, green star.”

JHS Example: “A black spider. Two small yellow circles on the top. One big orange diamond on the bottom. One pink heart in the middle.”

Potential Problems: ES students may have a hard time describing placement of shapes or sentence order. In these cases, I encourage them to embrace the differences in their drawings. Accuracy is not important, only conveying the information effectively.

Activity: Can you come to my party?

Name: Samantha Shepard

BOE: Kanoya BOE

Focus: Practicing how to make plans.

Materials: Paper to write the days of the week and their "schedule" on.

In Class: Give each student a strip of paper and tell them to write the days of the week across the top. Tell them that each student is going to throw a party. The goal is to invite as many of their classmates to their party as they can. Each student has to pick one day to have their party, one day when they are busy studying, and one day when they are busy with club activities. Before beginning the activity, have students practice the dialogue.

Example:

A: "Can you come to my party on (*day*)?"

B: "Yes, I can! See you then!" OR "No, I can't. I have to study/I have (*club activity*)."

Instruct students to write down the names of the classmates who can come to their party, then begin the activity. During the activity, circulate to make sure that students are using the dialogue and not just showing each other their schedule.

Variations: Instead of the student throwing a party they are going to a public event (concert, festival, sports day, etc.). They then invite people to join them: "I'm going to a concert on Sunday, can you join me?"

Activity: Matching Answer Search

Name: Savannah Sense

BOE: Ibusuki City BOE

Focus: Practice simple exchanges in English with other students.

Materials: Topic related picture vocabulary cards

Preparation: Make the cards.

In Class: Explain and demonstrate the activity with the help of the JTE. Ensure that students know to answer the question according to the card they have been given.

Students find someone, greet them and play janken in English. The winner asks the loser the question and the loser answers. Then the loser asks, and the winner answers.

If their answers differ (they have different cards) they part ways, find another student and repeat the exchange. If both students answer the same (they have the same card) they then approach another student together and repeat the exchange.

Students repeat this process until they have found all the other people with the same card as them. As a group they then go to the JTE or ALT who then asks them the question and the students answer together.

NOTE: Students are told how many people there are in each group before beginning the activity. Make various vocab cards so it can be played a number of times with a variety of answers.

It can be played with many lesson points.

Example: What _____ do you play/like?, Do you like/play _____?, Can you (play) _____? (con't)

Example:

Greeting and Janken - Winner=A Loser = B

A: "What sport do you play?"

B: "I play _____. What sport do you play?"

A: "I play _____."

Activity: Birthday Ring**Name: Miki Shinozaki****BOE: Kirishima City BOE****Focus:** Practicing how to ask about someone's birthday and tell people your own birthday.**Key sentences:** When's your birthday? My birthday is**Materials:** Chalkboard, Cards with key sentences, Chair**In Class:** 1. Students practice "When is your birthday?" and "My birthday is..." 2. Students practice months of the year. 3. Students stand up and ask each other "When is your birthday?" and try to make a ring in the birthday order.**Example:**

A: Hello. When is your birthday?

B: My birthday is December 25. When is your birthday?

A: My birthday is October 31. Thank you.

B: You're welcome.

Advanced: Divide the students into groups of 6~7. Students try to ask and make a ring in each group.**Key sentences:** "How tall are you?" "How many T-shirts do you have?" "What time did you get up this morning?" "What's your favorite number?" "How long did you study last night?"**Advanced Example:**

A: Hello. What time did you get up this morning?

B: I got up at 6:30. How about you?

A: I got up at 7:15. Thank you.

B: You're welcome.

Activity: Witch's Potion Ingredients**Name: Andrew Zoll****BOE: Yakushima Town BOE****Focus:** Culture & vocabulary (Halloween) + grammar practice ("What's this?"; "How many?")**Materials:** Anything required to make "touch & feel" Halloween Mystery Boxes.**Preparation:** I constructed two large cardboard boxes, each with three separate compartments, to house the six witch's potion ingredients. Each compartment had its own hole for students to reach their hands into and was numbered one to three. One was a "mummy box" theme and the other was a "death box" theme. The six potion ingredients should be housed in shallow containers and can be anything, limited only by one's imagination; I used small sausages for child's fingers, peeled grapes for eyeballs, a block of firm tofu for human flesh, etc. A worksheet should also be prepared with the name of each box and the numbers 1 to 3 listed below it, corresponding to the box's numbered openings. For each number, there are two questions: "What is this?" and "How many?" with space beside them for students to fill in their answers.**In Class:** Quickly introduce Halloween if the students are unfamiliar (usually the younger ES students), paying particular attention to supernatural creatures and the "creepy crawly" air of the holiday. Teach TEN misc. vocabulary words as Witch's Potion Ingredients, six of which are the actual mystery items within the mystery boxes. (con't)

Have your JTE then demonstrate the activity by reaching into one of the mystery box compartments, repeatedly exclaiming, bewildered and excited, ""What's this!? What's this!?" Students usually catch on that "What's this!?" equates to "Nani kore!?", but be sure to have the JTE elaborate on its meaning and point it out on the worksheet. The ALT should then ask the JTE "How many?", to which the JTE responds with the number of ingredients he/she thinks are in the box, and then check students' comprehension & point out the "How many?" on the worksheet. Double-check one last time students' comprehension of the activity as it pertains to the worksheet.

Before beginning, I recommend explaining five rules: first, no looking into the boxes. Second, no taking out the items from the boxes. Third, students must touch the items GENTLY - no poking or grabbing. Fourth, students should NOT verbalize what they think an item is as they feel it. Fifth, students should keep what they did in class a secret (so it isn't spoiled for other grades/classes yet to do this activity).

For large classes, I divided them into six groups and had one representative of each group do rock-paper-scissors with each other to decide the order that the groups would come up to feel the ingredients. I gave each group 2 to 3 minutes. For small classes, I let students freely partake in the activity on their own time. Be sure to encourage their rhetorical usage of "What's this!?" instead of "Nani kore!?" and ask them "How many!?" intermittently.

When all students have felt each box's compartment, give them some time to finish filling in their worksheets before going through the answers as a class and passing around the items in their containers for students to see. And that's that! To really amp up the spirit of Halloween in this lesson, I also recommend dressing up and giving out candy or chocolates.

Activity: Squares Game

Name: Sawami Arikawa

School: Yoshimatsu JHS

Focus: To encourage students to use target grammar as they play a competitive and strategic game.

Preparation: Print out handouts.

Materials: Squares handout and timer

In Class: This game requires the class to be split into pairs; each pair is given one handout. The Squares handout has popular characters (e.g. Mickey Mouse, Winnie the Pooh, Pikachu etc.) down the y-axis and various objects and activities on the x-axis (e.g. computer = use the computer, juice = drink juice etc.). There are dots that line up with the characters and objects. Based on the target grammar for the class, this activity can be applied to all levels of junior high school. For example, for first years, “I like” can be used. The aim of the game is to draw as many squares as you can. The student with the most squares by the end is the winner. To draw a line between two lines, the student must make the corresponding sentences. It might be: Mickey Mouse likes to use the computer and drink juice. If the student says it correctly, they can draw a line between the corresponding dots. Then the game continues by taking turns between the two students. However, they are not allowed to draw lines longer than one square. To add excitement to the game, if a student has completed a square, they are allowed to draw a second line. If the second line doesn’t complete a square, then the other student takes their turn. The JTE and ALT should monitor the progress and make sure students are not making mistakes when they say the sentence for two characters. For example: Mickey Mouse and Pikachu like to drink juice. (Not likes to drink juice). A time limit can be set so that students are allowed to change playing partners for a second round.

Example:

Mickey Mouse and Pikachu like to eat pizza.

Mickey Mouse likes to play baseball and use the computer.

Activity: Immigration Game

Name: Makiko Arimura

School: Kokubu JHS

Focus: Answering questions, spontaneously forming answers to personal questions.

Description: Make each student a passport. Students take turns leaving the classroom, and trying to convince the ALT why they should be allowed in to English class. This is done by answering questions about themselves and English!

Example: What’s your name?; Do you like English?; Do you like talking with ALTs?; Why do you study English?; How long have you studied English for?; What do you want to do with English?

Students have to demonstrate English conversation ability to gain a stamp in their passport and to be allowed to rejoin the class!

Questions can be adjusted to the students’ English ability!

Activity: Stating Opinions

Name: Yuya Asano

School: Isakida JHS

Focus: Practicing verbally sharing opinions without unnatural pauses, as well as elaborating on their opinions in written form.

Textbook: Sunshine English Course 2, page 113

Materials: Chalkboard / Sunshine English Course 2

Preparation: Prior to the lesson, the ALT prepare his/her opinion about the topic “A big/small town is a good place to live.” The speech should include their opinion, at least 3 reasons, and a conclusion. (con’t)

In Class: The ALT will make a speech about the opinion prepared beforehand. Students will listen carefully to his/her speech. The students will be asked to answer the 3 or 4 questions about what the ALT says in the speech such as “Does he/she like to live in a small town?”, “What’s the first reason for his/her opinion?” and so on.

The students will be asked to work in pairs then each student will choose to make a speech about living in a big town or a small town. Before making their speech, students will have time to organize their thoughts using Sunshine English Course 2, page 113. The students will take some memos of their opinions and reasons either in Japanese or in English.

Each student will state his/her opinion in 1 minute by turns. After that the students will write about their opinions with more than 5 sentences.

Advanced: After making each speech, have the other students ask some questions.

Activity: I'm Hungry!

Name: Brittany Brockman

BOE: Kagoshima City BOE

Focus: Practice plurals and numbers by role playing in a restaurant setting.

Textbook: New Horizon 1, Unit 5 Part 1

Materials: Worksheet with dialogue guide, 6 menu items, 6 prices (in a separate box, not assigned to each item), and a score grid.

In Class: Review plurals and numbers, and teach any relevant vocabulary. Hand out the worksheet, then explain and demonstrate the activity. Let the students choose how much each menu item costs using the prices provided on the worksheet. Make sure they don't show their friends what they chose. The students make pairs and do janken. The winner is the customer and the loser is the clerk.

The situation is that the customer is very hungry, but only has ¥1,000. The goal of the activity is to order as much food as possible without going over ¥1,000. The catch is that they don't know what the prices of their partner's menu items are, because each student chose them separately. The customer's score is the total price of the items they ordered, unless their total was more than ¥1,000. In that case, the customer was unable to buy the food, so their score is 0.

The students switch roles and do the dialogue again, then they change partners. Repeat the process for 4 to 5 rounds. The students with the highest total scores at the end are the winners.

Example:

Clerk's Menu: Hamburger: 200, Hot dog: 150, Soda: 100, Milk shake: 300, Salad: 200, soup: 250

Dialogue: A: Customer B: Clerk

A: Two hamburgers, two hot dogs, and one soda, please.

B: Ok. That's 800 yen, please.

A: Here you are.

B: Here's your change, 200 yen.

(Over ¥1,000)

A: Two hamburgers, one hotdog, and two milkshakes, please.

B: OK. That's 1150 yen, please.

A: Oh No! I only have 1000 Yen.

B: Oh, that's too bad.

Activity: Around the World with the Passive Voice

Name: Monique Couture

BOE: Minamikyushu City BOE

Focus: Objective: To engage students with speaking in the passive voice.

Textbook: New Crown, 3rd Grade Lesson 6, p. 66

Supplies and Preparation:

- Set of coins or notes for each group. The number of coins/notes depend on how many students are in a group. Each student should get 3 coins/notes. Stack the set so that there can only be 1-2 winners in each group, meaning that each set of coins/notes should not have more than 2 sets of the same kind. This lesson utilizes coins from Singapore, Malaysia, Indonesia, Philippines, Thailand and China. If you don't have coins, you can print out notes of differing values.
- A World map
- Before class, write the names of the countries the lesson utilizes on the board.

Description: With the JTE, introduce and explain the passive voice phrase with the following examples: I have a coin used by Japan. Question form: Do you have a coin used by Japan? Answers: Yes, I do, -or- Sorry. No, I don't.

Practice the pronunciation of country names by having students repeat after you, two times each name.

Put the students into groups of 4. Demonstrate with the JTE the game to show the students how to play. Each student will ask anyone in the group for a coin that s/he needs to collect all 3 from the same country. The dialogue could be something like, "Do you have a coin used by Malaysia?" The student who is being asked the question says, "Yes, I do" and gives the coin to the speaker. When the speaker receives the coin, in return they give a coin s/he doesn't need to the answerer. Or, if the student doesn't have the coin, they say "Sorry, no I don't" and it becomes the next persons turn.

The first student in the group to collect all 3 coins from the same country and shouts out "Bingo!" is the winner. When there is a winner, have the group exchange their set of coins with another group who also has a winner, and the game continues.

Teaching Suggestions: Students may not know the country the coin came from and find it difficult to read the name on the coins. It is advisable to allow students to clarify which coins they start out with, and for the teacher to be available to help if there is confusion.

Activity: Comparative and Superlative Olympics

Name: Edward Danks

BOE: Kirishima BOE

Focus: Practice using comparative and superlative, increasing geographical awareness.

Description: Put students into groups of 6 and get them to choose a nation to represent (try to encourage them to choose obscure countries and to be passionate supporters!)

Then given them a list of challenges and get them to choose who is the strongest, read the text the fastest, can jump the highest etc. They then have to present their choices to the class (try to have 6 activities).

"So-and-so is the strongest in our team because they play Judo."

The teams then compete for the title of being the school Olympic champions!

There is not always an abundance of English conversation but it can be worked in to the challenges easily! Also it is loads of fun!

Activity: Who is this?**Name: Jonathan Ebersole****BOE: Isen Town BOE****Focus:** Speaking, listening, with specifically working the students use of him, her, he and she.**Prep/Materials:** Pictures of famous people students may or may not know.**Description:** This activity is a first grade Jr. High School lesson, but it can be applied to upper levels for review, or Elementary fifth and sixth graders who are advanced.

Using pictures of famous people, show them to the class, and ask “Who is he?” Or “Who is she?” You can have the students answer individually or as a class. They can respond with “She is Venus Williams.” Or “He is Obama.” If they don’t know who it is, they can reply “I don’t know him/I don’t know her.” This can be used as a launch of point to talk about the person using he/she or him/her. It can be expanded into an entire lesson, or used as a quick warm up.

Activity: Pictionary Q&A**Name: Emily Eisemann****School: Nakatane Town BOE****Focus:** Familiarizing students with simple question-and-answer sentence patterns and broadening their vocabulary through a fun game.**Description:** A drawing game aimed specifically at JHS students learning question-and-answer patterns such as ""is it ~/yes/no"" and ""what's ~/it's a~."" Can be adapted for any number of grammar points and student levels.**Materials:** A chalkboard and chalk.**Preparation:** (Optional) Ready and hand out a vocabulary list of physical objects/popular characters/etc that the students will recognize.**In Class:** Divide the class into several teams and rotate from group to group, with each student taking a turn as the artist. A student will draw something of their choosing on the blackboard while the other groups compete to guess the correct answer. The first student to raise their hand and guess correctly, using proper grammar structure, wins.**Example:**

Student (Artist): *draws a wombat* What's this?

Student 1: *raises hand* Is it an apple pie?

Student (Artist): No, it's not.

Student 2: *raises hand* It's a refrigerator.

Student (Artist): No, it's not.

Student 3: *raises hand* It's a wombat.

Student (Artist): Yes, it is.

Activity: Introduce Our Town**Name: Junji Eto****School: Nakatane JHS****Focus:** Increasing the conversation skills by understanding how to introduce one’s hometown and ask about other’s hometowns.**Textbook:** New Horizon Grade2, Multi + 2: Introduce your town, pp. 64-65**Materials:** Chalkboard, Screen, Handout**Preparation:** a list of at least 10 question forms to ask friends such as “How many hospitals are there in your town?”. These questions should be used to ask students during the group activity.**Plan:** The JTE and ALT introduce their hometowns with some pictures on the screen for about 5 minutes and the students ask teachers about their hometowns for another 5 minutes. (con’t)

Example:

Student A: Is there a theater in your town?

ALT: Yes. There are two theaters in my town.

Student B: How many beaches in your town ?

ALT: There are three beaches.

Have students practice reading sentences they wrote about their town. Split students into groups of four and make them introduce about the town and ask him/her some questions.

Example:

Student C: I live in Nakatane. It's the center of Tanegashima. There are beautiful beaches in Nakatane. I love my town.

Student D: How many beaches in your town?

Student C: There are two beaches in my town.

Student E: Why do you like Tanegashima?

Student C: Because we have many beautiful beaches, and we can go surfing.

JTE and ALT pick out some students and they make a speech in front of all the students and ask them some questions about the speech.

Activity: Self-Introduction

Name: Maki Futai

School: Takarabe JHS

Focus: Increase conversation skills by having students introduce their friend/classmate. Quiz the students after their introduction.

Description: In groups of two, students will introduce their friend in front of the class. After their introduction, the teacher will quiz the class on what they heard.

Preparation: Prior to the lesson prepare a list of at least 10 common questions. These questions should be provided to the students either on the board or in a handout.

In Class: Explain and demonstrate the activity with the ALT.

“This is Chris. He is from America. He is 28 years old. He likes basketball. He doesn’t like mayonnaise.

He can play sports well. His favorite food is ramen.”

Have the class rehearse in pairs for about 10 minutes. Students present in front of class. 25 minutes

After each introduction, the teacher will quiz the class on the information about the student.

Example

A: Does Chris like
basketball?

B: Yes, he does.

A: Does Chris like
mayonnaise?

B: No, he doesn't.

A: What food does Chris
like?

B: He likes ramen.

Activity: Sketch Artist

Name: Daniel Hallows

BOE: Tokunoshima BOE

Focus: To develop descriptive speech and listening skills.

Description: This game is a variation on the classic game of Guess Who. In this game, your friend has gone missing, so, being worried, you phone the police and have a sketch artist to draw a portrait of them based on the descriptions given.

Materials: pencils (coloured pencils can be used), drawing paper/ pictures of characters with distinct features

Preparation: Prior to the class, prepare pictures of characters with distinct features for the game (these could be famous characters) and extra pictures for teaching the vocab and grammar. The game is designed to be a pair game, so depending on the size of the class you may need to bring quite a few characters. When the roles reverse simply redistributed the characters all the students. (con't)

In Class: Before the game, use examples to teach the required vocabulary and grammar. The sketch artist will be using phrases such as “Are they male or female?”/ “What colour is/are their _____?”/ “Anything else?”

The “worried” students will be using phrases like “He/She has a big nose/short hair/blue eyes/etc...”
Split the class into pairs and have them do Rock, Paper, Scissors in order to decide who will take which role first. Distribute the drawing paper to the students and begin the game.

Set a time limit of 10 minutes for each drawing because some will attempt to create their “Sistine Chapel” masterpiece and spend an age on drawing the perfect eyeball. Monitor the class progress and apply extra assistance where needed. Switch roles. Award prizes to the sketches that best resemble the original picture.

Activity: Interview Game

Name: Nagisa Hamasaki

BOE: Yakushima BOE

Focus: Increase conversation skills by using new grammar points “have to” and “don’t have to”.

Textbook: New Horizon English Course 2, Unit 4 Homestay in the United States

Materials: Chalkboard/ TV monitor/ Computer / Handout/ Timer

Preparation: Prior to the lesson, make a handout which is related to the grammar point. This lesson is based on the textbook. It is better for the questionnaires to be related about the textbook, so family rules would be good questions.

In Class:

1. JTE shows some pictures (bedroom, washroom, dining room, etc). ALT asks JTE some questions, for example, “Do you have to clean your room?”, “Do you have to wash your dishes after dinner?”, and “Do you have to finish your homework before dinner?”
JTE ask students “Can you guess what we are going to study?” Students will be able to predict what they will study based on pictures and sentences that JTE said.
2. Explain today’s grammar point.
3. Give handout to student. Students will write about themselves. Topics are listed on the handout. (Ex, I have to eat breakfast. / I don’t have to wash my dishes after dinner. / I have to turn off the TV at dinner time. / I have to finish your homework before dinner.)
When students write some sentences, JTE and ALT need to help some students who cannot write proper sentences. After that ALT ask some question about student’s family rules. JTE and ALT encourage the students to speak English.
4. Students ask some questions to their friends. And then they have to take notes what they answered.
(Ex) Do you have to eat breakfast? / Do you have to wash your dishes?
Do you have to turn off the TV at dinner time?
Do you have to finish your homework before dinner?
5. Students write about the result of interview using “have to” and “don’t have to”
(Ex) Ken has to eat breakfast. Ken doesn’t wash his dishes after dinner.
6. To wrap up, ALT ask students some questions for example, “Does Ken have to eat breakfast?”

Activity: Get the Goal!

Name: Shiho Higashi

School: Ichiki JHS

Focus: Students learn how to use an auxiliary verb “can” and become familiar with it . After this activity, students will be able to make sentences using the phrases they practice.

Materials: Handout, Picture Cards, Timer

Preparation: JTE or ALT prepare handout and picture cards for the students. With these goods, JTE and ALT give students some models and have them practice some phrases. (con’t)

It is good for the students to practice some phrases before doing the activity because they don't feel the difficulties and uncomfortable.

In Class: First, instructors explain the activity with handout. After the students understand, they begin to do the activity with the instructor's sign.

The students walk around the classroom and find the partner. Then they do interview with first question to the partners. If the partners answer "Yes, I can.", the students have the partners write own names and they can do the next interview with second question to another friend. If the partners answer "No, I can't.", the students can't have the partners write names and they should do interview to another friend with same question.

The students continue questions and answers with many friends and they compete who can get the goal the earliest. If they finish, the students tell the instructors. Finally, the instructors ask some students to demonstrate a short conversation.

Advanced: If we have enough time, the students can do this activity in a time limit. The instructors set the timer. After this activity, the instructors have the students make some sentences using "can" and "can't".

Key phrases :

- | | | |
|---------------------------|----------------------------|-----------------------|
| 1. Can you speak English? | 3. Can you make curry? | 5. Can you ski? |
| 2. Can you play baseball? | 4. Can you play the piano? | 6. Can you play shogi |

Activity: The Envelope Game

Name: Yuko Higashizono

School: Sendai Kita JHS

Focus: 1) Development of the writing(grammar) skills, 2) practice grammar points, 3) Encouraging the groups and try to talk to the ALT

Materials: some envelopes, word cards , papers, black board, timer

Preparation: 1) prepare 10 sentences and cut them each words, and put in the envelopes, 2) arrange them in front of the class

In Class: Explain and demonstrate the activity. (Set the timer for 5 or 10 minutes.) The students will make groups of 4 or 5 people. They get an envelope and open it, and they make a sentence using words cards. After they made, they write it down on the paper, and go to ALT or JTE and say (or ask) it and show their writing. If it correct, they get 1 point and go on to next question of envelope.

Example:

many//do//have?//you//How//books ⇒ How many books do you have?

After make a sentence, they go to the ALT or JTE's to say the sentence or ask the question, and the teacher will answer and continue the conversations.

Activity: Interview Activity

Name: Michitaka Hirahara

BOE: Chiran JHS

Focus: Increase conversation skills and communication abilities

Materials: Handout

Preparation: Prepare 24 questions. (Do you like ~?). I use a BINGO sheet with 24 sentences and 24 pictures. Students may not understand some difficult words but using pictures makes it easy to understand the meanings of the words.

In Class: Explain and demonstrate the activity. Each student will receive a "Do you like ~?" interview sheet and practice how to pronounce the words that they have not yet learned, but they can guess the meaning from pictures so you do not need to provide a Japanese translation. (con't)

Students interview their classmates and have to find a person who responds, "Yes, I do." If they say, "Yes," write their name down. If they respond, No, I don't." you must find another person to fill the box. The first student to make a triple Bingo wins.

Example:

A: Do you like soccer?

B: Yes, I do. How about you?

A: I like soccer, too. Thank you.

A: Do you like swimming?

B: No, I don't. How about you?

A: I like swimming very much. Thank you.

Advanced Example:

A: I like soccer. What do you like?

B: I like baseball.

Activity: Who, That Quiz

Name: Kuylain Howard

BOE: Minamikyushu City BOE

Focus: Practicing relative clauses; occupation vocabulary.

Materials: Chalkboard / Whiteboard, timer, question sheets (for the teachers)

In Class: Depending on the size of the class and how many groups you decide to split them into, there should be enough questions for each team to be able to answer an equal amount of times.

Split the kids into groups of equal size. Within the groups, members will decide the order in which they will be the representative for their team. One person from each will play rock, paper, scissors with the representative from all of the other teams to decide the order that the groups will answer questions.

The quiz section is in two parts. Answering a question from the first part (which will include review, common sense, or comedic questions) grants the student's group the right to answer the question from part two. If the students fail to answer the part 1 question correctly, their group is skipped for that round.

Questions in part two will be a drill of the grammar format "This is someone who/that (). Who are they?" For example: This is someone who designs houses and buildings. Who are they? Once the question is read a second time, the group will have 15 seconds to answer the question correctly before they lose their ability to answer and the question goes up for grabs by the other groups. If the group successfully answers the question, they will gain a point. It is up to the instructors whether or not the questions from part 1 will also have any point value. When a different groups attempts to steal a question, the students will raise their hands and shout out, "I want to be a/an ()!" For example, "I want to be a firefighter!" The first group to successfully do so gains the right to steal the question. (This step can also be optional if the instructors think of a more entertaining/efficient way to determine who gets to steal a question)

It is up to the instructors to decide who will be in charge of asking which questions, keeping track of points, and deciding which group gets to steal.

(For the sake of brevity I'm going to skip the instance in which students don't answer the part 1 question correctly as these questions shouldn't be too difficult).

Example: Student answers right

ALT Question: Who is the most handsome man in the school?

Student: You are!

ALT: Correct! Okay, point question: This is someone that you see in dramas and movies. Who is it?

Student: Is it an actor?

ALT: Yes, 1 point!

Student: Woohoo! (con't)

Example: Student answers wrong

ALT: This is someone that you see in dramas and movies. Who is it?

Student: Is it a carpenter?

ALT: Oh no! Too bad. Other groups, who wants to steal?

Student 2*raising hand*: I want to be a ballerina!

ALT: Okay! Go ahead!

Student 2: Is it an actor?

ALT: Yes! One point!

Student 2: よっしゃ！

Student 1: くっそおおおお!

Activity: This is _____.

Name: Chihiro Ikeda

School: Sueyoshi JHS

Focus: To practice “This is _____” structure and increase communication skills with show-and-tell.

Materials: Electronic blackboard, Pictures, Cards, Timer

Preparation: Prepare pictures and Cards before the lesson. Cards include a picture and sentences which tell the name of the food and country.

In Class: Show the pictures to the students and ask them the names of the food and countries. Then the students repeat after the JTE or ALT to say the sentences to introduce the pictures and try to memorize them. (e.g. This is _____. It’s from _____.) After repetition, JTE shows the pictures and the students produce the sentences they repeated. ALT checks grammatical mistakes and pronunciation. Each student gets the card from JTE and says the sentences to introduce the picture on the card in 1 minute. For 1 minute, the students try to memorize the sentences. Students who worry about their pronunciation, can ask JTE or ALT to help them practice. Students who already memorized the sentences also help their neighbors.

After that, the students walk around the classroom and find a partner. Do janken and the winner starts to introduce the food showing the card. The other listens to their partner’s introduction and respond with reactions like, “Wow!”, “Nice!”, “Great!” JTE and ALT circle the classroom and assist the students. Students try as many times as they can when the times up.

To wrap up, ask the students how many times they did their introduction and ask two or three pairs to demonstrate.

Advanced: Add one sentence to the reaction.

Example:

Student A: This is paella. It’s from Spain.

Student B: Great.

Advanced Example:

Student A: This is paella. It’s from Spain.

Student B: Great. I like paella.

Activity: Let's Have a Conversation with an ALT

Name: Daisuke Ikeda

BOE: Setouchi BOE

Focus: Make students realize the fun of speaking English and have confidence in speaking English by putting them in a situation where their English is understood smoothly by a native speaker of English.

Preparation: Prior to the lesson, in the last class, have students write an English script for the conversation with ALT.

In Class: Explain the task “Let’s have a conversation with ALT.” Each student talks with ALT one-on-one in the next room (5minutes). ALT listens to their speeches, asks questions about them and listens to their answers. ALT also answers to their questions if asked. (con’t)

(The ALT should be told what students are going to talk about so the conversation goes on smoothly, but the students don't know that ALT knows what they are going to say.) After finishing asking questions and answering ALT gives comments to the students about their speeches.

JTE helps other students with their pronunciation and grammar while waiting. After the conversation each student writes a description about their impression of the conversation either in Japanese or English.

Activity: Jeopardy Game

Name: Satomi Ishigami

School: Iriki JHS

Focus: Increase speaking skills by encouraging the student to produce more than single word answers.

This activity can also be used to practice a grammar point.

Materials: Chalkboard/Whiteboard or Handout, Timer

Preparation: Prior to the lesson prepare a list of at least 30 questions. These questions should have unified grammar. Write the chart on the blackboard.

In Class: Explain and demonstrate the activity. Have the class work in teams. Have the students help each other in the teams. On the blackboard, there are 6 categories in the chart, and there are 5 questions in them (from 10 points to 50 points.) The easiest questions are 10points, and the most difficult questions are 50points. If the representative of a team gives a right answer, the group gets the points. The team that got points have to choose the next question, and answer in a complete sentence. The students should take turns answering the questions. Try to have the students answer as fast as possible within the time limit. At the end of the class, have them review the key sentences and how to answer in English. It's important to make some questions the students are interested in. If we do so, they will stay motivated till the end of the class.

Example: Who → Who is your music teacher?

Advanced Example: Sport→ What sport does Mr.Goromaru play?; Fruit→ Name two fruits which are red.

who what which when where how

colors numbers music sports geography general

10	10	10	10	10	10	10	10	10	10	10	10
20	20	20	20	20	20	20	20	20	20	20	20
30	30	30	30	30	30	30	30	30	30	30	30
40	40	40	40	40	40	40	40	40	40	40	40
50	50	50	50	50	50	50	50	50	50	50	50

Activity: Detective Game II

Name: Maiko Ishikura

School: Daiichi Kanoya JHS

Focus:

Materials: Cards (schedules of last night)

Preparation: Prior to the lesson, prepare a few sets of cards that show where the students were and what they were doing at 7pm, 9pm, and 11pm last night.

In Class: Explain and demonstrate the activity. Give each student one card. Tell the students a crime has been committed and you know the perpetrator's schedule. They read their cards silently to find out who are perpetrators. Those who have the cards of a perpetrator must not say that he/she is a perpetrator. Provide 2 key questions for the activity to the students. Have them walk around the class and ask these questions to identify perpetrators. Even when they find perpetrators, they must not tell. One student will ask a question. Their partner will respond using their card. They will then return the question, and their partner must respond in the same way. Have them find a new partner, and repeat as many times they can. If you are not participating in the activity, circle the room to evaluate and assist. (con't)

To wrap up, ask the students about how many students they asked the questions to determine how many points they can get. Give them one point for one student they asked, two points for two students they asked, and so on. Also, give 3 extra points for identifying a perpetrator. Finally, ask a few students to demonstrate a short conversation.

Example:

A: Where were you at seven (nine / eleven) last night?

B: I was in a restaurant.

A: What were you doing then?

B: I was enjoying dinner.

Activity: Guess!

Name: Ayano Kamba

School: Kurokami JHS

Focus: Reviewing what they have learned in the first grade. Moreover, students communicate with ALT in English.

Materials: Chalkboard / Handout / Timer

Description: ALT shows 5 words or phrases to students, such as 1. twenty-seven years old 2. New Zealand 3. Karaoke and Shopping 4. English, a little Japanese, and Spanish 5. Okonomiyaki and Shirokuma.

ALT places students in groups of four. Together, students think about what questions these words or phrases are the answers to. (1.How old are you?) (2.Where are you from?) (3. What are your hobbies? Or What are you interested in?) (4.What languages do you speak? Or what languages can you speak?) (5.What is your favorite Japanese food? Or What Japanese food do you like?) The students present their answers to the class - check for corrections.

Students think of their own 5 words or phrases (and the questions). ALT and JTE should monitor and help students. Students tell their 5 words or phrases to another student, who tries to guess the question. Students present their answer to the class.

Activity: Fastest Hands Win

Name: Jessica Ko

BOE: Kagoshima BOE

Focus: To motivate students to speak up and construct sentences in English.

Preparation: Prepare a list of questions using the grammar point that the JTE wants the class to practice or review (Refer to the example below).

In Class: Option 1: Divide the class into 5 or 6 groups, depending on the size of your class. Read each question aloud. Students who wish to answer should raise their hands as quickly as possible. The Japanese Teacher of English (JTE) assists by picking out the fastest student to raise his/her hand. In order to give all students an opportunity to participate, each student is only allowed to answer once. In order not to select the same student again, the JTE should make a mental note of students who have already answered correctly. Also, to promote group work, students are encouraged to engage in discussion with their group mates before vocalizing their answers.

Answering each question correctly earns the student's group one point. The JTE records points earned by each group on the blackboard. At the end of the game, each member of the group with the highest number of points is given a reward. Each member of the group with the lowest points has to perform a punishment task.

Option 2: The activity begins with the entire class standing up. Read each question aloud. Students who wish to answer should raise their hands. The JTE assists by picking out the fastest student to raise his/her hand. Students who answer the question correctly are allowed to sit down. The last two or three students standing would have to perform the punishment task. (con't)

Example: Textbook Lesson: New Horizon, Grade 2 Unit 5, p. 50

Sample list of questions:

1. If the weather is good on Saturday, what will you do?
2. If you are thirsty, what will you drink?
3. If you want to be healthy, what should you do?
4. If you win a million yen, what will you buy?
5. If it rains, what must you bring?

Reward: I find “oyasumi-ken” to be the most motivating reward thus far. At one of my schools, “oyasumi-ken” are given to students in the form of sticky notes with the JTE/ALT’s signature. Each sticky note gives the student permission to skip one page of English homework (Eitaku).

Punishment: Introduce yourself/a family member/a friend in English

Activity: It’s like Jeopardy

Name: Megan Korling

BOE: Amami City BOE

Focus: This activity can be used for any grammar and vocabulary review.

Materials: Blackboard

Preparation: Create question categories that require the same answer style. Make the categories different levels of difficulty. For example, fill in the blank, yes/no answers, translate to Japanese, and Why? For each category create the same amount of questions.

In Class: On the board draw and label a row for each category, easiest at the top and hardest at the bottom. For example, if you’ve created 5 questions each, create columns so each will have its own square and label them A-E, or however you please. Fill the points in for each square. Make the easiest category worth the least amount of points and the hardest worth the most. Each square has points and corresponds with a question you have prepared. Pick a group to start. They choose a square (Fill in the blank, A). After you’ve read the question, any group can answer. The first to answer correctly receives the points and chooses for the next round. To ensure groups thoroughly think about their answer, give each group only one try per round. When all of the questions have been answered, the group with the most points wins. Example questions for the categories listed above, respectively:

1. For dinner I want to eat _____.
2. Do you want to buy a new bicycle?
3. They want to win the volleyball game today.
4. What do you want to be in the future, and why? Harder questions will challenge the students to produce a full answer on their own.

Activity: Barter Game

Name: Rikako Kuroda

School: Higashikushira JHS

Focus: Learning how to ask to borrow or use an item; vocabulary practice.

Materials: Chalkboard, Handout with a list of items and Timer

Preparation: There is a list of 20 items, for example pen, bag and racket, and a dialog which is used in the activity in handout. Examples of the dialogue are below.

In Class: Explain the activity. The students practice the words from the item list, as well as dialog in a handout. After practicing, the ALT and JTE demonstrate the activity.

The students choose 10 items on the list. They’ll ask questions to find the rest of the 10 missing items. Have the students make pairs. If there is an odd number of students, the student who has no partner will work with the ALT. Set the timer for 1 minute. Student A asks student B if B has an item which A wants. If student B has the item, they may give it to student A. However, items can only be given once. (con’t)

If student B gives an item, write B's name on A's list of items. Switch the roles after B finishes writing B's name. They can ask the question only one time, even if they finish the dialogue within 1 minute. Change pairs after the time limit has ended. Repeat for 20 minutes. Students who get all the items win this game.

Example 1 (If student B has an item):

A: Excuse me. Can you give me your pen?

B: Yes, I can. I can give you my pen. Here you are.

A: Thank you.

Example 2 (If student B doesn't have an item):

A: Excuse me. Can you give me your pen?

B: No, I can't. I'm sorry.

A: That's okay

Activity: Interview Questions

Name: Janice Law

BOE: Kagoshima City BOE

Focus: Practicing how to ask questions using 'If', 'Which', 'How to,' etc.

Preparation: Create a worksheet with a 3x3 grid with different subjects that the questions can be based around. Example: Which do you like? Strawberries or apples?

Description: After giving each student a copy of the worksheet, practice reading each square to make sure students understand. Students circle the picture of the thing they like best for each category. Students find a partner and janken. The winner chooses a question and asks the loser. E.g. "Which fruit do you like, strawberries or grapes?" The loser responds with their answer. Then, asks the winner, "How about you?" If both people like the same thing, they sign each other's worksheet. If not, they say goodbye and find another partner and repeat. The first student to fill in all the blanks or to receive the most signatures in the time allocated is the winner.

Further points:

a) Before the activity begins, you might want to demonstrate the activity using the JTE so the students get a better idea of how the game is played.

b) To get boys and girls mixing, make a rule that everyone must talk to at least three boys, three girls and one teacher. They can decide who they want to talk to for the last two areas on their worksheet.

Activity: Interview Bingo! Studying English Makes Me excited!

Name: Hasie Leung

BOE: Tarumizu BOE

Focus: What makes you _____? (What makes you sleepy?) _____ makes me _____. (Listening to music makes me sleepy)

Textbook: Sunshine 3 textbook (Page 54) Program 5-2.

Description: This activity requires a worksheet with a 5 X 4 grid. The top row will have adjectives they have learnt. The rest will have actions or things. The class will go around interviewing each other with the question "What makes you__(happy)__?" and answering "__(eating cake)__ makes me __(happy)_" and signing their name to the square that they answered. The worksheet can be provided to the students fully filled in or have blanks where students can add their own activities. Example: "What makes you excited?" "Watching Arashi concert DVDs make me excited!"

A point system can be incorporated, for example, every signature they get is one point, and every bingo is 5 points. There can be secret bonus squares where extra points are given if it's been signed or if their name is on it. (con't)

Example:

Happy	Excited	Tired	Sleepy
Eating cake	Playing basketball	Watching movies	Going to Onsen
Singing songs	Shopping	Jogging	Listening to music
Playing games	Listening to music	Studying	Studying history
Reading	Watching soccer games	Reading	Eating a big lunch

Points: 1 name= 1 point 1 bingo=5 points bonus square = 3 points. Total score_____

Activity: Must and Must Not

Name: William Lloyd

BOE: Kagoshima City BOE

Focus: Practice simple sentences using verbs, concentrating on must and must not.

Materials: Whiteboard

Preparation: Prepare example sentences, must and must not.

Have students write down sentences using must and must not. Give students 5 minutes to write these sentences. If students are having trouble, allow them to work in pairs or groups. Once time is up, have students volunteer to read a sentence that they have written down. If students are reluctant to volunteer choose students at random. After a student reads their sentence the ALT should (if possible) act out the action which they are told they must do. Repeat as desired.

Example: Student: "You must speak Japanese."

 The ALT then speaks Japanese.

Activity: Imagination Quiz/Guessing Game

Name: Noboru Magome

School: Minamitabe JHS

Focus: Practicing the interrogative, describing objects.

Materials: Chalkboard or handout with a list of adjectives, simple objects, and questions. (See example)

In Class: Students make pairs and take turns asking each other questions to find out what the other student is thinking about. The JTE and ALT do a presentation using the example dialogue from the worksheet. Then, the JTE and ALT pass out the worksheets to the students. Students look at the example dialogue. On the other side, students will see questions they can use for the activity. The JTE and ALT go over the questions making sure students understand the meaning. (con't)

Students do the activity in pairs. One of the teachers uses the list of words (or make up your own), and writes each word on a sheet of paper.

All of the students on one side of the class come to the teacher and see the secret word. They then sit down and answer their partner's questions. When their partner gets the correct answer, they go to the teacher to get the next word.

Advanced: Instead of teacher's lists, students make up their own.

Example: Food

What color is it?
Is it (big or small, long or short)?
Is it soft or hard?
Is it sweet, salty, sour, spicy?
Is it a (fruit, vegetable, meat, sweet) ?
Where can you get it? At the (restaurant, supermarket, department store)?
What shape is it? (round, square, triangle)?
Can you eat it for school lunch?

Example: Place

Is it far from here?
Is it (a big place, a small place)?
Is it (expensive, cheap, free)?
Are many people there?
Is it (an old place, a new place)?

Example: Conversation

A: I'm thinking of a food.
B: What color is it?
A: Red, Yellow, or Green.
B: Is it big or small?
A: It's small.
B: Is it sweet?
A: Sometimes sweet. Sometimes sour.
B: Is it a fruit?
A: Yes, it is.
B: Is it a strawberry?
A: No, it isn't.
B: Is it an apple?
A: Yes, it is!

Activity: Who am I?

Name: Risa Matsumoto

School: Kaseda JHS

Focus: Increase speaking skills by using the phrase "Can you ~?" This activity can also be used to practice a grammar point.

Textbook: New Crown, English Series 1 (Lesson 7, p. 83)

Materials: Chalkboard/ textbook / Handout / (TV)/ (PC)

Preparation: Study some words so that students can understand easily

In Class: Explain and demonstrate the activity. ALT describes the features of someone or animal using the word 'can'. (It's better to show some choices.) Students guess who he/she/it is. When students get it, one student will ask questions "Are you ~?" and ALT answers it. If students need some hints, ALT can show some pictures on TV or blackboard. Do it many times and students will get used to listening the phrase. "I can~." Later, make groups of 4 to 6. Each group takes a card written someone or some animal. Students think description like ALT did. JTE and ALT help them for thinking questions. Each group will describe it and other groups will guess and answer it.

Advanced: To increase speaking skills, instead of describe the features, students ask the features using the phrase "Can you ~?". ALT answers "Yes, I can." or "No, I can't." as if ALT is that person or animal.

Example:

ALT: Please guess, "Who am I?"	I can swim well. I can't run fast.
Students A: Are you a bird?	ALT: No, I am not.
Students B: Are you a penguin? (con't)	ALT: Yes, I am!

Advanced Example:

ALT: Please guess, "Who am I?"

Students A: Can you swim?

ALT: Yes, I can.

Students B: Can you run fast?

ALT: No, I can't.

Students C: Are you a penguin?

ALT: Yes, I am!

Activity: Detective Game I

Name: Mitsuhiro Murayama

School: Tenpozan JHS

Focus: Review of how to use be-verbs.

Preparation: Worksheet with 3 kinds of questions. For example:

1. Are you from [4 countries]?
2. Is your favorite food [4 foods]?
3. Are you a good [4 sports] player? .

Each student must choose a country, food, and sport, to answer with. Then, each student will be given a worksheet with all the student's names. Before the activity begins, tell them that there may be a criminal in the room and that the students need to ask each other questions to find him/her.

How to play: First, students will ask the 3 questions above. Second, if he or she says "Yes, I am." or "Yes, it is.", then mark it with a checkmark in the information box on the worksheet. Finally, after asking all the questions to all students, the teacher will give some information about a criminal, i.e.: country, food, and sport. If someone is matched with the all information, then that person is the criminal. Hope you will be able to find the criminal. You may, or not catch them!

Activity: Which is older?

Name: Daisuke Nagayama

School: Shibushi JHS

Focus: Get the students comfortable with the comparative degree.

Textbook: Sunshine English Course 2, Program 9: A priest in a Mask

Description: Review adjectives and adverbs like big, small, short, long, tall, hot, cold, fast, etc. Show two things/persons and ask questions "Which is longer, A or B?" If students answer, teachers say "A is longer than B." and make students repeat the sentence. Continue some questions by using other adjectives and adverbs. Write 3-5 difficult questions to answer by using the comparative degree. ALT and JTEs help students to write sentences. Students make pairs and do the Q-A activity. Make group and choose the most difficult question to answer and ask other group. Each group can ask the question. Choose the most difficult question to answer and repeat it in class.

Activity: You MUST play this game!!!

Name: Miku Nakatsji

School: Takae J.H.S

Focus: Increase conversation skills. This activity can be used to practice the grammar point and actual situation.

Materials: Worksheet

Preparation: We have to make the worksheet. The worksheet involves sentences using "must" and crazy things students have to do.

In Class: Practice reading each box on the worksheet. Demonstrate the actions with ALT if necessary.

Demonstrate how to play with the ALT. First, you do janken with each other and the winner looks at the worksheet and chooses a grid which has not been signed, and tells the loser to do it. The loser must do it. When the action is completed, the loser has to sign the grid on the winner's worksheet. We give student's ten minutes to play this game, so they can get 5 or 6 signatures.

Activity: ALT Interview**Name: Ayumi Nishiyanagi****School: Uchinoura JHS****Focus:** To practice forming original statements and questions and learning more about the ALT

In Class: Begin by telling the class that today we'll be forming our own questions to ask the ALT so we can learn more about him or her. Divide the students into four to six groups, depending on the class size. The students want to come up with a list of statements about themselves and a related question that they will then ask the ALT. For example, "I like tennis. Do you like tennis?" Give the students 10 to 15 minutes to do this. They should think of as many statement and question combinations as they can in the allotted time. Once the groups have a list of statements and questions, the game begins. The ALT calls on groups one at a time. When the ALT calls on a group, one student in the group reads one of his or her statements and its associated question. The ALT then answers the question. For every statement and question combination, the JTE scores it from 1 to 5: the more difficult and novel the statement and question, the higher the score. Continue calling on groups and answering their questions until either time runs out or no team has any more questions. At this point, the team with the highest score wins.

Examples:

1. I like tennis. Do you like tennis?
2. I have a dog and a cat. Do you have any pets?
3. I want to be a doctor. What do you want to be?
4. My birthday is on March 15th. When is your birthday?
5. I will visit my cousin this weekend. What will you do this weekend?

Advanced: Give extra points to teams for continuing the dialog after the ALT answers the question.

Student: I like tennis. Do you like tennis?

ALT: Yes, I do

Student: How often do you play?

ALT: I play every Thursday.

...etc.

Activity: Self-introduction**Name: Atsushi Ogawa****School: Kita Ibusuki JHS****Focus:** Practicing 1st person, 2nd person, and 3rd person subject-verb agreement.**Materials:** Chalkboard**Preparation:** Prepare your own self-introduction.

In Class: Explain and demonstrate the activity with the ALT and a student. Write keywords and sentences on the board. Have the class work in groups of 3 students. (Student C separates him / herself from the other two students.) Student A introduces him / herself to student B. Student B then introduces student A's self-introduction to student C. Finally, Student C tells student A the information using "you" as the subject, and then asks if the information is correct.

Example:

Student A ⇒ Student B "I am Kenta. I am from Kagoshima. I like soccer."

Student B ⇒ Student C "He is Kenta. He is from Kagoshima. He likes soccer."

Student C ⇒ Student A "You are Kenta. You are from Kagoshima. You like soccer. Right?"

Student A ⇒ Student C "Yes. / No. (I am ~ / I like ~)."

Advanced: Student C can use interrogative sentences instead of declarative sentences.

Activity: Bingo Game**Name: Haruko Onohara****School: Taniyama JHS****Focus:** Reviewing vocabulary, focusing on the spelling and pronunciation of words.**Preparation:** Make a list of 25 words (English and Japanese) students has learned. Prepare a sheet which has 25 boxes. Each student will have two sheets.**In Class:** On one sheet, students will write English words in each box at random. The ALT will say the English words, also at random. The winner is a student who makes double Bingo. The student should read out the words in the two lines of double bingo. The ALT or JTE should correct any pronunciation problems, not only with the winner but with the whole class. Then, on the second sheet, the students will write Japanese words in each box at random. The ALT will say the English words. Again, the first student to get double Bingo is the winner.**Advanced:** Instead of reading the vocabulary word, you can try giving a simple English translation.**Activity: Grammar Mad Libs****Name: Aaron Ozment****BOE: Satsuma Town BOE****Focus:** 1. Demonstrate modularity of English structure to increase usability; 2. Reinforce vocabulary and encourage its creative application; 3. Increase confidence in speaking on uncertain subjects**Materials:** Two opaque cards per student, labeled “Noun” and “Verb” respectively. For advanced classes, add third “Object” card.**Preparation:** Prior to class, prepare the materials. Also be certain that students are aware of the “I want X to X+X” structure explained in New Horizons 3, Unit 4, page 47.**In Class:** Review the target structure of “I want X to X+X”. Then, depending on student level, simplify the structure to, “I want X to X.” Demonstrate the modularity of this by eliciting examples from students. If they are initially unresponsive, provide your own examples.

When your students grasp the target structure, and/or its simplification, have them write a noun and a verb on the respectively labeled cards. This complete, pass one card to the right and one card to the left. Each student will now have two new cards written by two different students. Now, have each student read their new sentence to the class using the, “I want ‘Noun’ to ‘Verb’,” structure.

Time permitting, switch the cards again, this time forward and backward. Then, form the students into pairs. Have them act out the new phrases as pairs, one student making the statement and the other doing the action in mime.

Advanced: Use the third “Object” card. This allows for the full incorporation of the target grammar “I want X to X+X.” The insertion of the additional clause increases the chances of bizarre responses, which are enjoyable for more advanced students, but can pose problems for lower level students.**Activity: Schedule Master****Name: Austin Richardson****BOE: Minamisatsuma City BOE****Focus:** To master questions involving basic regular actions in the third person, and introduce the actions of a third person. Also, strengthens appropriate usage of pronouns on the fly.**Description:** The goal of the assignment is to complete the schedule of a group of characters for a given week. The teacher has a master copy of the worksheet with all of the afterschool activities of five characters for a given week, but students receive differing worksheets with information about only some of these characters or activities. For example, one student may have information about what Austin and True do on Mondays and Fridays, while another student has information about what Jake does on Wednesdays and what Mohan does on Tuesdays and Thursdays.**Materials:** Worksheet similar to the one outlined above. Timer/clock. (con’t)**Preparation:** Depending on the size of class, there should be enough different sheets to encourage talking

to as many people as possible to complete the assignment (i.e., A form, B form, C, D, etc.). Not too many different types, or there are too many instances where a student is asked something they cannot answer.

In Class: Once given the different worksheets, students are given 10-15 minutes to walk around the room asking other students for the information that they are missing.

Example interaction: “When does Austin play basketball?” “He plays basketball on Wednesdays.”

Because there may be situations where the student is asked a question that they cannot have answer, they also must be able to say something to the effect of “Sorry, I don’t know.” Additionally, if the student is asked when a certain character does something that is not in the schedule (“When does Jake play volleyball?”), the student should also be able to use a sentence like “Jake doesn’t play volleyball.”

Teachers participate in the game with master schedules with the aim of cutting down on instances of “Sorry, I don’t know” answers over time.

Using all the information available, the student should complete the schedule or at least that of a character or two. Depending on how successful the students are, they will be able to use the information they have obtained to introduce the characters to the class as in “Advanced” below.

Advanced: Afterward, students can get in groups and practice introducing some of the characters on the sheet. If there is time, each group can introduce one character to the class, with one student giving one sentence about the character, or however this best can work in your individual class. E.g. “This is Mohan. He plays basketball on Mondays and Thursdays. He goes to the park on Tuesdays. He studies English every day.”

Activity: Who is this?

Name: Mito Sakae

School: Tsurukawauchi JHS

Focus: In order to ask “Who~?” questions and answer to those questions in pairs, and review the 3rd person singular form.

Textbook: Sunshine English Course 1 Program7 Section 1

Materials: Worksheet, Timer

Preparation: Prepare two kinds of worksheet (A and B) with details of some famous people, celebrities, or characters.

In Class: Explain and demonstrate the activity. Have the class work in pairs. Hand out the worksheet; each pair must have both the worksheets. Ask the names of the people in blanks to each other. When the blanks are filled, write down at least one question and answer on the list.

After all the pairs are done, the ALT will ask students some questions using 3rd person singular form.

Questions are about the famous people, celebrities, or characters. Students guess who the ALT is talking about.

Activity: These are our “Family Rules”

Name: Yasuko Sakaguchi

BOE: Ibusuki City BOE

Focus : To have the students make some “Family Rules” using HAVE TO.

Materials : Handout, Dictionary

Preparation : To teach the students the usage of HAVE TO in the previous lesson.

Situation : Your ALT or a student will do a homestay at your house for a week. Please make some “Family Rules” for him / her. (con’t)

1. Explain the situation to the students.
2. Divide the students into some groups of four or five people. Tell them to make some "Family Rules" for the ALT using HAVE TO. The students can use dictionaries and help each other to make rules. They have to write the rules on the handouts.
3. After ten or fifteen minutes, have the students tell the ALT their "Family Rules".
4. The ALT has to give them some comments about how she/he feels about the rules.
5. Have the students talk about their "Family Rules" in groups and make them better.
6. Have the students tell the ALT their better "Family Rules".
7. The ALT has to give them some comments again.

Example:

Have the students tell the ALT their "Family Rules"

The students: You have to get up at six every day.

The ALT: Even on the weekend??

The students: You have to take off your shoes in our house.

The ALT: Can I wear slippers in winter? My feet may get cold!

After that, have them make better rules.

The students: You have to get up at six from Monday to Friday, but you don't have to get up at six on the weekend.

The ALT: OK.

The students: You have to take off your shoes in our house, but you can wear slippers in winter.

The ALT: OK. Thank you.

You can also have the students submit their handouts after they tell the ALT their FIRST "Family Rules," then ask the ALT to write some comments on their handouts after class. In the next class, give the handouts back to the students and have them make better "Family Rules". It's easier for the students.

Activity: I Want You Telephone

Name: Connie Sinks

BOE: Kagoshima City BOE

Focus: This is aimed at grammar useful for making requests, such as, "I want you to...", This activity has students communicate requests in English and be able to carry them out. Lots of speaking involved.

Materials: Worksheet with blank spaces for students to perform "actions" in. One for each group. Slips of paper with the actions written on them. I used about eight different actions. At least one for each group, but multiples makes it easier.

Preparation: Prepare the actions for the groups. I used actions such as, "I want you to draw your homeroom teacher," "I want you to write some words from your favorite song," "I want you to write the word elephant fifteen times," "I want you to draw your favorite food," etc.

In Class: The easiest way to explain is by telling the students they will be playing the Telephone Game, or in Japanese, the 伝言ゲーム. The difference is, instead of simply saying a phrase, the students must do an action. The students will get in groups by row. Try to make it as even as possible, so one group doesn't have an advantage. They can arrange themselves in whatever order they like, but the order will change every round. (con't)

The students sitting in the back of the row receive the paper with spaces for actions. The students in the front receive slips of paper with some action written on it. From here, the students in front must tell the person behind them what is written on their paper. They must pass it on one by one, like in the Telephone Game. When the student in back gets the message and finishes the action, they must show it to the ALT or JTE for approval. If they get approval, they then return to their seat, and each person in the row must move one seat back to change the order for the next round. Then they can get the next action and repeat. (con't)

It is a race to see who can finish first, or who finishes last. In my class I also had the kids who finished last play a batsu game where I asked them to do something by using the same grammar, such as, "I want you to draw a dog on the board," "I want you to sing a song," "I want you to be Funasshi," etc. However, the school I did this at is full of outgoing and well behaved students. I'm not sure a batsu game would be best at all schools. You can always give stickers to the winners!

Activity: Sorting Cards

Name: Lesley Stonebridge

BOE: Kagoshima City BOE

Focus: Improving student speaking ability and confidence in English communication through question formation and response.

Description: Step 1: Teacher Explains the Activity: 1) One student will be given a shuffled deck of cards. They must try and place them in chronological order on the desk in front of them. 2) The class has to ask the student questions in English. When they ask a question, the student sorting the cards has to STOP to answer the question. 3) 3 minute time limit (use a timer) 4) If the student can finish sorting the cards in the time frame, they receive a prize (e.g. Sticker, stamp, etc.)

Step 2: Begin Activity: 1) Pick a student to be the first card sorting student. 2) Students begin asking questions, one by one (taking turns) to the person sorting the cards. 3) The student sorting the cards must stop and respond to questions in full sentences.

Step 3: Teacher Monitor: 1) Encourage students to produce proper English sentences/questions and assist with the response. 2) Ensure all students take turns asking questions. 3) Monitor the time and the volume in the classroom. 4) Pick a new student to be the Card Sorter after the time is up

Step 4: Evaluation: Observe, monitor, and assist all students with question formation and response. Questions can follow a certain grammatical point if they require the challenge.

Activity: "Who am I?" Game

Name: Maki Tokuda

BOE: Soo BOE

Focus: Asking questions, mingling with classmates

Materials: Timer, some pictures or some cards, cellophane tape

Preparation: Print some pictures of celebrities, sports players or famous characters, etc., or make some cards and write some nationalities, names, etc.

In Class: Explain and demonstrate the activity. Set the timer for 10~15. It depends on the number of the students. Put a picture or a card on their back, and students mustn't see their own pictures or cards. They have to find out who I am within the time by asking some questions. It is the mingle game so the students mingle and ask questions each other as many as they can. The questions should be related to reach answer and Yes-No questions.

Examples: Am I a man?, Am I a singer?, Do I play soccer?

Activity: Let's find out!

Name: Shoko Tokushige

School: Kaisei JHS

Focus: The comparative and superlative degree.

Textbook: New Horizon 2, Unit 7

Materials: Picture, Worksheet, Timer

Preparation: Prepare some pictures of characters to show the students. (con't)

In Class: Demonstrate the grammar with the activity.

JET : I like watching Doraemon. Do you?

ALT : Yes, I like Doraemon, too.

JET : My favorite character is.... Oh, I forgot his name. He is taller than Doraemon.

ALT: Is it Nobita?

JET : No, it's not. He is stronger than Nobita.

ALT : Is it Nobita's father?

JET : No. He is younger than Nobita's father.

ALT : Oh! I got it. It's is Jaian, isn't it? Do you like Jaian?

JET : That's right. I like Jaian very much because he is the strongest boy of all.

Check the student's understanding of this grammar. Have them listen to the demonstration once more. Practice to make sentences with the picture of Sazae-san's family. Students make groups and try to make as many sentences as they can in three minutes. Then tell the sentences to the class. Explain and demonstrate of the information gap activity with ALT and JTE. Students make pairs and have different sheets. (There are two kinds of worksheets.) Each student explains persons using the grammar and is going to find out each person's names.

Activity: Interview Game

Name: Satomi Tsurunishi

School: Takakuma JHS

Focus: Practice the target sentence "Have you ever ___?", "Yes, I have./ No, I haven't."

Material: Handout, Timer

Preparation: Prepare a handout.

In Class: Explain and demonstrate the activity with ALT. Set the timer for 5 minutes. Have the class work in pairs, first. One student will ask a question. Their partner will respond with "Yes, I have. / No, I haven't." If the partner will answer "Yes, I have.", the student who asks the question will get the partner's signature. Then, they will find another partner and ask the different question. They have to make a BINGO. When they make the BINGO, they have to show it to the teacher or the ALT.

When the time ends, ask one or two pairs to demonstrate a conversation.

After that, have the students make sentences using the third person, "(Friend's name) has _____." and ask some about what other people have done, "What has (Friend's name) done?"

Activity: How to use Interrogative

Name: Hiromi Uezono

BOE: Satsuma BOE

Focus: Increase conversation skills by encouraging the student to produce more than single word answers. This activity can also be used to practice a grammar point.

Material: Chalkboard (TV computer)/ Whiteboard or handout, Timer

Preparation: Prior to the lesson prepare textbook.

In Class: I chose this activity because students often make "word order" mistakes when they speak English. Example: What + noun do you + verb

ALT and JTE explain and demonstrate the activity. Students have to listen to the demonstration conversation. We confirm the contents of the conversation. Have the class work in pairs, or split into groups and speak with either the JTE or ALT. They practice conversation with textbook. They should memorize the basic conversation first by using the textbook. After that we continue the Dialogue 2.

Students can focus on the "What + nouns do you verb? Students have to practice the grammar focus.

To wrap up, ask the students about how many questions they asked each other to determine the average, minimum, and maximum. Finally, ask one or two pairs to demonstrate the conversation. (con't)

Advanced: Instead of returning the question, have the student ask a question linked to their response.

Dialogue 1: Textbook from New Horizon 1.

Nancy: How many classes do you have each day?

Mei: We have six each day from Monday to Friday.

Nancy: How long are the classes?

Mei: They're fifty minutes between classes. So we change classrooms quickly.

Nancy: Mei, what foreign language do you study?

Mei: I study Spanish. Many of my friends speak it.

Nancy: You take the volunteer class, right?

Mei: Yes. I read books to children in hospitals.

Dialogue 2: Talk and Talk Book 1 from Seishinsha.

A: What food do you cook?

B: I cook tempura.

1. Q: What food do you cook? I cook _____.
2. Q: What song do you sing? I sing _____.
3. Q: What sport do you play? I play _____.
4. Q: What musical instrument do you play? I play the _____.

Activity: Introduce your friends

Name: Kanako Waki

School: Kikai JHS

Focus : Increase conversation skills by encouraging the students through practicing how to interview.

Materials: Blackboard, Handout, Timer

Preparation: In the handout there are about 10 questions and how to answer to each questions. Include an example introduction.

In Class : Explain how to do the activity. First of all, have students practice how to ask and answer using the handout. (Repeat after ALT) Each student should practice the sentences many times by themselves. Set the timer 3 minutes. JTE and ALT help students. After that students will interview their friends. They should try to talk to many friends as they can. They have to take memos about their friends. Set the timer in ten minutes.

Then, each student will choose one person from the interviews and write down her/his introduction.

The JTE and ALT should help students. Then students will present their introduction. After the class JTE put up their introduction for display at school.

Activity: Conversation [Under Pressure]

Name: Michael Wasson

BOE: Satsumasendai BOE, Koshikishima

Focus: To further foster and solidify basic conversational skills within a small group setting while also exercising this foundation under new variables of pressure and/or restriction.

Materials: A list of possible basic questions that range from "Do you like ~?" "Can you ~?" "What is ~?" "Who is~" and "What did you ~ yesterday?" Please distribute this list to each student [as well as your ALT]. Lastly, you'll need a stop watch.

In Class: First, arrange the students into groups or two or three, with the ALT joining in as well. You will want the students to be facing toward each other to simulate a conversational setting. Designate a "starter," the first to begin. Tell them to try their conversations [question, response, and vice-versa] for 1 minute. Before you start the timer, begin easily with "only 'Do you like ~?' questions. Also, tell the starter to keep track of how many questions were successfully answered. You can tally after each round and applaud which little cluster or pair did the most. (con't)

After the timer goes off, rotate students and begin again. However, as each round finished, add different pressures to the new conversation—new question types, new timer restrictions (like 30 seconds or 2 minutes), free talk, and finally while not using the paper at hand. Be creative too with how you restrict. You might want to restrict easy content words from questions said before “Do you like ramen?” or questions only pertaining to fruit, or use of negatives only, or you might want to try with 3rd person, or past tense for more advanced conversations, e.g. “Does so-and-so study Math?” Make it your own. Throw in your own fun curveballs or variables!

Activity: Comparative Communications

Name: Timothy White

School: Makurazaki JHS

Focus: Review the use of comparative and superlative. To familiarize students with its use by presentation, classroom interactions and interviewing communication exercise

Textbook: New Crown 2 Lesson 7: Good Presentation

Description: with a class discussion asking a few students questions about themselves. Example questions: How old are you?; When is your birthday?; How tall are you? The ALT or JTE will record the answers and write them on the board. Now confirm the findings of the results by asking the class who is taller or shorter? Who is younger or oldest while pointing it out with the results. This exercise is a review of comparative use and getting the students to engage in speaking.

Have students interview other students or the teachers. Students will be given a pre-made worksheet using the grammar points in which they will ask questions to each other in order to fill it out. Whoever records the most answers can get a prize. (Sticker, Capsule toy, File folder) You can also make it into a bingo interview communication game.

To be sure it does not finish too fast you can make it double bingo. Students will walk around the room and play janken or rock, paper, scissors. Winner can ask any questions that are given with the loser answering the question. Winner will record the answer and mark their bingo card.

The ALT and the JTE can role play this by doing an example to make sure students are clear on the objective.

Be sure to check their use and pronunciation while encouraging them. The goal is the use of the grammar while getting students to interact and use it through communication practice.

Activity: Storytelling

Name: Elissa Wu

BOE: Minamisatsuma City BOE

Focus: Using basic words and grammar to create a longer story.

Materials: Cards, pen, and paper

Preparation: Choose a group of students to be writers. Make two sets of cards using words and grammar the students have learned and give out two of each to students who are not writers. The writers then have to go up to students with cards and ask for the grammar cards, to which the card holder will respond with “Yes, here you are.” The writer will then ask for the word cards, but this time the holder will respond with “No, you must guess.” They will then give the writer a hint as to what their word is.

Example:

A: Can I have the grammar cards?

B: Yes, here you are.

A: Thank you. Can I have the word cards?

B: No, you must guess. Word 1: This is an animal that likes carrots.

A: A rabbit!

B: Yes. Word 2: This is a person who grows vegetables.

A: A farmer!

B: Yes. Here you are. (con't)

Once all the writers have their cards, they anonymously write a short story using the words and grammar on the cards. The finished stories are placed in a pile on a desk. Random students will be chosen to read each story. After they have all been read, the card holding group will vote for their favorite. The one with the most votes receives points. In the case that there is a tie, they will all receive points. The roles switch so that writers are given cards and the previous card holders are now the writers. Repeat this process until all the cards have been used.

Advanced: The teacher can set requirements so that a story has to be of a certain length, or students must use more and more cards.

Activity: Ordering Food

Name: Clayton Xiong

BOE: Shibushi BOE

Focus: Students will engage their reading and writing skills by creating menus. They will also role-play to practice communication and recreate real world interactions in regards to ordering food from a restaurant.

Textbook: Sunshine 2, Program 5, Speaking 3 (page 52-53)

Preparation: Make sure students are familiar with relevant vocabulary (hamburger, French fries, cola, salad, pie, etc.) and phrases (How may I help you, what size drink, that'll be this much, etc.)

In Class: Have each student create their own menu with a few items. Have the students price their items in easy, simple numbers in dollars (\$) or other non-Japanese currency. Drinks should be available in various sizes.

The ALT and JTE will demonstrate an example by using key phrases to order from the menus they created. The interaction will go in the order of greeting, ordering, confirming size and price, paying, and receiving change. Explain to the students the importance of practicing communication and share personal experiences of the anxiety of having to order food in another language in a different country. Encourage the students to practice speaking and to have confidence, as real situations can be different and intimidating.

The students will pair up and try the role play. They will switch between customer/clerk upon finishing. After 3 minutes, have the students change pairs with others. After the students have practiced a few rounds, invite pairs of students to practice in front of the class. Have them speak in a loud voice and correct their pronunciation if needed.

Activity: Directions

Name: Tomoko Yamashita

School: Amagi JHS

Focus: Increase conversation skills by explaining the direction to shops or places. Imperative form.

Materials: Chalkboard, Handout, Eraser and Timer

Preparation: Before we start this activity, they need to use command form and how to explain the way to a place. Put some key sentences on a list and put it on the chalk board. Practice the sentences before we start the activity. Prepare two types of maps. One student has map A and another student has map B. There are 3 different places in each map.

In Class: Explain and demonstrate the activity. Have the class work in pairs. Student A knows where Amagi JHS, Bull fighting Dome, and A-Coop are, but they don't know where Yonama Beach, Kaneku Elementary School, or the convenience store. Student A asks B the way to Yonama Beach, Kaneku Elementary School, or the convenience store. Student B explains the way to each place. If Student A gets to Yonama Beach, they add "Yonama Beach" in their map.

For 10 minutes, student take turns asking or answering how to get a place and try to have the students ask or answer as many questions as possible. If students finish their list of 3 places, they should check their answers and they can add extra places they want to explain. (con't)

Example:

A: Excuse me, I want to go to Yonama Beach. Will you tell me the way to Yonama Beach?

B: Sure. Go straight and turn left at the first corner. Go straight and you'll get to Yonama Beach.

A: Thank you.

B: You're welcome.

When students explain or get to the place, they use an eraser. The ALT and JTE walk around the classroom and help students. Sometimes the ALT and JTE ask students the way to a place in the list.

To wrap up, ask the students about how many questions they asked or answered. Finally, ask some pairs to demonstrate their conversation.

Activity: Card Games

Name: Izumi Yoshihara

School: Kiire JHS

Focus: Practicing affirmative and negative sentence "does/doesn't"

Materials: Worksheet and cards.

Description: Introduce or review the target grammar through Q&A activities with the ALT. Explain the activity to the students and demonstrate with the ALT. Have the students circulate the classroom and play janken. The loser needs to make one affirmative statement and one negative statement about one of the people on the worksheet, and if their partner can guess who it is they will give them one card. The person with the most cards at the end wins the game.

Example: Have any brothers//Like English//Play soccer//Live in Tokyo//Come to school by bicycle

Mike	○	×	○	×	○
Yuki	×	○	○	×	○
Nancy	○	○	×	×	○
Hiroshi	○	○	×	×	○
Koshi	×	×	○	○	×

J: We'll show you how to play it. Rock, scissors, paper. One, two, three. (J loses) My friend likes English. She doesn't play soccer.

A: She? Is she Nancy?

J: That's right. Here you are. (J gives A a card.)

After five minutes, everyone counts their cards.

Junior High School and Senior High School

Activity: Feel the Music

Name: Jayne Arnold

School: Meiokan Senior High School

Focus: To aid the students with thinking creatively while practicing to express and reflect their ideas in English.

Purpose: Oftentimes students want to directly translate all their thoughts into English. However, it is important for students to feel the second language so they can comfortably use more English in the future. In this activity they get this opportunity through writing key words and drawing their thoughts on paper.

Materials: Music player, paper, and writing utensils.

Preparation: Prior to the class prepare the music player with the demonstration song and the song that the students will use. The demonstration song activity will be illustrated on the blackboard. Also provide blank paper for the students to write and draw on.

In Class:

1. Play a song and illustrate the activity on the black board.
Example: Happy Birthday Song. Possible words to describe the song could be happy, exciting, etc. Drawings could be a picture of a party, balloons, cake, etc.
Possible dialogue: (Present the findings using vocabulary such as “~sounds”; “reminds me of ~”, etc.) This song sounds happy and exciting. It reminds me of parties I went to when I was a child. There were colorful balloons and delicious cake. I enjoyed listening to this song.
Encourage students to ask questions or comment. For example, “I agree”; “I like the drawing of the cake”; “What was the most interesting party you have been to?”, etc.
Play a song for the students to reflect on. A good song could be “What a Wonderful World” by Louis Armstrong. After the song is finished give the students five minutes to finish reflecting and writing down their thoughts.
2. Put students into groups of 4-6 for discussion about how they felt as well as what they thought the song was about.

Activity: Guess the Celebrity

Name: Alejandra Beltran

School: Kagoshima Higashi SHS

Focus: The students will practice forming their own questions at a fast pace and practice using questions to find out information they need to guess which celebrity their partner chose. Another focus is to encourage students not to ask simple questions with “Yes/No” answers.

Materials: Chalkboard/Blackboard, list of keywords (optional)

Preparation: No preparation is needed unless you are concerned that your class may have a hard time forming questions quickly. In that case you can prepare a list of keywords to help them create the questions.

In Class: Tell the students that they will be working in pairs and asking questions. The JTE and ALT will explain that one student will think of a celebrity and they will act as that person answering the questions from their partner as though they were the celebrity. The other student who is interviewing will try and guess who their partner is. They can ask any question but they must first do a finger counting game in order to choose from the following list of question words. There are six question words.

The students will do a counting game on one hand, (with the choice of 0-3) and then add up the sum of the two hands and choose from the following list that one of the teachers will write on the board. (con’t)

1.What 2.Who 3.Where 4.When 5.How 6.Why

When a word is chosen the interviewer must use that word to begin their question to the celebrity. This way it restricts you from asking certain questions and requires you to use other not so obvious questions to figure out the identity of your partner.

The JTE and the ALT should demonstrate the game for the students before allowing the students to get into pairs. When the students are doing the activity both teachers should be going around the class and checking the students' questions and answers. To make the activity more fast-paced, you can have the students switch partners every five minutes or so.

Different Versions: You can have the students pick and guess animals or movies. Any topic that may pertain to a recent lesson in order to make the activity more relevant can be done to change it up.

Activity: Janken Game

Name: Andreas Birzer

BOE: Kagoshima City BOE

Focus: This activity is for when you teach grammar (usually a tense) for the first time. It requires students to speak and make many sentences using the taught grammar. Students of all levels can enjoy this game.

Description: Make a long strip of paper and paste pictures on it using simple verbs (each picture should be unique but you can use each verb more than once). Example: someone playing tennis, someone watching TV, etc. You should put about 20 pictures on the strip of paper, and you should make about 6 identical strips.

For this game you need two teams per strip of paper, one team on each end of the strip. Try not to make the teams bigger than 3 students.

The students have to make a sentence using the taught grammar for each picture. One student from each team goes at a time. When the students meet, they must janken. The winner of the janken carries on while the loser returns to the start and a new student makes the sentences.

The aim is for the students to reach the opposing teams end.

The students can help their members. The teacher goes around the room and makes sure no one is cheating.

Activity: "Can you?" Go Fish

Name: Laura Boville

School: Kanoya Kogyo SHS

Focus: Practicing the ability to ask whether someone can do an activity, as well as answer the question.

Materials: Decks of pre-made Go Fish cards. The decks should consist of pairs of pictures of hobbies or abilities, either with or without the vocab for that picture written below it (e.g. a picture of someone playing soccer, with the words "play soccer" below it.) Words can be omitted for higher level classes. Each deck should have 15+ pairs and might include less common phrases like "ride a bike" and "juggle" for fun.

In Class: Explain and demonstrate the activity with a student or JTE (the first time, a JTE is probably better). Write the target language on the board: "Can you...?"/"Yes I can."/ "No, I can't."

Put students in groups of 3 or 4. Have them shuffle the cards and hand out 3-6 cards per student. The point of the game is to match the cards in your hand to their pairs, by asking other students what they can do. To play, Student 1 will choose one of their cards and ask Student 2 (any student) whether they can do that activity. For example: "Can you draw?". Student 2 will look at their cards, and if they have a "Draw" picture, say "Yes, I can." and give that card to Student 1. If they do not have a "Draw" card, Student 2 will say "No, I can't." and Student 1 will pick up an additional card from the stack.

When a pair is matched, the student should place them on their desk face up. If a student runs out of cards, they should draw 3-6 more from the stack. Play continues this way for 10 minutes. (con't)

After 10 minutes, have students count their matches and give a prize for the most if you like. Then have one student from each group stand up, and rotate to a new group. The groups will begin the game again. Continue this rotation for 20-30 minutes.

As a wrap up, ask certain students if they can do an activity, or to tell you three things they can do.

For higher level classes, you can omit the words below the picture cards so they have to think of the grammar themselves. Additionally, you can practice structures like "Have you..?", "Will you..?" "Should you..?" etc. to create other challenges.

Activity: Popcorn Sentence Stories

Name: David Byrnes

School: Takeokadai SHS

Focus: Increase individual confidence and autonomy in English speech by forcing students to create original sentences without preparation time.

Materials: Chalkboard/Whiteboard, soft throwable item (like a chew toy or small football).

Preparation: Think of an open-ended sentence; something that can begin a story, like "Yuki was walking home from school one day.." or "It was the first day of Summer break, and John was excited!" Write this sentence on the board before beginning the activity.

Procedure: After writing the first sentence on the board, tell the students that the class is going to write a story together. Throw the "speaking item" to the JTE and ask them to come up with the next sentence in the story. Write that on the board. Tell the students it is now their turn, and throw the item to one of them. When he/she has added a sentence, instruct them to throw the "speaking item" to one of their friends. After each student adds a sentence, the JTE or ALT should write it on the board (Try to encourage more complex sentences as the lesson proceeds). Continue for as long as the JTE/class schedule permits. When the last sentence has been given, read the resulting story together. Take time to correct any grammatical errors that may have occurred. Make sure to congratulate the students on having written a story together.

Activity: About-“Ben”-Race

Name: Benjamin Chan

School: Taniyama JHS/Kagoshima BOE

Focus: Asking questions, subject-verb agreement

Description: I have used this activity in JHS 1st year classes of 20 students, but it can be adapted for other levels, grammar points, and class sizes.

This activity is a race/game where teams (pairs) try to finish a set of questions first. Create set of questions about the ALT that use or review recent grammar. Each team (of 2 students) gets one worksheet. Each worksheet contains approximately 6 questions in the following format:

“Are you from (Toronto, Ottawa, Calgary, Vancouver)?”

The teams must think about the 4 answers for this question and decide which one they think is correct. Student A then runs up to Ben (ALT) and asks, “Are you from Ottawa?” The ALT then answers Yes or No. If their chosen answer is correct, then they get a circle on their question. They can then proceed to the next question. If their chosen answer (Ottawa) is incorrect, then they go back and decide on another choice.

Next, Student B runs up to the JTE instead and asks, “Is Ben from Calgary?” This goes on until some teams have completed all 6 questions. Students A and B in each team take turns asking both the ALT and JTE the questions. This way they can use both grammar points “Are you...” and “Is Ben...”

I like this activity because it is faced-paced and the students get a lot of chances to speak English.

Students like this activity because it has a competitive edge and they need to guess the right answers.

After the race, I usually give the worksheet to each student and go over the answers one more time. Don't forget to praise the teams who finished first! (con't)

I try to answer their questions fast, in order to avoid many students having to wait in line for the ALT/JTE. In bigger classes I would make teams of 3 or 4 students, instead of pairs. Also, I add a level of difficulty by changing the worksheet to: “Are you [] (Toronto, Ottawa, Calgary, Vancouver)?” As you can see, the [from] word is missing. Students need to complete the question before they can go ask the ALT/JTE.

Activity: Question/Answer Practice

Name: Tiffany Cole-Stitt

School: Ijuin SHS

Focus: This exercise all English skills and requires students to be able to hear and correct mistakes in spoken English

Materials: Chalkboard/Whiteboard, role cards (created by the ALT), and stop watch

Description: Separate the class into two groups. Everyone will draw a role card from their group’s envelope. The roles are: W = writing on the board, Q = asking a question, A = answering a question. One student will stand up and ask a question, one student from the opposing team will stand up and answer the question, and one student from each team will write what their team said on the blackboard. The Writers will write what they hear AND correct any mistakes. Number the Role Cards based on the number of students and the number of Q & A Rounds you want to have.

Role card example:

Team one: Q1, Q2, A3, A4, W1, W2, W3, W4

Team two: A1, A2, Q3, Q4, W1, W2, W3, W4

Chalkboard: The ALT will prepare the chalkboard to indicate the Round number and where the students will write their team's questions/answers for that Round.

Rounds: (Optional: give students up to 3 minutes to prepare before starting the game.) For Round 1, the students from each team with roles Q1, A1, and W1 will stand up. The two students with W1 (one from each team) will go to the black board and ready themselves to write what they hear (writers only write what their own team says). For example, if Team One is asking the question, then Team One’s Writer will only write the question on the board, while Team Two’s Writer will write the answer on the board. After writing what they hear, Writers should correct any mistakes they see. Once complete, the students read the sentence out loud and sit. The ALT does a final check of the sentences and allocates points. Each team has 1-2 minutes to complete their tasks. If there is an uneven number of students, one student will be the time keeper and must practice phrases such as “you may begin,” “time is up!” and “10 seconds left” in English.

Score: 3 points for no mistakes; 2 points for one mistake; 1 point for two mistakes; and 0 points for three or more mistakes. Extra points can be given for complexity. No points will be lost if the Writer catches all the mistakes and corrects them. However, once the Writer takes his/her seat, the ALT will correct the sentences and allocate the points.

- The students that are answering the questions (“Answerers”) are NOT ALLOWED to read the question from the board. They need to answer the questions based on what they hear.
- Students in play (Writers and Answerers) ARE ALLOWED to say “Please say that one more time” a maximum of three times. ALT and JTE are allowed to intervene if the question doesn’t make sense.
- Each question asked must be completely unique. For example, only one “Do you like” question can be asked.
- Answers MUST BE complete in the sense that you can understand the question by only hearing the answer. For example, “Do you like cake?” An acceptable answer is “No, I do not like cake.” Unacceptable answers include “No” and “No, I do not.” (con’t)

- Students MUST speak loud enough for the other students to hear and they MUST look at the person they are talking to.
- For higher difficulty, limit each question and answer to 6 or more words and/or add a theme such as “going to the movie theater.”

Activity: Evolution Game

Name: Peter Duncan

School: Nanshun SHS

Focus: Improving student's listening skills through using subjects familiar to them, so they can infer the meaning. Essentially, the idea is to improve students' confidence, and show them that they are all capable of answering questions in English.

Materials: "Evolution" board. Categories cards (with magnetic tape, to fasten to the board) Magnetic counters. Questions. White board. Bells (optional).

Preparation: Preparation is quite long, but worthwhile because the resources can be used many times. The "Evolution" board can be made from an A1 plastic board, with laminated pictures and arrows attached. The pictures are placed from bottom to top, sequentially, showing an "evolution" (for example, starting with amoeba, then a cockroach, then a monkey, then "Gollum" from "Lord of the Rings", then the band "Arashi"). Any pictures can be used, providing they show an evolutionary progression. I used five pictures, but you can use more. Category cards can be made to attach to the white board, for example "Geography", "Sport", "Manga", "Music", "Movies", "Japan". Finally, questions have to be written. This is the time consuming part. It's best to find out what students are interested in, so their interests become the basis for the questions (maybe asking all students to write down one thing they like on a piece of paper, then you can research on Wikipedia). It is very important that all questions are about subjects students are familiar with, and that they are enthusiastic about.

In Class: Students are placed into groups of about four students. If you have bells, each team is given a bell. For JHS students, it may be helpful to first go through basic question words and their answers ("where", "when", "who", "how many", "what", "why", "which"). Students are told they are all amoeba, but if they get questions right, they can become "Arashi" (or some other desirable person/superhuman). The first team chooses a category, then the ALT reads out a question. Students ring their bell if they know the answer. If they are correct, then they move up one place of the evolution ladder. Then the next team picks a category. The game continues until one team has progressed through all stages of evolution, and is the winner.

Examples:

Q: What does “Toshokan Senso” mean in English?

A: “Library Wars”.

Q: How many Disney resorts are there? Where are they?

A: There are 6 Disney resorts. Two in USA (Disneyland resort in California, and Walt Disney World Resort, Florida), Japan (Tokyo Disney Resort), France (Disneyland Paris), Hong Kong, and China (Shanghai Disney Resort).

Activity: Mood Swings

Name: Michael Fox

School: Higashiakushira JHS

Focus: This exercise can provide students the opportunity to practice articulating how well or 元気 someone “looks” in appearance as a means of stimulating conversation. As this conversation develops, students will also have the opportunity to offer suggestions using “you should”.

Textbook: Sunshine English Course 02 | Program 07 | Grammar Point 02

Materials: Slips of paper with moods, emotions, and states of wellness written on them (con’t)

Instructions: To begin, have the students make pairs. In odd numbered classes, the student without a partner can work with the ALT. One individual in the pair is given a slip of paper that has written a unique mood, emotion, or state of wellness. The person given the slip of paper should not tell their partner what is written on it.

The person given the paper should do their best to act out the word they were given. Their partner then begins the dialogue by describing to the actor how they “look”. For example, in a positive context, “You look very excited. What’s up?”, or in a negative context, “You look very sad. What’s wrong?”

The actor then answers the question in relation to the word they were assigned. In low-level proficiency classes, the answers can accompany the assigned words written on the slips of paper. In intermediate-level proficiency classes, the answers can be simplistic. In high-level proficiency classes, this part of the activity allows students to be creative in their answers and facilitate larger conversations with confidence and independence.

In situations in which the emotion or mood assigned is of a negative condition (tired, sad, angry, etc.), the inquiring partner can provide a suggestion of how to remedy the situation by using “you should”. As stated before, high-level proficiency classes can start larger dialogues through these starting points.

After one to two minutes of conversations, the acting student should give their partner the slip of paper. Both individuals then find a new partner. In doing so, all students will have the opportunity to play both the acting role and the inquiring role. Repeat these directions for roughly 20 to 30 minutes.

Activity: Interview about Hobbies

Name: Mari Fukushima

School: Soo SHS

Focus: Increase conversation skill by asking some questions or answering them. Have the students learn how to ask a question. Encourage them to communicate with each other without being afraid of making mistakes.

Materials: Chalkboard, Handout, Timer

Preparation: The list on which some items of the hobby are written is prepared. (playing sports, listening to music, traveling, watching movie/TV, playing games, reading books, others) Some examples of the additional interview are also written on the handout. (What is your favorite ~ ? Why do you like ~? When do you enjoy your hobby?)

In Class: Give each student a handout. Explain and demonstrate this activity. Set the time for 5 minutes. Have the students ask each other what their hobby is.(1) Try to have the students ask as many classmates as possible within the time limit. Help the students look for the partner or circle the room to evaluate and assist them. Have them fill in the name of classmates who answered the question on the list. Have them take their seats. Have some students tell the class about classmates’ hobbies. Show the example if the students don’t know how to express. (2) Write the hobbies and the names of the students who are chosen on the chalkboard. Pick on some students who have the same hobby and have them stand in front of the class. Have the class ask a few additional questions about their hobby of the students who are picked on.(3) Help the students ask the questions by showing the example if they hesitate to ask or don’t know how to ask.

They can use an example out of the questions written on the handout. Ask ALT’s/JTE’s question of the standing students after the class finish asking. In this way, have the class ask the questions of the students who choose other hobbies, too. Finally, have the students ask ALT/JTE questions about their hobby.

Examples:

1. A : What is your hobby?
B : My hobby is listening to music. What is your hobby ?
A : My hobby is traveling. (con’t)

2. ALT : Who likes traveling?
B : A does.
C: D does.
3. E : Where is your favorite place?
A : My favorite place is Tokyo Disney Land.
D: I like Okinawa the best.
F : What did you see there?
A : I saw Mickey Mouse.
D: I saw the beautiful sea.

Activity: Stop the Bomb!

Name: Steven Gerking

BOE: Akune BOE

Focus: Foster conversation between students as part of an information gap-esque activity; reinforce the “there is” and “if/then” grammar points found in the 2nd-year JHS curriculum; have some fun.

Materials: The “bomb”, scissors/cutting implement, some manner of timer, handouts for the bomb defusing rules.

Preparation: Actually constructing the bomb; I made mine out of a cardboard flat with a square cut out to place the “wires” over (and a smaller square into which the 100-yen timer was taped.) There are obviously many approaches to this. If actual wires and pliers are (reasonably) not handy, you can make your wires out of string, yarn, or even rectangular segments of colored construction paper. A notebook PC to provide sound effects (timer beeping, shut down noise, explosion) could also spruce things up if you have a multimedia-enabled room.

As for the handout, it is a long list of if/then statements explaining which wire to cut. The website www.bombmanual.com, which is the home of the game this activity is heavily inspired by (“Keep Talking And Nobody Explodes”), has such a page available as a sample.

In Class: Explain the rules. It's like a not-so-old action movie; there is a bomb that the hero has to defuse, They don't know which wire to cut! Luckily, their friends on the phone do! (Also, the bomb is programmed to instantly detonate if it hears Japanese...maybe.)

Divide students into groups and give them the handout, face down. Have one student per group be the hero, who comes to the front desk; they (and only they) will be able to see the bomb. Set the timer to 2 minutes (YMMV by class, this can very obviously be changed.)

Due to the information gap, the parties will need to ask questions and get information from one another to find out which wire to cut. (How many [color] wires, is there a, etc.) After a wire is cut, play or make a sound to signify whether the bomb shut down or blew up.

After one round has finished, have another group/pair come up and re-ready the bomb (particularly replacing the wires/string/yarn/whatever.) It can be helpful to make a diagram/list of “puzzles” you want to line up, to ensure a fair shake of all the if-then rules getting “used”. Rinse and repeat until sufficient.

Activity: Question and Answer Game

Name: Keron Hall

School: Kakusho SHS

Focus: To encourage the students to think of questions that can be asked in a conversation.

Materials: Flash cards with answers and timer. Packs of pencils for tokens.

Preparation: The ALT will prepare flash cards with some answers. The answers would be appropriate for the level of the students.

In Class: The JTE and ALT will explain the activity to the students and give a demonstration. Students are placed in groups of two. The flashcards are placed in a box and the ALT will go to each pair of students for them to pick a card. The students will turn the cards face down until all groups have a card. After the cards have been distributed JTE or ALT will instruct the students when to begin. (con't)

Each group is given 3 minutes to formulate a question for the answer card given. When the time expires, each pair of students will stand; one student will read the answer on the card and the other will read the question that they created. The JTE/ALT will write the question on the board and make corrections and provide explanations where necessary. If the question created has no errors, the group will be given a prize (pencils).

Flash card text:

Yes, I do.	No, I don't.	Yes, I did.
Yes, I will.	Yes, I can.	Yes, he does.
No, I won't.	No, I can't.	No, she doesn't.

Activity: Japanese Events

Name: Chiemi Hamada

School: Takeokadai SHS

Focus: Using familiar events to help students utilize their vocabulary; future tense

Materials: Chalkboard, post-it notes event, textbook and timer

Preparation: Prior to the lesson write the names and dates of Japanese events on the back of the post-it.

In Class: Put post-its on the chalkboard. Have the students make groups of three or four, play Janken and let them pick a post-it. Seeing the name of the event, students will prepare to talk about it. They have to use expressions about future tense from the textbook. They can draw pictures and use gestures. Set the timer for 10 minutes. While they are preparing, JTE and ALT walk around and answer their questions or give them hints. When the time ends, have them make presentations. After listening, students from the other groups guess the name of the event and the ALT or JTE or will ask questions about it.

Activity: 3-minute Challenge

Name: Rie Hashimoto

School: Hanaoka JHS

Focus: Imaging situations and practicing extended conversations

Materials: Chalkboard/Whiteboard, Timer

Preparation: 3-4 sentences to start a conversation (ex: "You look happy. Why?", "Are you free this afternoon?", etc.)

In Class: Explain and demonstrate the activity. Set the timer for 3 minutes. Have the class work in pairs. If there is an odd number of students, have the ALT or JTE work with a student. The teacher writes the first sentences on the board and the students, in pair, decide on one sentence from the list. One student will start a conversation with the sentence they picked. The partner will respond. In pairs, the students should think about the situation briefly before they start the conversation. They have to try to maintain a continuous conversation for 3 minutes.

Example:

A : Are you free this afternoon?

B : Yes. What's happened?

A : Will you teach me math for the tomorrow's test?

B : It's OK. Where will we study?

A : How about the library?

B : ~ .

A : ~

Activity: What can you see?**Name: Natsuko Honda****BOE: Ijuin SHS****Focus:** This activity can help the students produce not only simple answers but also the answers including modifiers in conversation.**Materials:** Picture, Worksheet**Preparation:** Prepare a list of Today's Words, including nouns, verbs, adjectives (5 words per each) from the wordbook students are using.**In Class:** Have students make groups of five or six and decide starters for each. The starters stand up. Show all of the students a picture and ask them, "What can you see?" One of the starters who raise the hand first answers just a simple word such as "A bird." If he/she answers correctly, he/she can sit down and another member from his/ her team will stand. The others who can't answer keep standing until they answer. From the next students to answer, they have to add words or phrases that modify the first words – for example, "A singing bird." or "A bird in the cage." Teams can get points according to the number of the words they answered. If they make the phrases including Today's Words, they can get bonus points. The sitting students should listen to what the other students say carefully and write down their answers on their worksheet. After 3-5 minutes the picture is changed and the game continues.

To wrap up, show the students those pictures one by one and have them say the phrases or sentences that they heard in class.

If you have time, have students get into pairs facing each other. Each student gets a sheet which has some pictures on it. When the teacher says "Start," one of each asks, "What can you see in picture A?" and the other explains what it is. Then change each role.

Advanced: In addition to making the phrases, have the students frame a sentence. It is better to show the students pictures that have much information on it.**Example:**

ALT: What can you see?

A: A bird.

B: A singing bird.

C: A singing bird in the cage.

Advanced Example:

ALT: Tell me the situation.

D: A singing bird in the cage wants to go out.

E: A singing bird in the cage wants to go out because...

Activity: Whose ___ is this?**Name: Daichi Inome****School: Tarumizu Chuo JHS****Focus:** Reviewing some past vocab and practising and applying the key grammar point "Whose ___ is this?" "Is it ___'s ___?" or "it is ___'s ___?" This activity can also be used to practice the grammar point in Sunshine 1 textbook "Speaking 2" page 74- 75 Level: JHS/SHS**Materials:** Chalkboard, print outs or projector. Timer optional. A series of character images and cropped images of those characters. (See Appendix, p.99)**Preparation:** Prior to the lesson prepare a series of images of characters the students may know. Crop and enlarge one part of each image (for example only showing Guribu's ear from the image of Guribu). Show the cropped image to the class and have them identify the cropped object (what's this? It's an ear! Is a t-shirt! It's a hat!) Then insert it into the key phrase "whose ear is this?" depending on the difficulty it may take the students one or several tries to get the answer. "is it Guribu's ear?" "Yes it is/no it isn't" "try again". When they get the correct answer reveal the characters full image.

Difficulty of the questions can be adjusted, easy questions will take less time. More difficult questions will more back and forth exchange.

For example a crop of a red t-shirt sleeve of Winnie the Pooh could be Luffy's, Crayon Shin Chan's or Bart Simpson's, so students must think harder. Alternatively, you can have a series of cropped images that show more and more of the character with each turn. (con't)

For example the first crop being all red, the next being red and showing a yellow arm, the next showing the red sleeve, arm and paw of Pooh-san.

In Class: It can be made into a competitive game by having the class split into groups, each group taking turns to present the question and giving the other groups points for getting the answer first or getting the answer in the least amount of tries.

To encourage each student to speak, the speaker in each group must rotate on each turn, but the rest of the group can help the speaker come up with the answers/questions if the speaker is one of the less confident students. The timer can be used to allow each group discussion time to formulate the questions or answers to present.

Activity: Guessing Game

Name: Satoru Inoue

School: Sendai Shoko SHS

Focus: To help the students ask many questions and get the right answers. This activity is helpful to improve speaking and listening.

Materials: Pictures of famous people, places or goods from newspapers, magazines, and so on.

Preparation: Prepare some easy questions to get the answer.

In Class: Divide the class into groups. Give one student in each group a picture of people, places, or goods. The picture will not be shown to other students of the group. The students should ask some questions and guess what it is. If it's difficult to prepare pictures, just write down words on paper. If you restrict categories like countries, animals, and fruits, it will be easier. If the students have trouble making questions, write some key sentences on the blackboard or distribute handouts.

Example 1

A : What shape are they?

B : They're round.

A : What color are they?

B : They're red.

A : Where do they grow in Japan?

B : They grow in Aomori.

A : I think they're apples.

Example 2

A : Where is it?

B : It's in Europe.

A : Is it a country?

B : Yes it is.

A : What is the capital of the country?

B : It's Rome.

A : I think it's Italy.

Activity: Grammar Point Battleship

Name: Mario Janakis

BOE: Kikai Town BOE

Focus: Promote exposure and conversational use of a new grammar point while enjoying a game

Materials: Word grid handout, chalkboard

Preparation: Prepare a grid with one category of words (e.g. locations) running down the left and another category (e.g. infinitives) going across the top. Any categories of words can be used to fit the grammar point that is being taught

In Class: First, re-explain the grammar point that will be used in the activity. For example, "I went to (location) to (verb)". Then, run through an example of how to play the game Battleship. Explain that students will each get one paper with a grid. They will draw three groups of four stars on the grid paper. Their partner will then try to guess where the other person's stars are using the words running down the side and across the top of the paper. If the student guesses correctly, they should mark an X on their paper where their partner's star is. If they are incorrect, mark an O. The first player to reveal all of their partner's stars wins. (con't)

Example: (Focusing on teaching infinitives)

A: Did you go to the park to eat lunch?

B: No, I didn't.

(A marks an X on the grid where "the park" and "eat lunch" intersect)

B: Did you go to the department store to go shopping?

A: Yes, I did.

(B marks an O on the grid where "the department store" and "go shopping" intersect)

Activity: Simple Interview Lines

Name: Samantha Johnson

School: Shoyo SHS

Focus: Encourage students to practice speaking and develop confidence in English conversation. This activity can also be adjusted to act as a content review or used to practice grammar points.

Materials: Interview sheet (optional), timer

Preparation: Make a worksheet with interview questions, examples, and/or prompts for students to make their own questions. There must be an even number for this activity, so teachers and ALTs are encouraged to participate as needed.

In Class (Basic): Introduce the activity and give students some time to come up with a list of possible interview questions about a certain topic or using a certain grammar point.

Example: Have students make a list of "Have you ever...?" questions to which interviewees must respond with either "No, I have never..." or "Yes, I have... Have you...?"

Have the students line up in two lines with partners facing each other. The students in one line will be the interviewers and the students in the other will be interviewees. Set the timer for 1 minute, and tell the students to start their interviews. After 1 minute, have the students switch roles and do the interview for another minute. The goal is to keep the students talking in English, so ask them to continue to ask and answer questions for the full minute.

After each line has had a chance to be interviewed, tell the members of one line to move one space to the right while the person at the end goes around to the other end of the line. Repeat as desired or until students have spoken with everyone in the other line.

Possible Variations: The difficulty and focus of this activity can be adjusted to suit different class levels, topics, and grammar points by changing the interview topics and the amount of student preparation. For lower levels, use more scaffolding by providing prompts, basic interview questions, grammar points, worksheets, etc.

For more advanced classes, have the interviewer start with a specific prompt and have interviewee try to talk for the whole minute about it. For example, you could have students talk about what they did over a holiday weekend. You could also allow students to choose their own topics and try to talk for the whole minute about them. The listener should ask the speaker questions if there is any time remaining.

This activity can also be used as a review for readings and other materials as well as a chance for students to share their individual research for projects like speeches or presentations. In such cases, the time used for each interview can also be adjusted.

Activity: Plus-One Dialog

Name: Kyoko Kawaguchi

School: Ariake JHS

Focus: Practicing building on set dialogues.

Materials: Textbook or other pre-made dialogue

In Class: Teach and practice the model dialog in the textbook as to grammar, new words, pronunciation, and the content. After that, the ALT and JTE demonstrate the activity, which means they perform the model dialog with plus one or two sentences. Then, have the class work in pairs. First, have the students think and add one or two sentences to the model dialog. (con't)

When adding, they don't have to write correctly in English spelling. The work should be focused on speaking. When the activity seems to be difficult for some pairs, the ALT or JTE give them some hints. After adding, have them practice the added dialog. Try to have them say without the textbook if possible. Finally, ask some pairs to demonstrate the added dialog.

Advanced: Instead of adding one or two sentences, students can make their own dialog based on the model dialog.

Example: (Sunshine English Course 1 Speaking 1 Asking the time)

Kenta: What time is it?

Emily: It's twelve o'clock.

Kenta: What time do you usually eat lunch?

Emily: At twelve thirty.

Kenta: (Me too.) Let's have lunch together.

Emily: Sure.

Advanced Example: (Sunshine English Course 3 Speaking 2 Meals at a restaurant)

Restaurant worker: Hello. May I take your order?

Maki: (Not yet. What do you recommend today?)

Restaurant worker: (Well, we have special green salad today. The vegetables are very fresh.)

Maki: (Then, I'll have the New York steak with a green salad.)

Restaurant worker: How would you like your steak?

Maki: (Well done), please.

Restaurant worker: OK. What kind of dressing would you like on your salad?

Maki: (Italian), please.

Restaurant worker: All right. Anything else?

Maki: No, that's all. Thank you.

Activity: Speaking Bingo

Name: Rhiannon Knecht

School: Kajiki Technical SHS

Focus: To get students more comfortable with asking and answering simple questions. Preferably leading on to additional questions being asked about the same subject, creating a mini conversation.

Preparation: Make and print worksheet for students (See Appendix, pp. 95-97)

Description: Prepare bingo sheet with 16 (or 9 for an even quicker game) yes/no answer questions and some key words for additional questions (leave 2 boxes blank to allow students to write their own original questions).

The students are to move around and ask each other questions from the bingo sheet. They should aim to only ask one person one question then ask a new question to a new person.

Students only record an answer on their bingo sheet if the answer is "yes" to the question. If they receive a "no" answer then they should ask a different question.

As in "bingo" the aim is to make a line of answers horizontally, vertically or diagonally. Depending on the time frame allotted, have the students aim for a number of completed "bingo" lines.

This activity works well as a warm up after vacation time to have the students ask each other what they did with their break or using any other suitable grammar point.

Activity: Create Your Own Great Works

Name: Megumi Kubo

School: Kagoshima Chuo SHS

Focus: Increase writing and speaking skills by encouraging the student to produce imaginable conversation that might follow one scene of the textbook story.

Textbook: ELEMENT English Communication Lesson 5 "Bopsy" (KEIRINKAN)

Materials: Handout (con't)

Preparation: Before the lesson, JTE/ALT prepares a worksheet.

In Class: JTE explains the activity and demonstrates the conversation with ALT. Have the class work in pairs. (3 pairs are in the same group.) Each pair works on making an imaginary short conversation that might follow one scene of a story. They need to write the conversation in the given worksheets and finish within 10 minutes. ALT and JTE circle the classroom and help the students. For 10 minutes, have each pair practice their conversation until they can perform it without the worksheet. Then have each pair demonstrate its conversation putting feeling into it in the group. When all pairs finish, have students decide the best pair in each group. The chosen pairs demonstrate their conversations in front of the class.

Advanced: Either ALT or JTE joins each pair as a third person and creates a new conversation. This is effective for cultivating students' impromptu conversational ability.

Examples: Directions: Imagine how excited Bopsy was on the truck. Write a short conversation between Bopsy (B) and firefighters (F). Work in pairs and practice the conversation.

B: Thanks to you, I had a good time.

F: I'm glad to hear that.

B: By the way, why do you work as a firefighter?

F: I had a little brother, but he was killed in a fire. At that time, I couldn't help him, so I have wanted to help people who are in danger since then.

B: I was impressed with your story. I want to be a firefighter, too.

F: What!? You already are a firefighter.

B: Oh! I'm a firefighter?

F: Of course. You are a little firefighter.

B: Thank you for saying so. I believe that I can be a strong firefighter.

F: You can do it! We have to wait for you to become a strong firefighter.

B: I'll do my best!

Activity: Janken for Directions

Name: Jacinta Le

BOE: Satsumasendai BOE

Focus: Increase student's confidence, vocabulary and conversation skill in asking for and giving directions.

Textbook: New Horizon 1 Speaking Plus 2 'Telling the Way'

Materials: Pre-prepared map worksheet (1 for each student), Larger demonstration map (magnetized to stick on blackboard or PowerPoint)

Preparation: Prior to the lesson, prepare a map with common town landmarks on it (e.g. post office, bank, hospital, library, city hall, etc.) with enough streets and traffic lights to keep things interesting. You want between 10-12 landmarks on the map. Make sure each landmark is clearly marked on the map. Write out place pairs on a piece of paper and cut them out to make individual slips. You want enough slips so that everyone in the class will have one. Some can double up if need be. Each slip will have three pairs of place names.

Example:

Police Station → Post Office

Hospital → City Hall

Library → Park

Finally, print out a copy of the map, laminate and magnetize it to use in your team teaching model.

Alternatively, you can show it on an overhead projector or TV, if your classroom allows.

In Class: Revise directions vocabulary with the class. If using New Horizon 1, you can use pages 90-91. If not, the basic expressions for revision are: (con't)

- I'm looking for [place name 2]. Do you know where it is from the [place name 1]?
- Go straight.
- Turn [left]/[right]; Turn [left]/[right] at the [traffic light]/[landmark].
- It's [across the street]/[next door]/[down this street].

Show a demonstration of the activity with your JTE. During the demonstration, show the slip and make it clear that you are asking for directions from A→B. As the JTE gives you directions, trace the route on the map with your finger so the class can follow. The students will then need to walk around the classroom and play janken. The winner will ask for directions to the place marked on their slip, and the loser will have to answer using the map. An example conversation would be as follows:

S1: Excuse me, I'm looking for the post office. Do you know where it is from the police station?

S2: Yes, I do. Go straight here and then turn left at the traffic light. Turn right at the CD store.

S3: Thank you!

Players who successfully win three rounds of janken and get directions from A→B will be able to claim a prize.

Activity: Spider Diagrams

Name: Roderick Macfarlane

BOE: Kagoshima City BOE

Focus: Improving students understanding of and encouraging increased critical thinking during long reading exercises (such as New Horizon's 'Reading for Communication' and 'Let's Read' sections.)

Materials: Chalkboard, blank sheets of paper (A4 or larger).

Description: The activity works best with the students in small groups (4-6 students). In the New Horizon JHS textbooks (and presumably the other textbooks, too) there are many long stories and essays. These readings can be uninteresting or difficult for the students. In this activity, students draw 'Spider Diagrams' as a way of visually representing their understanding of the content.

The teachers can use this diagram to explain the content of the reading, to compare the student's ideas and ask questions about important ideas (or missing ideas). The activity encourages the students to think critically about the content of the reading, and gives the students a 'map' of the overall meaning and message of the content.

Method: This activity can be done before or after the content of the reading is taught to the students by the teacher. Using this activity before teaching the content is more difficult for the students, but can also be more rewarding.

1. Put the students into groups. Each group receives a sheet of paper. Draw a circle on the blackboard, and write a keyword, phrase or question about the reading in this circle (e.g. 'storm', 'magic box', 'why is fair trade good?'). Students copy this circle onto their sheet.
2. Students discuss the content of the reading in their group. They draw more circles and link them to the keyword, and write words, phrases, names, etc. that relate to the keyword. They can also draw circles that link other ideas, and expand their diagram with further ideas. In this way, the students make a map of the ideas in the reading.
3. Then, students come from their group and take turns writing their groups ideas on the blackboard diagram. A new diagram is made with ideas from all of the groups. The teacher(s) can use this diagram to check the students' understanding of the content or as tool to introduce or help teach the meaning / grammar of the content.

Variations: To make this activity competitive, give each group a different coloured chalk, and count how many ideas each group writes on the class diagram. The group whose colour appears the most are the group who wrote the most ideas, and are the winners.

Activity: Classroom Battleship

Name: David Mason

School: Kinkowan SHS

Focus: Confirm the students understanding of the text and the new words introduced in the text.

Materials: Chalkboard/Whiteboard. Students will require their textbooks, and prizes are advisable.

Preparation: Prepare a list of 25 questions based on the section in the textbook being reviewed. The questions shouldn't be handed to the students. The questions should be assigned to each square on the battleship grid. The battleships location on the grid should be pre-determined and kept secret from the students.

Description: "Classroom Battleship" is a modification of the standard Battleship game. The class will be split into multiple groups and will compete against the ALT/JTE and the other groups.

On the chalkboard, a 5-by-5 grid should be drawn with the columns labeled "A,B,C,D,E" and the rows labeled "1,2,3,4,5". Next to the grid draw the battleships: 5 oval shapes should be drawn with 2 of the shapes being larger than the other three. The two larger ovals should have 3 circles drawn inside and the three smaller ovals should have 2 circles drawn inside. Like so:



First give, a slow and easy to understand explanation in English. If required, a Japanese explanation can be given after the English explanation.

The ALT/JTE should explain that hidden on the grid are the five battle ships that are to the side of the grid. The students will be trying to sink the ALT/JTEs battleships. The students will pick a coordinate (i.e. A2, C4, E3), and the ALT/JTE will ask a question. The students should have their textbook open in front of them to help them answer the questions. The first group to raise their hand will be able to answer. If the group answers correctly they can "shoot" at the square. The ALT/JTE will then draw either a circle to indicate a miss or a cross to indicate a hit. If the students hit a battleship, a cross should also be drawn on one of the circles of the corresponding ship.

Do not draw the cross on the corresponding area of the ship that was hit as this would make the game too easy, instead start from the left and move across the ship. The group that answered the question will then decide the next coordinate to target.

The game continues until all the battleships are "sunk". To encourage the students to participate prizes should be awarded to the groups that "sink" a battleship. The game will usually take a minimum of 20 minutes to complete.

Example questions:

Q: What doesn't Rika understand? A: Rika doesn't understand all the functions on her cell phone

Q: What does "complicated" mean in Japanese?

Q: True or False: Providing information in many different ways is not universal design. A: False.

Activity: 20 Questions "Hangman"

Name: Melissa Masson

BOE: Izumi City BOE

Focus: Increase conversation skills by encouraging the student to create original questions beyond "Do you like ~?". This activity can also be used to review previously taught vocabulary.

Materials: Chalkboard/Whiteboard, List of words (optional)

Preparation: If you have trouble thinking of good words, prepare a list beforehand of words to use. Nouns are recommended as it's easier to ask questions about them.

Note: In most Japanese classrooms, the traditional version of hangman is considered taboo. As an alternative, you can draw a figure on top of a set of stairs with a dangerous creature waiting at the bottom. With each wrong guess, the figure moves down one step toward the waiting monster. (con't)

In traditional hangman, the “hangman” is complete after 9 incorrect guess, but you can make a few or as many steps as you like. If you like you can pre-draw a figure and monster on paper and use magnets blackboard.

In Class: Explain and demonstrate the activity. Split the class into groups. Draw your staircase, figure, and monster, as well as the blanks for the word. No hints will be given. The first group will get to ask one question about the word and then guess a letter. Students must ask a question, and they can only ask one. The ALT/JTE will answer the question. Students then guess a letter. If the letter is in the word, then they write it on the space on the blackboard. If it isn't in the word, then the ALT/JTE will draw move the figure one step down. Then it's the next group's turn. They ask one question, the ALT/JTE answers it. They guess a letter. It's written on the board. Play passes to the next group. To make sure the students are engaged even when it is not their turn, any group can try to guess the word at anytime.

The group wins if they guess the word before the hangman reaches the last step. If the hangman reaches the last step before any of the groups guesses the word, then the whole class loses. Oh no! This game can be repeated many times.

(Tip: If you find that certain members of a group are doing all the work and asking all the questions, make the groups change who asks the question each time.)

Advanced: 1) Have the students from one group do the ALT/JTE's role, creating the word and answering the questions. 2) Have groups battle each other. Place two groups together, give them a white board and have one group (A) create the word and answer the questions while the other group (B) has to solve the word. If the hangman becomes complete, Group A wins. Group B wins if they complete the word first. Then the groups switch roles.

Activity: Snakes and Ladders

Name: Suzuka Matsuda

School: Kinkowan SHS

Focus: Review or preparation of textbook learning. You can use this method in any situation.

Materials: Chalkboard/Whiteboard, a number of dice (one for each group of students), students will require their text books.

Preparation: A list of 26 questions will be needed based on the section of the text book being reviewed or prepared. Each question should be allocated to a square on the snakes and ladders grid.

Description: “Snakes and Ladders” is played in the usual way but with students working together as a group. The class should be split into multiple groups of about 5 or 6 students. On the board, draw a snakes and ladders board with 25 numbered squares and the goal acting as the 26th square. Three ladders and three snakes should also be drawn on the board. The squares where a “snake” or “ladder” starts should have a more difficult question assigned to it. The groups of students should be given a dice and a piece of chalk.

Starting with “Group 1”, the groups will roll their dice and answer the question associated with the square they land on. If they answer the question correctly, they can move forward. When the students land on the tale of the snake, they move down the snake body.

When the students land on the bottom of the ladder, they can move up the ladder. The students should use the piece of chalk given to them to draw their number/group name on the board.

The game can be played in two ways. The first way is to only allow the group whose turn it is to roll the dice to answer the question. However, the problem with this method is that the groups of students who are waiting for their turn might get bored. Therefore, the second way to play is to allow other groups to “steal” the number of moves from another group after the first round.

For example, every group has rolled the dice once and answered a question. It is now group 1's turn to roll the dice for the second time. Group 1 rolls the dice and rolls a 6. The ALT/JTE informs the class that a 6 was rolled and then ask the question corresponding to the square group 1 could land on. So, if group 1 was on square 6, then the question for square 12 will be asked. Any group can answer this question.

(con't)

The first group to raise their hand can answer the question. So if group 2 raises their hand first and answer correctly, then group 2 can move forward 6 squares.

Depending on the way the ALT/JTE decide to play the game, the rules should be explained to the students in English first before being explained in Japanese if required.

As the squares have questions assigned to them, the same question can be asked multiple times. This allows for the main points of the text to be explained repeatedly by the students, confirming their knowledge. This also encourages students to listen to the questions given by the ALT/JTE and the answers given by their fellow classmates, as the question may be asked again later in the game. As the squares most likely to be landed on repeatedly are the first 12 squares, the questions assigned to these squares should be about the main points of the text being reviewed or prepared.

Activity: No Silence

Name: Terumi Matsumoto

School: Shoyo SHS

Focus: Practicing extended conversations and building vocabulary.

Materials: handout, timer

Preparation: Prior to the lesson, prepare handouts which have some pictures or words about one aspect of Japanese culture such as Japanese sports, Japanese music, Japanese comics, Japanese characters, etc. On the other side of the sheet, write some useful questions or expressions for communicating with the ALT.

In Class: Have students (in groups of 3) choose the topic they are interested in. Give them ten minutes to prepare many questions and phrases which promote continual conversation.

After that, each group will introduce or talk about the topic with the ALT and try to make the conversation last 90 seconds. The ALT will evaluate the conversation (very good, so-so, not long enough, etc.) and give feedback. If the evaluation is not "very good," the group must keep trying until the JTE/ALT is satisfied with the conversation.

Example:

Student 1 : Do you know any Japanese animation characters?

ALT: Yes, a few. I know Doraemon and Pikachu.

Student 2 : Oh, really. Today, we'd like to introduce you to "ONE-PIECE".

ALT: Is it a title or a name of a character?

Student 1~3: It is a title. The story is about....

ALT: Wow, that sounds interesting!

Student: Oh, do you think so? You can watch on TV on Sunday morning.

Activity: Liar Game (2 Truths & 1 Lie)

Name: Carson McBain

School: Koniya High School

Focus: Give students the opportunity to express themselves by sharing interesting personal facts in a fun way that encourages free-thinking instead of parroting textbook sentences.

Materials: Blackboard to write example sentences on, simple "2 Truths & 1 Lie" handout with 3 numbered blanks, "1," "2," and "3" voting cards given to each group, and fake dollar bills.

In Class: Hand out the "2 Truths & 1 Lie" papers to each student. Check that they understand "truth" and "lie", then explain that today we are going to see who the best liar is! (I think a movie called "Liar Game" came out a while ago.) Form 4-6 groups, depending on the size of your class. Each individual's task is to write 3 sentences about themselves, but one must be a lie. Encourage creative thinking and sharing unusual facts, to make guessing the lie more difficult. Team members can help each other, but the information should be kept a secret from the other teams. The JTE and ALT can give an example of their own 2 truths and 1 lie, and in lower-level classes it may be helpful to write sentence structures on the board, such as "I like/don't like ~," "I have ~," "I can ~," "I love/hate ~." (con't)

After finishing their sentences, one student from each group reads their 3 sentences, and the other teams vote which they think is a lie by holding up a 1, 2, or 3 card. Then have the reader reveal which number wasn't true. For a correct guess a team wins a fake bill, and the reading team wins one fake bill for every team they fooled. Rotate group by group until every student has read. The JTE and ALT can participate as well. In the end, the team with the most money wins.

Example:

1. I have been to Tokyo Disneyland.
2. I don't like eggplant.
3. I have 5 cats.

Note: Japanese students are typically shy to share deep personal information, so giving them a bit of structure and good example sentences will help set them at ease. I also found that Photoshopping funny pictures of my friends' faces onto the dollar bills made the activity more fun.

Activity: Shopping at a Flea Market

Name: Matthew Miller

School: Kirishima SHS

Focus: To practice conversation skills for shopping.

Description: This activity is based off of Activity 3 on page 60 of the textbook Comet: English Communication I. It is published by Suken Shuppan.

Materials: Chalkboard/Whiteboard, Handout, Pictures of Items, Magnets

Preparation: You will need to prepare pictures for the items you will sell at your flea market stand. I sell clothing and accessories, but anything is ok. Label each picture with a name (like "black bag" or "sunglasses") and give each item a price. Print them out (I did them in color) and, if possible, laminate them so they last longer.

These items will be stuck on the board with magnets as a display for the students to choose from. Also, you will need to prepare a handout with a sample shopping conversation and some phrases they can use while shopping. In addition, you can also print out small black and white versions of the pictures to hand to the students once they finish shopping, and you can also give the students fake money to use as well, but that is up to you.

In Class: Give the handouts to the students and go over the key phrases they will need to use while shopping. After that, give a demonstration of how the shopping activity will go. Using the example conversation as a guide, give the students a few minutes to practice with a partner. Each student should practice once as both the shopkeeper and the shopper.

After they have finished practicing, have them come up and do the shopping for real. Try to make the conversation as simple and as natural as you can (I sometimes ad lib a little for the more advanced students, but that is up to you). Keep shopping until all the students have tried shopping at least once. If it's a big class, both you and your JTE can be shopkeepers to speed things along.

Example Conversation:

SH (Shopkeeper): Hello! Welcome. How may I help you?

S (Shopper): Hi, I'm looking for a bag.

SH: Well, we have a black bag and a red bag. Which would you like?

S: The red one looks nice. I'll take it.

SH: Great! Would you like anything else?

S: No, that's all. Thanks.

SH: Ok, that will be ¥3000. (con't)

Example Phrases:

I'm looking for ~ (a black bag, sunglasses, etc...)

I'll take it.

I would like ~ (the black bag, sunglasses, etc...)

How much is it?

Can you give me a discount?

Activity: Find someone who...

Name: Ami Miyazono

School: Kirishima SHS

Focus: Students practice asking and answering questions to learn something new about classmates.

Materials: Worksheet

Preparation: Before the lesson, prepare a worksheet with a list of 10-15 phrases. (e.g. watch TV, play soccer, visit a foreign country...)

In Class: Give each student the worksheet. Explain the rule of this activity. The ALT and JTE give an example to demonstrate. Have the students stand up and walk around with a pencil. Have them ask each other the questions using the phrases on the sheet. For example,

- watch TV → Did you watch TV last night?
- play soccer → Do you like playing soccer?
- visit a foreign country → Have you ever visited a foreign country?

Have the students write down the answers on the sheet, regardless of whether it's "Yes" or "No." This lets them practice writing negative sentences. Example: Yes → Tom likes playing soccer. No → Tom doesn't like playing soccer.

The goal is to fill in a different person for all the blanks. The ALT and the JTE walk around the classroom to assist the students as needed. Finally, choose some pairs to demonstrate a conversation in front of the class. Make sure that the rest of the students understand the conversation. Students ask each question to a different person. They can ask the teachers questions, too.

Advanced: Encourage the students to ask further questions or give some comments.

Example:

A: Hi, Tom. I have a question. Do you like playing soccer?

B: Yes, I like soccer. I often watch soccer games on TV. Did you watch TV last night?

A: No, I didn't. I did my homework last night.

(Worksheet)

1. play soccer Tom likes playing soccer.
2. watch TV Yuki didn't watch TV last night.
3. visit a foreign country Ryo has visited a foreign country.

Advanced Example:

A: Hi, Ken. I have a question. Do you like playing soccer?

B: No, but I like watching soccer games.

A: I see. What sport do you play?

B: I play tennis. I was a member of the tennis club when I was in junior high.

(Worksheet)

1. play soccer Ken doesn't like playing soccer. He plays tennis.
2. watch TV Yuki didn't watch TV last night. She likes dramas.
3. visit a foreign country Ryo has visited a foreign country. He went to America last summer.

Activity: If you have... Matching Game

Name: Yuka Mizutani

School: Sendai Chuo JHS

Focus: To improve students' communication skills by continuing their conversation. This activity is also connected to using fillers to keep a conversation flowing. Students can also enjoy searching for a person who has the same idea as them by asking some questions.

Materials: New Horizon 2 / Handout / Timer

Preparation: Teach how to use 'if' sentence in class. Make a handout to provide three situations using 'if'.

In Class: Explain and show a demonstration of the activity. First, the JET and ALT will show the model skit. Pass out the handout to the students and ask them to make sentences to fit three situations. (The first situation is, "If I have a lot of money,", second is, "If you have time,", and last is, "If you met a super star,")

While the students think of their sentences, the JET and ALT will check the sentences and grammar points. They can prepare a 'word box' of the example phrase depending on the students' level. After they finish writing, they will start the matching game.

The ALT will explain the rules and the JET will translate into Japanese. Then, they will start the game. (Rules: 1. Rock, Scissors, Paper 2. The winner will ask first. 3. Find a partner who has the same wish. 4. If your idea is matching, let the teachers know and you can get a point.)

Teachers have to set the timer for five minutes. Students should try to use fillers, like "Me, too. / I see. / Oh, really? / That's a nice idea", etc.

Examples: Dialogue [Situation 1: Money]

Matching:

A: Hi, _____. If you had a lot of money, what would you want to do?

B: I would want to travel the world.

A: Oh, me too!

Not matching:

A: Hi, _____. If you had a lot of money, what would you want to do?

B: I would want to buy a new car.

A: Oh, I see.

B: How about you, _____?

A: I would want to travel around the world if I had money.

Activity: Tell me more

Name: Megumi Nojiri

School: Ei JHS

Focus: Increase conversation skills by encouraging students to add more information to own answers.

Materials: Handout, Timer

Preparation: Prior to lesson prepare a list of 10 to 15 questions (depending on the times of the turns.)

These questions should be provided to the students in a handout.

In Class: Explain and demonstrate the activity. Set the timer for 30 or 40 seconds. Have the class work in pairs. ALT and JTE also work with students. One student will ask a question from the list of questions. Their partner will answer the question and the partner will say "Tell me more." Then the students who answer the question add a piece of extra information about the question. And students continue the conversation in pairs within the time limit. When the time ends, change turns. After both of pairs taking turns, students move to the next partner along their line of desks. It's better that all of the students can get a chance to make conversations with ALT or JTE.

Have them check the question if they ask each question, and have students ask all 10 questions to different partners in the lesson. For ALT and JTE, this activity can be used for evaluation.

Advanced: ALT and JTE can ask challenging questions for the students who are in higher level. (con't)

Example:

A: What season do you like?

B: I like spring.

A: Tell me more.

B: Because we can see a lot of flowers. How about you?

A: I like summer, because we can enjoy vacation in summer.

(Time is up.)

B: Do you like English?

A: Yes, I do.

B: Tell me more.

A: I like to talk with my friends in English. What subject do you like?

B: I like P.E. I like to play sports.

(Time is up.)

Move to next partner

Activity: How Many Times?

Name: Aya Osako

School: Kagoshima Minami SHS

Focus: Increase conversation skills by encouraging the student to try using present perfect tense verbs.

Materials: One game board and one dice per group, a token for each student

In Class: At first, show the students a model conversation with the ALT and JTE. Teachers use the expressions with present perfect tense verbs. Then, break the students into small groups and have them play the board game. When they land on the space, have them make the sentence “How many times have you been to ~?” In order, one student asks another the first question. Based on other student answers, the student gets to move that many places forward. (When another student has answered “many times”, the student can move three forward.) Finally, the student who has reached the end first will win the game.

Example:

A: How many times have you been to Tokyo Disney Land?

B: I have been there twice.

B: How many times have you been to Fukuoka?

C: I have never been there.

C: How many times have you been to Ibusuki?

D: I have been there many times!

Activity: Scrambled Sentences!

Name: Saqib Qayum

School: Tsurumaru SHS

Focus: Order words correctly to make a question and listen carefully and respond accurately to questions. This activity can also be used to practice a grammar point.

Materials: Chalkboard/Whiteboard, handout

Preparation: Prior to the lesson, prepare a list of at least 6 questions. The word order of these questions should be scrambled. These questions should be provided to the students either on the board or in a handout.

In Class: Think– Pupils are given a worksheet with a series of scrambled sentences. Their task is to arrange words in the correct order to form questions that make sense.

Differentiation: Lower Ability – scrambled sentences with fewer words. Higher Ability – scrambled sentences with more words. Add deliberate mistakes for students to pick out.

Pair – Pupils circulate the classroom and ask three pupils the arranged questions and record their responses in full sentences onto their worksheet/notebook. The game stops when 3 pupils have completed asking all questions.

Differentiation: Lower Ability – answer with shorter responses. Higher Ability – answer with longer responses and to include thoughts and feelings.

Share – Select some pairs to make conversation by sharing their questions and answers with the rest of the class.

Activity: Pick a Card Sentence Jumble

Name: Kostadina Sachinis

School: Amami SHS

Focus: To develop grammar abilities and practice using jumbled sentences that are based on the grammar rules featured in the All Aboard textbook Lesson chapters.

Materials: Deck of playing cards and post-its board magnets and 1 die.

Preparation: take the deck of cards and sort each suite into its own pack, for example, each suite will consist of 13 cards i.e. Ace, 1 to 10 and the Jack, Queen and King. Once you have separated each suite into its own pack, you put together a sentence which incorporates an important grammar rule and ensure that this sentence is comprised of 13 words. Write each word of the sentence onto a post it and stick a post it on each card in no particular order. Do this with all the suites using sentences of your choice. Once you have completed this task, you are ready for the class.

In Class: Draw the symbol for each suite on the blackboard clearly for all the students to see. Split the class into 4 groups of your choice and ask each group to pick a captain. Ask each captain to roll the die, the highest score wins, second highest goes 2nd and so forth. Each team must then pick a suite from the board in consecutive order from 1st to 4th. Give each team the suite they picked and give them 5 min to look over the cards and explain to them that they need to put the words in grammatical order. Once their time is up, each team captain must go to the front of the class and place each card on the board using the magnets. All 4 captains must do this at the same time. The first captain to complete the task the fastest wins the challenge provided their sentence makes sense.

The winning team must then read their sentence out loud to the whole class and try to directly translate it into Japanese.

Examples:

My dream is to be... a doctor so I can help people every day. (13 words)

I was able to... get some tickets for the concert for my friend. (13 words)

Activity: Hint Game

Name: Kelly Savage

BOE: Shibushi BOE

Focus: Increase student's listening and speaking skills, especially regarding descriptive sentences, by encouraging students to use English to describe things they are interested in. Also make English more appealing and engaging for the students.

Materials: 3 x Handouts, chalkboard.

Preparation: Decide on 5-10 subjects that the students are likely to know. Try to choose subjects that the students will like or be interested in. e.g. Sushi, Totoro, New Zealand, Ichiro Suzuki. Prepare four to eight hints for each subject that describe the particular subject. The hints should be in descending specificity with the first hint being vague, and the last hint specifically describing the subject.

In Class: First go over the grammar structures that are used in your hints and generally used to describe subjects, especially passive sentences (e.g. Subject → is /was → Verb → from / by → Object etc.) Explain the activity to the class and give one handout to each student. The handouts will have charts with the subject number at the top, and 5-10 blank spaces underneath for the students to write their guesses. Read out each hint for the different subjects and give the students some time to think and write their answers. The students will write down one guess after each hint in the spaces provided.

After you read the last hint ask the class what they think the subject is. The students will receive 10 points if they got the correct answer after the first hint, 9 points after the second hint, 8 points after the third hint and so on. (con't)

After this, split the students up in groups of 3 – 6. Give each student two new hand outs. One with space to write 3 – 5 of their own descriptions for 3 – 5 subjects, and one to write down their guesses for the other students. Have the students write down their own subjects and descriptions using the grammar structures you practiced on the blackboard. You will probably want to walk around the class to help them with their sentences.

If there is still time, ask the students to read out their hints to the other members of their group. To wrap up, ask the students how many points they received in their Hint Games, and ask one volunteer to read their hints to the entire class who will try and guess the subject.

Example:

This is a character from a movie.

The movie was made by Miyazaki Hayao.

He is not human.

He is very friendly, but cannot speak.

He is large, and has whiskers.

He was discovered by two sisters.

He lives in a forest.

He likes umbrellas.

He is grey and white.

He is friends with a cat bus.

Answer: Totoro

Activity: Tell Me!

Name: Yuki Sei

School: Tanegashima Chuo SHS

Focus: Increase conversation skills by encouraging the student to ask some questions about their classmates and explain the answers. This activity is similar to telephone game and can be used to practice a grammar point.

Materials: Chalkboard/Whiteboard, Handout

In Class: First, ALT and JTE demonstrate the activity as an introduction. JTE write five words on the blackboard (birthday, family, pet, like, hobby). ALT chooses one student and ask him/her five questions using the five words (ex: When is your birthday?, How many brothers do you have?, Do you have pets?, etc). The student answers the questions and ALT takes notes. After that, JTE ask ALT five questions about the student. ALT tries to answer by using his/her notes. JTE asks students to take notes and check the answers with the student.

Next, have the class make groups of four or five. JTE has each group sit down in line. Student B asks five questions to Student A. Student A answers the questions and Student B takes notes. Then, Student C asks Student B five questions about Student A. Student B answers the questions and Student C takes note. Then, E checks the answers with A. If the answers are correct, the group gets points.

Example:

Student B: When is your birthday?

Student A: My birthday is ○○.

Student B: Do you have brothers or sisters?

Student A: Yes, I have two brothers.

Student B: Do you have a pet?

Student A: Yes, I have a cat.

...

Student C: When is A's birthday?

Student B: A's birthday is ○○.

Student C: Does A have brothers or sisters?

Student B: Yes, A has two brothers.

...

Student E: A's birthday is ○○. A has two brothers. A has a cat...

Student A: Right. (get points)

Activity: Line Game with a Twist**Name: Shaun Sim****BOE: Kagoshima City BOE**

Focus: It can be used as a warm up to get students interested, or to cement a grammar point that has just been taught. Due to the nature of the game, it is easy to adapt questions to use many types of grammar points, or just random questions for fun.

Description: I was taught this modified line game by a more experienced ALT and I have found it to work well in my classes (particularly the overly "energetic" ones) to get students to engage.

The traditional line game involves all students standing up at their desks and answering questions spoken by the ALT in order to be able to sit down. If the student answers the question correctly they may choose a line of their classmates to sit down too (to each of their sides, behind or in front of them, or in a diagonal from them).

This game is great for eager students who want to have a go at answering questions, but it can be easy for students who aren't interested to coast and wait for their row to eventually be selected.

The modification is to change the rules so sitting students have to stand up once again if their line is chosen. Often at this point, when the students discover this modification they get very excited (and start paying attention more) as they become worried that they have to answer a question again. It also changes a warm up exercise into an opportunity for students to target their friends for more questions (which can be a big motivator in some classes). This modification also extends the duration of this game to last significantly longer until you wish to end it.

The questions you ask can be related to a particular grammar point (e.g. "How many eyes do I have?") or entirely random. Very useful for warm ups, or when you have an unexpected gap of free time in a class with nothing prepared.

Activity: Ring Of Fire**Name: Ryosuke Tsuneyoshi****School: Minami Osumi SHS**

Focus: To make some easy questions and practice conversation with each other.

Materials: Chalkboard, Pieces of paper, Playing cards

Preparation: Prior to the lesson make some easy questions as many as they can. Any kind of question is OK. Students write them on pieces of papers. Fold up these papers.

In Class: Have the class work in groups of 4 or 5 students and put the desks together. Make a circle with question papers on the desk. Set playing cards in the middle of the circle. One student picks a card. Each card has meanings. For examples, A means "ask your friend on your right", 2 means "ask your friend who has the longest hair", etc. You can print the rules for each group, or write them on the board. Play until cards are finished or time is up. If you have time, tell the students to decide which question is the most interesting and let them demonstrate that question and answer to the class.

Activity: My Weekend**Name: Toshihiro Tsuruda****School: Sendaiminami JHS**

Focus: Increase communication skills by encouraging students to produce what he or she says. Enable students to use past tense sentences (question form and verb change) correctly.

Materials: Timer

Preparation: Before the lesson, it needs to prepare for the model conversation between JTE and ALT.

In Class: JTE and ALT show the model conversation. After the model, JTE ask students what JTE and ALT talked about. JTE writes the sentence "How did you spend your weekend?" on the blackboard. Students think about the following answers and questions. Set the timer for 60 seconds. (con't)

Have the class work in pairs. ALT participates in the activity. JTE walks around the classroom and evaluate students' performance. And JTE gives advice.

Example:

A: How did you spend your weekend?

B: I made a cake with my mother. How about you?

A: I went shopping with my friends.

Advanced Example:

A: How did you spend your weekend?

B: I made a cake with my mother. How about you?

A: I went shopping with my friends.

B: What did you buy?

A: We bought a birthday present for Yuki. We'll give her a pencil case.

B: Good.

Activity: Making a Presentation

Name: Rie Tsuruzono

School: Okuchi JHS

Focus: Motivate students to make a presentation by making the same presentation of what they have already prepared many times and have confidence to speak English.

Description: Students give presentations on four attractions of their hometown showing a picture drawn by them.

Preparation: Students prepare introduction of their hometown and teachers check students' presentation. Students prepare 1 piece of paper size B4 with 4 pictures drawn about their hometown like a 4 panel comic. At home, they practice introducing their picture to their partner. The teacher will give students hand out to help them ask their partner one question.

In Class: Demonstrate the activity. Have the class work in pairs. One student will make a presentation to their partner without using a script. After listening to their partner's presentation, the listener will give one comment to the presenter and ask him or her one question about his or her hometown. The listeners will switch roles and give a presentation in the same way to the partner. After they finish, the students will change partners and do the presentation again. They will continue to make a presentation until they return to their original seats. Some volunteers make a presentation in front of the class.

Example Questions:

How long have you lived in~?

How many times have you (been to /eaten/played) ~?

Which characteristics do you like the most? Why?

Activity: Find someone who...

Name: Haruka Ushirogata

School: Kajiki Technical SHS

Focus: students will be able to use 'Have you ever ~?' and be familiar with it.

Materials: Chalkboard/Handout/Timer/a pen

Preparation: Print 1 worksheet per student. (See Appendix p. 98)

In Class: Before handing out the worksheet, use 'Have you ever ~?' to talk with students to review the grammar points (Present Perfect tense). First, hand out the worksheet and make pairs to check the past participle of each verb in the questions. After that, explain how to use the worksheet. Set the timer to 3mins to write down 2 free questions (No 9, 10). Have the class stand up and walk around having a conversation using the Example. A student chooses one question on the worksheet and asks a classmate using "Have you ever ~?". (con't)

If B student answers YES, A fills in the blank of the name and has to ask more questions to get more information. If B answers NO, B should ask “Have you?”, A then has to answer YES or NO. If A answers YES, B fills in the worksheet and asks more questions. If A answers NO, then B says “Nice talking with you” and finds a different person. If the activity finishes early, have some students express what their class mates have done (ex: Taro has eaten sushi with his friend last month.).

Example:

Yes version

A: Have you ever eaten sushi?

B: Yes, I have.

A: When did you eat sushi?/Where did you eat sushi?/Free question

B: I ate it yesterday./I ate it at a restaurant.

No version

A: Have you ever eaten sushi?

B: No, I have never eaten sushi. Have you?

A: Yes, I have. (←move to yes version)/No, I haven't.

B: Nice talking with you.

A: You; too. (Find new person)

Activity: 5W1H (WH) Questions

Name: Koji Uehata

School: Sendai SHS

Focus: To increase communication skills (including strategic competence) by encouraging students to ask questions.

Preparation: Provide the students the list 5W1H questions, as well as conversational fillers, such as Let me see...”, “Wow!”, “That’s great!”.

In Class: Explain and demonstrate the activity. Set the timer for 30-60 seconds (depending on students’ abilities). Have the class work in pairs. If there is an odd number of students, have the ALT or JTE work with a student. One student (A) will ask a question. Their partner (B) will respond with a whole sentence, if they can. Student(A) will try to ask questions using 5W1H. Student(B) will try to answer them. Student(A) will comment on his/her answer using supportive responses (nodding etc.).

Example:

B: What sport do you like?

A: I like basketball.

B: Really? I like it, too. Why do you like it?

A: I like the moment I make a basket.

B: Wow! Sounds nice! How long do you play it?

A: For five years.

B: Uh-huh, Where do you practice it?

A: In the gym, from 4 to 6 p.m.

B: Who is your favorite player?

A: Let me see... Michael Jordan!

B: Yeah, he is cool, I think. How [When/Which]...

Activity: Buying+Selling Game

Name: William Valvo

School: Sendai Shoko High School

Summary: Kids model shopping around by using comparatives and superlatives from buyer/seller perspectives.

The Activity: Prep some kind of prop to be sold. I used pictures of cell phones. Ideally there should be obvious differences between the items. ('This is the cheapest, but it is uglier than that one.' etc.) Warm up with simple review of 'more..than..!', 'the most...!', etc.

Designate some groups of kids as sellers and the rest as buyers. Sellers should outnumber buyers as their role is a little more difficult. Make sure there is at least one buyer per group so everyone is talking. Feel free to join in. (con't)

Then, the buyers must shop around at each store (group of sellers) for a new cell phone (or whatever), and the sellers must pitch it to the buyers by comparing it to the competition. (“This is the best cell phone. It is cheaper and cuter than the others.”) Teach buyers to counter with their own comparison: (“But it’s weaker than the others.”), etc.

Depending on the level, you will need to prep the kids with adjectives specific to what they are selling. It is also nice to supply the buyers with some fixed phrases, like, “Hmm, let me think about it...” and “I’ll take it!” or “Sorry, I’m not interested.”

In the end, you can ask the buyers what they chose and why. Example: “I chose the iPhone because it is the coolest and it is more useful than the cheap phone.”

Activity: Fruit Basket: What would you like to have~?

Name: Haruno Watanabe

School: Kushikino SHS

Focus: Give the students the opportunity to practice speaking English and to have them get familiar with the phrase “I would like to have~”

Materials: Chalkboard/Whiteboard, picture cards

Preparation: Prior to the lesson, prepare small pictures of food such as pictures of hamburgers, French fries, pizza, etc. Each student should have their own picture card.

In Class: First, move all of the desks to the back of the class and put the chairs in a circle. Have one less chair than there are number of students. Have the students sit on the chairs. Next, write the phrases “What would you like to eat for lunch?”, “I would like to have~”, and “A hamburger, French fries, and a pizza” on the board. Explain the meaning of each phrase. Then have the students practice reading them aloud. Then, give each student a picture card at random. The teacher should first demonstrate the activity by standing in the center of the circle. Have your students ask, “What would you like to eat for lunch?” at the same time. The person standing can choose to say any of the three things (hamburger, French fries, and a pizza). During this time, you don’t have to say the card that you possess. The picture card is only important when you are sitting down. Now, the students with hamburger cards have to get up and move to a vacant seat not including the seat they were in. Everyone else remains seated. The student who is unable to find a vacant chair will be the speaker in the next round. In Japan, this game is known as “Fruit Basket.” Instead of food names, it is done with fruits.

Advanced: You may ask each speaker to ask the ALT/JTE/student a general question, if they can.

Example:

Everyone: What would you like to have for lunch?

A: I would like to have a hamburger.

Students with hamburger cards have move to another vacant chair.

Everyone then asks the last student standing: “What would you like to have for lunch?”

Activity: Picture Arranging

Name: Karli Wereta

School: Shibushi Senior High School

Focus: Describing characteristics and giving clear instructions

Materials: Handout with instructional phrases, Picture Arranging Template – this is a template that has the pictures arranged in a certain order, Picture Arranging Cards – The cards to be used for arranging.

Preparation: Prior to this activity, introduce students to the phrases that you want them to use through the duration of the activity. Making the activity resources – this may take some time to create. Here is the link to the templates that I have used. They are actually for a Guess Who game, but I have found them particularly useful for this activity! [http://www.hasbro.com/games/discover/guesswho/Guess-Who-Characters-en_US.cfm] (con’t)

In Class: Divide the class into groups of 4. Within those groups, get students to divide into pairs and label them Pair A and Pair B. Explain to students that Pair A will be giving the descriptions and instructions, while Pair B will be arranging the cards. Tell the students that when giving the instructions, Pair A will take turns and can help each other if they need to.

Once Pair B has finished arranging the cards, they will confirm their arrangements by telling Pair A the order of their cards. They will do this by taking turns and using the same phrases as Pair A did when they were giving the instructions. The teachers can model this in front of the class before starting the activity. While this activity is in progress, the teachers can circulate the room and ensure that students are using the correct phrases and give extra assistance to those groups that need help.

Advanced: Have students complete the activity in pairs or you can add a competition element by getting students to time how long it takes them to finish the activity.

Activity: Small Talk

Name : Tomohiro Yoshimori

School: Shibushi SHS

Focus: Increase conversation skill by showing the students phrases in the textbook.

Materials: Textbook, (Handout if needed)

Preparation: Find phrases that students can use for conversations, explaining something and to express their own ideas from the current lesson of the textbook. Rewrite the phrases so that students can practice in pairs, and prepare topics or situations for them to use. Not only target sentences in the lessons, but we can find other phrases that can be used in speaking activity.

Prior to this activity, introduce students to the phrases from the textbook that you want them to use through the duration of the activity.

In Class: Give each pairs two different topics or situations to let them practice the phrases differently. If they finished, get the students change partners and practice again. Finally get some pairs to give presentation in front of the classroom.

Activity: What did you learn and think?

Name: Etsuko Yoshimoto

School: Oshima Kita SHS

Focus: Focusing on grammar and key expressions; mastering 5W1H (“WH”) questions and the answers; forming questions and share ideas with the class

Materials: Textbook, Notebook, Handout, Chalkboard

Preparation: The students should already have a sufficient grasp what is the main idea of the article is.

Prepare examples of model questions and answers to write on the board.

In Class: ALT will read the textbook and the students will repeat after him. Next, the same is applied but with missing words from the text. This will trigger students to think and to come up with key expressions that would fit into the content of the writing.

Example:

The JTE will then ask some questions to the ALT, such as, “What did you learn?” ; “Who is ~?” ; “What happened to ~?”; “When did ~ happen?”; “Do you agree to the idea of this author?”; “What do you think about this passage?” The ALT will answer using some of the model examples that are presented on the board. “I learned ~.”; “I think ~.”; “I don’t know the answer. Would you tell me?”; “Let me see...”; “It’s difficult, but I’ll try.”; “I agree the idea of this author because ...”

After that the JTE will repeat the answer reinforcing the points and the expressions used in the example provided by the ALT as a demonstration to the students.

For 3 minutes, the students will think of as many questions as possible by themselves. Then the students will make pairs and ask the questions including, “What did you learn?” (con’t)

To answer this question, the student can summarize the part they have just learned or just say one sentence from the text that is thought to be the most important.

Other example questions are provided as an alternative way for students to understand the questions. If one pair has finished, they will rotate and change pairs. The ALT and JTE will walk around the room and practice with the students.

It's OK to ask further questions which are not written. For example, "What do you think of this title?", "Have you ever read other works of this author?", etc.

Activity: What do you recommend?

Name: Satoko Yoshimoto

School: Kakusho SHS

Focus: Giving suggestions and reasons for those suggestions.

Materials: Handout, dictionary

Description: The ALT is going to travel around Kagoshima. Students think of places they will recommend the ALT to visit and reasons why they recommend it. Then, write them on their handouts following: 1) What do you recommend? 2) Place you recommend. 3) The reasons you recommend it: As they finish writing, JET will check. They have conversation to help them prepare for the conversation with ALT:

JET: What do you recommend to the ALT?

Student: I will recommend + [noun].

JET: Good, why do you recommend it?

Student: Because ALT can

ALT and JET show the example of the conversation following:

Example:

JET: I think you should go to Akune.

ALT: Oh, Akune? What can I do there?

JET: You can eat fresh fish and enjoy a beautiful sunset.

ALT: That's good. I look forward to visiting there.

They will have presentation in front of the other students. According to the level of the students, ALT will put questions: Have you ever been there?/How was it?

Activity: School Trip

Name: Hiroshi Yoshimura

BOE: Tokunoshima High School

Focus: Increase conversation skills by encouraging the students to speak in a group and in front of the whole class. This activity can also be used to have students have confidence and enhance the students' motivation in speaking English.

Materials: Computer, projector, and handout.

Preparation: Prior to this lesson prepare the worksheet and the power point presentation. The worksheet made by the JTE and the ALT should be provided to each student.

In Class: Explain and demonstrate the activity. At first, both the JTE and the ALT will tell the students about their school trip with a power point. Then, have the students choose the destination they want to go to. The students will form groups according to the destination they chose. However, if the number of people in group is uneven, have the students move so each group has roughly the same number of students. In the group, each student will express the reason why they chose the destination as a school trip. The students in each group should take notes about other students' ideas and if they have a question they will ask. During the activity, both the JTE and the ALT circle the room to assist. Finally, one student in each group should express their group's ideas in front of the whole class. (con't)

After each group's presentation, if a student has a question about other group's ideas, he or she will ask. Then the JTE and the ALT will make a comment on the ideas and have the students share their ideas one group at a time.

Advanced: The ALT will ask the student one or two questions about the group's ideas. Then the students will answer the question so that the ALT is convinced. In this instance, the goal would not be accuracy but fluency, for example trying to convince the JTE and the ALT by speaking English.

Activity: Introduction and Interview

Name: Ogawa Yoshiyuki

School: Amami SH

Focus: For students to develop a positive attitude toward English classes by expressing themselves in simple English. Students can get to know each other better through this activity and establish the building blocks of a basic conversation in a polite manner.

Materials: Chalkboard, Handout

Preparation: Worksheet for self introduction / interview

In Class: Teachers give the self introduction worksheet to the students and they are given time to practice reading the useful expressions on the worksheet. The expressions are, "My name is ~." "I live in ~." "I like ~." "My favorite ~ is ..." / "May I have your name please?" "Where do you live?" "What is your favorite ~?" (con't)

Teachers select pairs or lines from the worksheet and let the students read the useful expressions out loud. If the students are not able to read the expressions correctly, with the correct pronunciation, teachers must have the student practice the expressions again.

Teachers give the students 3 ~ 5 minutes to draft their self introduction on their worksheets. Depending on the students' level of English, the teachers must change the level of the worksheets accordingly.

Teachers are encouraged to help the students with the preparation, especially with the spelling and/or the pronunciation.

Teachers select some students and let them introduce themselves to the class. Whether the self introduction is good or not, teachers should praise the student's effort and assist with corrections where necessary.

Teachers give the students a new worksheet for the interview task and let them move around the class so that they can interview other students and exchange information from their friends. They have to interview at least 3 students using the useful expressions above.

Advanced: After the students have finished getting the information from their friends and fellow students, teachers should encourage the students to get three more student's information and continue the interview by asking "How about you?", as per the advanced example below.

Example:

A: May I have your name please?

B: My name is ~. / I'm ~.

A: What is your favorite ~?

B: My favorite ~ is / I like ~.

Advanced Example:

A: May I have your name please?

B: My name is ~. / I'm ~.

A: What is your favorite ~?

B: My favorite ~ is / I like ~. How about you?

A: I like ~, too.

Activity: Wacky Story Category

Name: Aneika Lisa-Marie Angus

School: Okuchi SHS

Focus: To increase conversation skills by encouraging students to respond using more than single worded answers. This activity can be used to practice grammar points and increases the student's critical thinking abilities.

Preparation: A table will be drawn on the board with five major categories. Each category will have five options for the students to choose from. The options will have a single word written on them. Essentially each student will be given 20 seconds to plan a way to describe this single word for their classmates to guess what it is. The Bonus category contains clues to lessons that they have been doing throughout the year, so it can be a review to see if the students can remember past lessons.

ANIMAL	PLACE	FOOD	THING	BONUS
\$100	\$100	\$100	\$100	\$100
\$500	\$500	\$500	\$500	\$500
\$1000	\$1000	\$1000	\$1000	\$1000
\$3000	\$3000	\$3000	\$3000	\$3000
\$5000	\$5000	\$5000	\$5000	\$5000

In Class: The above table will be on the board. The activity will be demonstrated and explained to students. The students should be placed in groups. They can play janken to decide who the leader will be. A final janken game will be played amongst the leaders to determine which group goes first. The leader will then choose a category.

Example: The leader chooses Animal for \$1000, and the clue is a pig. He has 20 seconds to plan a strategy and 1minute to describe this animal to his group members. Some clues that past students have used are:

This animal is famous in Kagoshima.

This animal loves to play in mud.

This animal is delicious when fried.

After the time is up, if the students answer correctly, they will be awarded the points; if not the next team will be given the opportunity to answer, using the clues given by the student. Once the correct answer is obtained the students are given 30 seconds per group to come up with an English sentence about the pig.

Group1: I have a pig, he is black.

Group 2: They have a pig, he is black and we call him Lola.

Group 3: They have a pig, his name is Lola and he is black. We like black pig.

Group 4: They have a pig, he is black and his name is Lola. We all like black pigs and we will eat tomorrow for dinner.

Once each group is given the opportunity to form their sentence and the story is made the last group can pick the new category. The students can only use English sentences when describing what the clues are and when making up stories about the clue. This activity can be modified for lower level students by increasing the duration they have to develop a sentence and allowing them to draw clues on the board.

Activity: Noun Circumlocution Game

Name: Richard Becker

School: Soo Senior High School

Focus: Facilitate usage of the English language by encouraging students to think creatively.

Materials: Various strips of paper with a noun written upon each one. (con't)

Preparation: Write down the names of various nouns such as common household objects, famous people, anime/manga characters, local places, animals, food, etc. on small strips of paper (one noun per strip). It is a good idea to have at least three times as many strips of paper as there are students in a particular class.

Procedure: Each student takes one piece of paper from a stack located in the front of the room. When the JTE and ALT give the word, students stand up and walk around the room, taking turns describing their noun in pairs. A student will speak until his or her partner is able to correctly identify what has been written on his or her strip of paper. The student's partner will likewise describe his or her chosen word. Stating the noun itself is strictly forbidden. Each student must attempt to describe his or her noun to at least three different classmates before replacing his or her current paper with a new one from the stack in the front of the room. This activity can be played for a set amount of time, or until each paper has been used.

Activity: Our Trip to the Chocolate Factory

Name: Jonathan Belcher

School: Tokunoshima High School

Focus: Conversation Practice; Casual English

Materials: Computer, projector, and handouts

Preparation: This lesson uses a power point presentation. A story is told through dialogue about two friends going on a tour through a chocolate factory. The slide show has about seven dialogue slides and eight or nine picture slides. However, this lesson may be adapted to show any kind of traveling scenario. The handout contains two questions about each slide. For intermediate students, the answer is written with blanks for the key words and for advanced students there is only a blank line.

In Class: After setting everything up and passing out the handout the class will begin.

Intermediate: The class will get into pairs, and the JTE and I will act out each slide. Then the students will practice the conversation with a partner. After each slide, I will ask the corresponding questions.

Advanced: The class will get into pairs, and I will call on different pairs to act out each scene. Then the rest of the class will practice in their groups. After each slide, I will ask the corresponding questions.

Wrap Up: I will go over the questions by calling on individuals to answer. (Advanced: I will write their answers on the board and correct the English if it needs to be corrected.) If there is time, I will then have each pair retell the tour by writing a summary of the whole trip on the back of the worksheet. Then I will collect them.

Notes: This lesson is for helping to expose students to casual English and is meant to be fun. I often include phrases like: "Yeah! Let's do it!", "Whatever man.", or "Mmm...so good!!"

Activity: What's in the Room?

Name: Dylan Cooper

School: Makurazaki SHS

Focus: To review and reinforce the students' knowledge of preposition; listening skills.

Materials: Chalkboard, handout with the outline of any empty room e.g. a bedroom, and a ball.

Preparation: Use the outline of the chosen room and draw 10 objects you can find in the room. Make sure to draw the objects in various places so that a wide variety of prepositions can be used to describe their locations.

In Class: Begin with a warm-up activity which has the students brainstorm the different type of things you can find in the chosen room, for a bedroom, you can find a bed, desk, wardrobe etc... (the students are allowed to use their dictionaries)

The JTE will ensure that the students understand all the new vocabulary, the ALT will start by going over all the prepositions used to describe the locations of the 10 objects drawn on the prepared handout as well as others – the JTE will write the various prepositions on the board. (con't)

Then, with the ball you have, the ALT will place it at various positions in the classroom one after the other and ask the students to tell where it is using the prepositions they just reviewed.

Next, both the ALT and JTE will give the students the handout of the empty room, and tell them to draw the 10 items the ALT will describe being in the room. Example: There is a desk by the window. There is a cat under the desk. There is a book on the desk.

The students must draw the 10 objects in the correct place as described by the ALT. At the end of the activity the students who get all the 10 objects correct and draw them in the right place can get a reward. This activity is mainly conducted by the ALT; however, the JTE will move around the class and clear up any misunderstandings with the instructions and help in any way to ensure that the activity runs smoothly.

Advanced: For more of a challenge, the ALT can give the students more difficult descriptions of where the 10 objects are in the room. Example: There is a calendar on the wall, to the right of the door.

Activity: Meeting People

Name: Odain Cunningham

School: Tanegashima SHS

Focus: The aim of this activity is to allow students to enhance their conversation skills by asking questions to complete a specific task.

Preparation: Make name cards for each student using Microsoft Excel. Next, make separate task cards using the same program. Make a lot of tasks; this requires a lot of planning to ensure that you do not have the same task twice.

Outline: First, give each student a name card and tell them to play the role of the person on the card. Instruct the students to complete the task that is written at the bottom of their card. They should walk around the class to meet other people and ask questions to find the person they are looking for. When they complete the task by finding the person, they should introduce the person to the ALT/JTE. The ALT/JTE will give the student a new task to complete. You can repeat this process based on the amount of time you have available. For high level classes you can make the tasks a bit more challenging.

Sample Card:

IDENTIFICATION CARD

Name: Mike Wilson Country: UK

Company: ICT Inc. Job: Engineer

Task: Find Ellen Smith the nurse from Canada. She works at EDM Clinic.

Activity: My New Vegetable

Name: Nicole Ehlers

School: Kawanabe Senior High School

Focus: To encourage creative thinking in order to personalise a lesson, while creating a fun and safe environment for them to express themselves in English.

Textbook: Connected to Power On Communication English II Lesson 5: “Vegetable Factories: A New Approach to Agriculture”

Materials: Chalkboard/Whiteboard, Handout, and example materials.

Preparation: Print out/ prepare a presentation with examples of hybrid fruits and vegetables. You are to present as an example for how the students will present. (I did the Pluot and the Broccoflower)

In Class: Show the pictures and ask what fruits or vegetables they look like. Introduce the idea of hybrid fruits and how the names also represent the combining of the names as well.

Present the hybrids that you researched, introducing the food and eating vocabulary such as “tastes like...”; “has a ~ texture”; “sweet”; “sour”, etc. (con’t)

The students then work in pairs and must come up with their own hybrid fruit or vegetable write 4-6 sentences about it. Have the pairs then tell other pairs about their new produce and have a few pairs present to the class. They have to draw a picture and then describe the new creation, including taste, texture, appearance (size, colours, etc), season, smell and of course, the new name.

Example: This is a grange. It is orange and the size of a grape. It tastes like an orange. It has a soft skin and soft texture. You eat it in winter.

Activity: Drawing Dictations

Name: Miho Fukushima

School: Meiokan SHS

Focus: Following instructions; drawing images based on a description

Materials: paper and pens

Preparation: ALT or JTE should decide the theme of pictures before the class.

In Class: ALT tells the descriptions of a picture and let the students draw the things they heard on the paper. ALT should describe the details of the picture one by one so that the students can listen to them carefully. Then let them make pairs and explain the picture they drew to each other. The students must not show the pictures when they describe about them to focus on verbal communication. After sharing the pictures, ALT shows the students correct answer.

Example:

A: I drew a big triangle. There is a small square on top of the triangle.

B: My drawing is the same./My drawing isn't the same. I drew a triangle too, but I drew a square in the triangle.

For advanced students, you can use more complicated pictures so that students have to explain lots of things to each other.

Activity: Directional Pictionary

Name: Ken Guerrero

School: Kushikino SHS

Focus: Practicing describing locations of things, learning new vocabulary.

Materials: Chalkboard/Whiteboard, Handout, Timer

Preparation: Before the lesson, prepare a list of about 20-30 words. These words can be related to the current lesson or completely random. Ideally, you want to include nouns and verbs that can be easily drawn. Make enough copies for each student in your class. If you want to increase your student's vocabularies and would like to use more difficult words, make sure to include the Japanese definition.

In Class: First, have the class break into groups. With 40 students, you can have up to 6 teams. Do whatever works best for your class sizes. Draw lines on the board so that each group has their own space to draw on. Have each group decide which person will go first. One student from each group will then go to their ALT and be assigned two words to try and draw on the board. They will have 30 seconds to draw both pictures. Each student will have to draw their two pictures either on the left and right of each other or on the top and bottom of each other.

The ALT will specifically say which picture will go to the "left, right" or "top, bottom."

Tell the students to raise their hands when they know the answer. To answer, they will have to use one of the two phrases "the picture on the left is X, and the picture on the right is Y" or "the picture on top is X and the picture on the bottom is Y." Make sure that every student in the group has a turn speaking. (Write this phrase somewhere on the blackboard for the students to use as reference). The first team to guess correctly will earn one point. The team with the most points wins the game. (con't)

Modifications:

When the students answer, they can simply say “On the left is X and on the right is Y.” or “On the top is X and on the bottom is Y.”

30 seconds might not be enough for some students. For more difficult drawings, extending the time is encouraged.

Example:

Student A: *Draws laundry on the left and bookshelf on the right.*

Student B: “The picture on the left is laundry and the picture on the right is a bookshelf.”

Activity: Brainstorming Discussion**Name: Aya Hayasaki****School: Kaseda SHS****Focus:** Increase conversation skills and get students to organize their thoughts about a topic for presentation/essay by brainstorming in groups**Materials:** Post-it in different colors, A3 paper, pens**Preparation:** Choose a topic that you want students to discuss. If necessary, have students do some research on the topic in advance.**In Class:** Explain the activity. The participants first take five minutes individually to list as many ideas as they can on their post-it. One idea, one post-it. (I recommend that each student has them in their respective different colors so that it will be easier to see who wrote what.)

Have the class work in groups of three to five (depending on the class size). Do janken and decide the moderator. The moderator’s role is to encourage all the group members to participate in the discussion, summarize the ideas when necessary, and be an observer so that their talks do not deviate too much from the topic. In this activity, the moderator can also join the discussion.

In the next ten to fifteen minutes, students take turns putting the pieces of idea (Post-it) on the A3 paper and explain it orally. Similar ones will be put together or next to each other. Put titles on each different group, and organize them by adding arrows, numbering, etc. You walk around the classroom and give advice or assistance when necessary.

To wrap up, the moderator summarizes the group’s ideas (they do not need to come to one conclusion).

If time permits, pick a few groups and have them present in front of the whole class.

For homework, students are asked to write an essay on the same topic. The class discussion will help them a lot to organize their own ideas and to express them in English.

Activity: Perfect Tense Activity**Name: Shingo Ishihara****School: Kaiyo SHS****Focus:** Increase conversation skills by using the perfect-tense.**Materials:** Chalkboard or Whiteboard / Handout**Preparation:** Prior to the lesson prepare a sheet of communication task about perfect-tense. On the left side, each usage of perfect tense (completion, experience and continuity) is listed. In each usage, there are Japanese questions like “List the thing you have already (not) finished.”, “List the place you have (not) ever been to” or “List the thing you have been doing.” On the right side, make the communication task to converse with classmates.**In Class:** Explain and demonstrate the activity. Have the class work in pairs. After finishing, they change pairs. Finally, ask students to demonstrate a short conversation. (con’t)

Example:

1. B: I haven't ____ yet.
A: Oh, you haven't ____ I haven't ____.
2. B: I have been to ____ . Have you ever been to ____?
A: [Yes, I have / No, I haven't]. (But) I have been to ____.
B: How many times ?
A: [Only once / Twice / () times]. How about you ?
B: [Only once / Twice / () times].
3. A: I want to go to ____, but I have never been there. Have you ever been to ____?
B: [Yes, I have / No, I haven't]. I want to go to ____, but I have never been there. Have you ever been to ____?
A: [Yes, I have / No, I haven't].
4. B: I have ____ (for ____ / since ____).
A: Oh, (for ____ / since ____)? I have ____ (for ____ / since ____).
B: Great !

Activity: Lectures for ALTs**Name: Madoka Kariya****School: Oshima SHS****Focus:** To improve students' speaking skills and to teach Japanese culture to ALTs.**Materials:** Handouts with the message from ALT**Preparation:** In the first class when ALT comes to a class, ALT does self-introduction using power point slides maybe. ALT talks about his or her country, family, career, and impression of Japan. (Make sure to make the presentation 15 minutes at longest and try not to show too many pictures because students will be overwhelmed by too much English.) After that, students have a quiz to see if they understand what ALT is like. At the end of the class, ALT gives an assignment to students below.**Message from ALT:** Please make a group of 2 ~ 3 to present any part of Japanese culture. It has been only a few weeks for me since I came to Japan, and I would like to know more about how to cook Japanese food or learn Japanese phrases. Each group has three minutes to talk about it and please bring at least one item to show. Be creative and I am looking forward to listening to all your lectures in the next class!**In Class:** Move students' desks and chairs forward to make the room more comfortable for students to speak up. ALT can sit in the middle of the students and show the attitude trying to learn something from students. Each group can do presentation one by one in limited time and ALT should ask a few questions after the presentations each time.

In the next class, students showed how to make tamagoyaki step by step, performed a short skit to explain what the meaning of "yabai", and brought natto and taught her how to eat it.

When you have a new ALT in your school, or when your ALT has any questions about Japan, use your students.

Activity: Immigration**Name: Hitomi Koiso****School: Kagoshima Technical SHS****Focus:** Learning new words and phrases; practical exercise for students who may travel abroad.**Material:** Handout**Description:** Explain the role of the immigration officer to the students and give them a handout about English conversation at immigration (airport). Have them practice new words and phrases. Then have them get into pairs to do the role-play (Immigration officer and Traveler). At the end of the activity, to give them some advice and encourage them to practice today's phrases. (con't)

Handout (Dialogue): Italicized words should be replaced with their own responses.

Officer : May I see your passport?

Traveler: Yes. (hands the passport to the officer)

Officer: What is the purpose of your visit?

Traveler: *Pleasure.* (Sightseeing /On vacation /On business /To study)

Officer: How long will you stay in this country?

Traveler: *For one week.* (For six days)

Officer: Where are you going to stay?

Traveler: *At a hotel.* (At a friend's house.)

Officer: What is your occupation?

Traveler: I am *a student.* (an office worker)

Activity: Sentence Race

Name: Akihiro Kura

School: Koniya SHS

Focus: Students use vocabulary words as a springboard to produce their own original sentences.

Materials: A blackboard, a list of vocabulary review words for the JTE and ALT, and 2 sets of pieces of paper with the vocabulary words written on them

Preparation: Prepare a list of vocabulary words to review. Then write each word once on two small pieces of paper (so write the word twice). Divide the papers into 2 piles, making 2 sets of identical words.

Procedure: Divide the class into 2 teams. Hand out each set of words to both teams—every student should have one word, and both teams have the same words. Then the JTE or ALT calls one of the words, and the 2 students with that word must stand up, run to the board, and race to write a sentence using the word. Depending on your goals, you can let the students write freely, or have them practice a particular grammar point. Afterward, each student reads their sentence. The first student to form a correct, clear sentence earns a point for their team.

Extra Notes: For lower-level students, it may be helpful to write some example sentence structures on the board. For high-level academic classes, consider using more difficult vocabulary words, a combination of 2 vocabulary words, etc.

Activity: Find and Speak

Name: Toni-Ann Lewis

School: Kanoya Agricultural SHS

Focus: To increase oral communication skills by encouraging students to interact cooperatively in peer groups to ask and answer specific questions in the target language. This activity can be used to test comprehension or vocabulary recollection, for example.

Materials: Chalkboard; Question Cards; Prize for Winning Group (Optional) (con't)

Preparation: Prior to the lesson, prepare a list of at least 10 questions related to the topic. Write each question on a question card (small cartridge paper cutout, for example). In classroom, before students arrive (clear out classroom if necessary), hide the cards in various places around the classroom.

In Class: Split students into two groups (adjust group numbers based on the number of students in the class. For instance, a class of 40 students may be better served with four or five smaller groups instead of two large groups). Explain to students that cards have been hidden around the classroom for them to find in their groups. When students find a card they must discuss possible responses in their groups and then go to the JTE/ALT for confirmation of the correct answer. Each group is only allowed to have one card at a time in their possession.

When a student goes to the JTE/ALT to check the answer, all activity should cease for all students to hear the response and to facilitate further discussion/clarification if required. Students should answer in complete sentences. (con't)

If the group with the question card answers incorrectly, the question passes to the next group; if this is again answered incorrectly, the question is answered by the JTE/ALT and discussed. This continues until all cards have been found.

Keep track of the cards per group on the chalkboard. The group with the most cards wins the prize (optional). This activity can also be modified by allocating points to each question - harder questions are allocated more points and vice versa; the group with the most points wins.

Activity: Giving Good Advice

Name: Toru Minamino

School: Tsurumaru SHS

Focus: The students will use “Auxiliary verbs” to give advice to someone who is in trouble. They can practice how to use “Auxiliary verbs” and also can learn the difference among several auxiliary verbs through this activity. This activity is useful to practice “Auxiliary verbs” because they repeatedly use similar expressions in different situations. Depending on the students’ ability, we can change the model example and which auxiliary verb can be used.

Materials: Cards, Handout, and Timer

Preparation: Prepare at least 10 cards which someone’s trouble is written on. Examples:

1. I want to speak English, but I don’t have any chances.
2. I will have a math test next week. I don’t like math.
3. My car has been stolen. I can’t go home.
4. I have a dog, Tom. He looks sick.
5. I left my wallet in the bus which I took this morning.
6. My dad is in the hospital now. He will have an operation tomorrow.

In Class: ALT and JTE show the model example, and the students learn how to use “Auxiliary verbs.” (must, should, had better, ought to, can etc.). ALT asks the students some questions about the model example. (ex. Why was Mr.×× in trouble? What advice did I (ALT) give to him?) ALT or JTE hands out the cards. ALT and JTE explain the rules. The rules are: 1) the students have to play a role written on the card, 2) the students make a pair and do janken, 3) the janken winner can ask the partner what the trouble is. e.g. “You look pale. What’s the matter with you?” 4) the loser has to respond as the card says, 5) the janken winner gives good advice to the partner using auxiliary verb, 6) the students have to repeat this conversation until they do this three times.

Option plan: The students make pairs and make a skit using auxiliary verbs. I think this is quite effective because the students can naturally use auxiliary verbs after they practice the similar expression many times. Showing the skit which they made can also be another option plan. To use the grammar which they learned in front of other students will lead to confidence building, and I think it will encourage them to use English.

Activity: Paraphrasing and Sharing

Name: Shingo Nishihata

School: Kanoya High School

Focus: Enhance students’ competence to put what they think into sentences. They are required to understand the content of the text and express what they’ve understood in their own English (Guided somehow, of course.)

Materials: Textbook, Blackboard, Handout

Preparation: Before the lesson, prepare a paraphrased version of the text with some blanks, which will be printed on a handout. These blanks can be filled if the students understand the content of the text. (Of course, we should have finished explaining the text before the lesson.)

In Class: Explain what they are going to do in the class. ALT will ask some questions related to the content as a kind of review. By doing that, students will remember the content of the text and be ready to work on paraphrasing. Students have to think of the answers without looking at the textbook. (con’t)

They can share what they think in groups of four. (Students are divided into groups, depending on the number of the students in the class.) Any student who knows the answer can answer. If nobody knows the answer, the teacher will let them have a look at the textbook. The number of questions will be asked is, on average, three or four questions for each section.

After doing a review, teachers distribute handouts to each student. Students will work on filling in the blanks by themselves. ALT and JTE walk around the classroom to see how students are dealing with. (If they need any help, ALT and JTE will give some hints.)

After working on by themselves, they share their answers in their groups. After that, teachers pick up some students to read their paraphrased sentences.

Advanced: Depending on the level of the students, students may possibly think of questions related to the content of the text and ask questions instead of ALT or JTE and/or be able to paraphrase without working on a handout with blanks.

Activity: Dice Rolling Question Game

Name: Miho Nomura

School: Kagoshima Higashi SHS

Focus: The students will practice forming their own questions quickly and practice inducing more than a simple “one-word answer” from a partner using both dice and a list of verbs. The dice will keep the activity fast –paced and random and the list of verbs will help the students practice and review keywords.

Materials: Chalkboard/Blackboard, Handout with list of verbs or keywords, Dice

Preparation: Prior to the lesson prepare a list of verbs or other keywords related to either a recent lesson or a review lesson. The length of the list depends on how many verbs you think your students can work with. You do not want to give full sentences on the handout since they are trying to form the questions by themselves. These words can be written on the board or typed onto a handout.

In Class: The JTE and ALT will open the lesson by telling the students that they will be practicing the formation of their own questions that produce more than “one-word answers”. They will be given the handout with the list of verbs or the list can be written on the blackboard. The team will then explain to the students that they will be using these verbs and only these verbs to form questions. Then they will be introduced to one more component of the activity, the dice. The dice is used to make the students think on their feet. Instead of always using the same question word to begin a sentence the dice is used to randomly pick a question word from the following list. (This list should be written on the blackboard.)

1.What 2.Who 3.Where 4.When 5.How 6.Why

So now the students must use both the dice and the list of verbs to form a question. This method encourages the creation of an original sentence. Depending on the number of students you can have the students ask either one or two questions in their pairs and then switch partners. The students should stay standing throughout the activity. The JTE and the ALT should be constantly moving around the classroom making sure questions are being asked correctly and that the answers are more than one word long.

Advanced Version: The Dice could be used to choose the tense of the question as well as the question word.

Activity: Monster Mash

Name: Jess Noonan

School: Kokubu SHS

Focus: Reviewing body parts and adjectives.

Preparation: Prior to the lesson, the students should have knowledge of vocabulary for the body parts of humans and animals. Create a description of a weird looking monster (it has two heads, it has 12 eyes, it has fat feet, etc.). (con’t)

Put this description on a worksheet, followed by a space for students to write their own descriptions and a space for drawing.

Materials: chalkboard, worksheet, sick drawing skills

In Class: It helps to start off with a refresher of the necessary vocabulary for this activity: body parts and adjectives. Hopefully, this is something you've talked about before, so you can zoom right on to the main activity. When your students are all refreshed, tell them that you're going to make monsters today! Aw yeah!!! Hand out the handouts and have the JTE read off the monster description on the sheet. Draw as they describe. Make your monster look as stupid as possible, for added fun. When your monster is completed, take a bow for your beautiful creation. Hopefully it looks awful enough for the students to laugh, so they'll be excited to make their own. Tell them they need to write their own sentences for their own monster. When they're finished, they have to trade with another person in class who will draw their description. Support the students writing and encourage them to be as weird as possible. Before class is up, make sure the students return the monsters to their original creators, so they can see how they look. This usually garners a lot of laughs and squeals. Some students who struggle with English might need the whole time to write. In this case, I like to collect the sheets after class, correct them and draw monsters for the students who couldn't finish in time.

Activity: Retelling

Name: Yoko Ota

School: Konan SHS

Focus: Retelling familiar information; practicing conjunctions; learning to organize and describe the contents of the story by using their own words; enhancing reading comprehension.

Description: One of our team teaching ideas we can exchange with other teachers is 'retelling'.

To help students understand a story in each lesson, we encourage them to retell the story without looking at their textbooks. Students who want to go to university can also try to retell more difficult and complex texts such as the ones in past entrance examinations to national universities.

Here's how: pick out key words (students are told not to use the same sentences in the textbook) from each paragraph, and create a 'retelling' story using conjunctions. ALT's help can be highly beneficial to students in terms of their use of discourse markers. Through this activity, we can expect students to reconstruct stories and build oral language impromptu and understand how to use new vocabulary.

Retelling stories helps students understand sequence, plot, and characterization as they build vocabulary and comprehension skills.

Activity: The Paper Game

Name: Kerri Payne

BOE: Kirishima BOE

Focus: This is a really fun way to practice past tense questions and speaking.

Description: Teacher writes the following on the board, and tells the students not to write anything down.

1. Where did you go? 2. Who did you go with? 3. What did you do? 4. For how long? 5. How was it?

To say: I went to 1) _____ with 2) _____. We 3) _____ for 4) _____. It was 5) _____.

Place the students' desks in a big circle. Every student needs a piece of standard notebook paper. At the top of their paper all students provide the answer to the 1st question on the board. They write only the place name, and then fold over the paper just to cover the answer. Then, the students pass their papers to the right. On the new paper they answer the 2nd question, fold over the paper to cover the answer, and pass again to the right. This continues until all questions are answered. After all 5, pass the paper one last time. Then, all students unfold their papers and everyone has a story to share! Direct the students to the board so they can see how to tell the story. I always play with the students and model how to read the story first. Encourage the students to be creative with their answers. The stories you'll get will be hilarious!

Activity: Beyond the Illustration**Name: Edward Pickering****School: Izumi SHS**

Focus: Increasing students analytical and interpretive skills using cartoons illustrating various current environmental scenarios. The key component to this lesson is to utilize collaborative learning and to enhance analytical and informed learning. In addition, each group will write complete sentences and discuss their interpretations of various current environmental scenarios.

Materials: Chalkboard, Computer, Printouts, Projector.

Preparation: Provide the students with a selection of cartoons that will be used in the lesson take home and interpret. This will give the students the opportunity start the critical analysis process and will be able to communicate feelings, ideas, and understandings in response to cartoons used in the lesson.

In Class: You can use printed handouts or a projector to provide the students with cartoon illustration(s) for discussion. Allow the students in groups of 4-5 to share and write down their interpretations (10-15 minutes for each illustration. You can decide how many illustrations to use in the class.) Then have each member in each group to openly share their ideas of each cartoon. The teacher should also should ask a few questions about the groups' interpretations. Also the teacher should join in and provide his/her interpretation of the same cartoon illustration.

Activity: Say the Movie Line**Name: Terry Rozmus****School: Sendai SHS**

Focus: This activity is good for exposing students to a wider range of English speaking styles and accents than they normally hear. It also allows them to hear English as it is really spoken by native speakers.

Description: For this activity the teacher must first choose a movie clip. This can be from any genre at any time-period in film history, but the key component is that the speaking of the actors should be as clear as possible. You can generally find clips for just about any movie from YouTube.

Next, you need the lines from the clip written out on paper. I have found that you can find English subtitle files for most movies from the Internet. You just have to search for, 'subtitles' or 'srt', which is the most common type of subtitle file.

SRT files are just plain text documents, so you can easily copy the scene you are interested in to make your own document. I usually format each line so it is clearly separated from the next. I then cut into the sides of the paper so I can fold them over and hide each line individually so they are ready to be revealed later.

During the activity, have the students listen to the whole video clip the first time. On the second viewing stop at each line and have the students try to catch what the actor is saying. Play the line a few times if they don't understand what is being said the first time and give hints if necessary. Once they say it correctly you can reveal the line on the paper copy so they can see they were right.

This activity suits a smaller group best, and it is also probably best-suited for higher-level students.

However, adjustments can be made for other situations by either using a shorter clip or selecting only a few lines from the clip to focus on.

Activity: What did you read about?**Name: Angelica Sather Hodgetts****School: Ibusuki SHS**

Focus: Understanding new information and quickly explaining it to another person using their own words

Goal: Increased confidence in both comprehension and communication in English.

Preparation: Between 6 and 10 short passages (about 100 words) about different topics. They can be about science, history, media, or anything with new information that you think your students might find interesting. Either write your own sentences or find short passages online or in textbooks. Cut out the passages on slips of paper in preparation for class, enough copies for each student to have one slip. (con't)

In Class: First, ask the students to find a partner. Next, pass the slips of paper to the students, and

explain the activity to the students. Have the students read their passage silently for 5 minutes; they can use a dictionary, but they shouldn't write anything down. JTE and ALT can walk around the room to give help with pronunciation or answer questions. After five minutes are up, all students should stand up and take turns relating what they read about to their partner. They can glance at the paper to remind them of the contents, but they should try to explain what they read in their own words. JTE and ALT should walk around again to check that students are using English to communicate. Encourage the partner who is listening to give feedback communication, such as "Oh, I see!" and "That's interesting!" as well as using echoing for clarification.

When it seems they have finished their explanations, ask all students to sit down, and have a few volunteers (pick students if they are shy) to explain to the class what their partner told them about. At this point, the contents may have funneled down to only a few key words or phrases, but the student may be able to tell what they remember to the class confidently without feeling nervous, because it was their partner who explained it to them.

For best results, this activity should be repeated over multiple class periods with new topics, so that students can get more and more comfortable with this type of communication.

Activity: What do you want to be?

Name: Seiya Sato

School: Kokubu SHS

Focus: Motivating students to express their ideas in English

Textbook: Big Dipper Communication English 1 Lesson 4 Tezuka Osamu: A Message for You

Materials: Worksheet

Preparation: Prior to the lesson, make sure they understand the contents of textbook. Create a worksheet with several example questions.

In Class: First, show the class the topic of the activity: What do you want to do in the future? Have the class write down a future goal or dream. The ALT and the JTE demonstrate a model dialogue. Then have students make one or two sentences to explain their ideas. The textbook suggests that the students should think of two options. Encourage students to think of one grand and exciting option and one more practical option. Help students with thinking up how to write the sentences by walking around the classroom and checking their answers. Second, have them work in pairs. After sharing their ideas, ask each other some questions. Students can use the examples questions on the worksheet. Third, have the class make groups of 4-5 students and present their essays to each other. Then have students in the group give some comments to their group-mate and choose who will present to the class.

Example questions: Which do you really want to be?, Why is that?, Are you doing something to realize your dream?

Activity: Story Narration

Name: Ching Shek

School: Oshima Kitako SHS

Focus: Speaking in front of the class, grammar review

Description: Prior to starting the class, story cards should have already been prepared. The content of the cards should be materials that were covered in previous classes.

A role-play would be introduced at the beginning of the lesson. This is to set an example to the students and also to allow the students to think of what is going to be presented in the class. Students should be able to pick up on certain vocabularies followed by the actions provided by the JTE and ALT.

Next, would be a series of questions asking what the students thought of the role-play and what they thought were going on in the scenes.

The entire class now participates in group activities. Each group gets their own role playing cards and their own characters. Students will act out the contents of the card using gestures and body language. (con't)

This exercise is also to increase confidence and to encourage students' speaking in a loud and clear voice. After 10 minutes of practice, the students then perform their role-play in front of the class in front of the students. The other groups would now need to write and down narrate the story, describing what the contents of the story and is also to provide with sufficient information necessary to relate the basic elements of the story.

Once the students are finished with their role-play and each had their turn, the JTE and ALT would go through each groups' narration and see which one is the closest to the actual one. Through this, students are able to view other groups' interpretation and see how they got that explanation as well.

Students should understand the gist of the story and may also come up with their own interpretation. For the role-play activity a card would be given to every group. Each card would be different and would have its own content, all of which will be illustrations followed by an opening line to the story and also where each character would be introduced.

Example:

Storyboards

It was a sunny day. Roger and Declan decided go to the gelato store after school
(Illustration-1: Two students with a school backdrop, a clock on the wall and the sun)

Skit

Declan: School is finally over!

Roger: TGIF!

Declan: TGIF? What does that mean?

Roger: Wait you've never heard of the term TGIF? Thank God it's Friday!

Declan: Ehhh! TGIF! Haha

Roger: Hey, since school is finished for today, do you want to go and get some ice cream

Declan: That sounds ideal! It sure is hot today

Activity: Word! Bingo

Name: Rebecca Simas

School: Oshima SHS

Focus: To improve listening skills (game can also be modified to focus on a specific grammar point—i.e. “Prepositional Phrase Bingo”)

Materials: Blank Bingo cards, word banks (20-25 words), chalkboard, speakers, and a way to play music

Preparation: Play a song (up to 2x) for the students and tell them to pay close attention to the lyrics.

Choose a song that is easy to listen to (i.e. no rap songs!) so the students can understand. I modified my lesson for Halloween and played “This is Halloween” from A Nightmare Before Christmas. Hand out Blank Word Bingo Cards and a Word Bank with 20-25 words from the song.

In Class: Have students fill in the blanks on the bingo card with words from the word bank. (Maybe you could play “Blank Space” by Taylor Swift because it would be punny and SHS students in Japan seem to love Taylor Swift.) Tell them to cross out each word once it is written in the blank spaces so they don't repeat any words on their card.

While students are filling in their blank spaces, draw your own bingo card on the chalkboard and write in the words so you or your JTE can play along with the class. This visual is important to their understanding. Once they are finished writing in the words, ask students to repeat each word after you so they can hear the correct pronunciation.

Now it's time for Word! Bingo. In order to get Word! Bingo, the students must cross out ten words in a row. Only five in a row would be too easy and the game would be over after only one or two verses.

If necessary, ask your JTE to explain the rules of the game in Japanese because the students may be confused. It's also important to consult with your JTE before the start of the lesson to ensure they too understand the game! (con't)

You can either play the song again or pause it frequently to give the students time to cross off the words on their bingo cards, or you can do what I did and read the lyrics aloud slowly so they can understand. It all depends on your students' level of English.

When a student has bingo, ask them to shout out "Word!" instead of "Bingo!" because it's more fun that way. If you're playing this for Halloween, have them shout "Trick or Treat!"

Only the first three-five students who get bingo can win the game. It's good to cut it off after that because otherwise the game will get too unruly and it takes forever to check everyone's card and then new hands keep popping up saying they too have bingo.

So once the first three-five students have bingo, ask them to come to the front of the classroom (or you can walk around to their desks) and check their bingo cards. Ask them to say the words aloud to you.

Each winner will receive a small prize (sticker, pencil, candy, etc.) Thank them for playing!

Activity: Definition Game

Name: Fujita Takuma

School: Kanoya Agricultural SHS

Focus: Practicing explaining words in English.

Materials: blackboard, chalk, timer

Preparation: Prepare some words before the lesson. These words should be categorized such as animal, fruit, etc.

In Class: Explain and demonstrate the activity. Set the timer for 60 seconds. Have the class work in pairs. If there is an odd number of students, the JTE or ALT will work with a student. One student (Student A) will look at the blackboard and the other student (Student B) will stand facing his or her partner. Then a teacher will write a noun. Student A will give some clues to Student B. Student B will guess until they are able to say the word written on the blackboard. After each student takes two turns, share the sentences students used and JTE or ALT can give students feedback.

Advanced: Advanced students should be make hints with a target grammar point such as relative clauses, comparative statements, etc.

Activity: Emotions

Name: Satoshi Tanaka

School: Satsunan Technical SHS

Focus: Through including the following activities and showing authentic English use, the words and expressions in the lesson are expected to be personalised by the students.

Materials: Chalkboard and Worksheet

Preparation: Prior to the lesson prepare the worksheet about emotions for all students in each class.

In Class: Read the words for various emotions from the worksheet and explain the meanings by ALT and JTE. Then, Let students repeat after the ALT. Demonstrate how to reply, with reasons, when asked "How are you?" by ALT and JTE. After listening to the teachers, have the class practice in pairs. During their practice, ALT and JTE help and correct the students' practice. After the practice, ALT and JTE choose presenters and correct the students' presentations if necessary. Then have students repeat after the ALT or JTE when good presentations are stated.

Advanced: Instead of students' responding "I'm fine," if students use other adjectives of expressing emotions like sad, happy, hungry etc, make students ask the reason why and instruct students to answering with any reasons using "Because..."

Example:

A: How are you?

B: I'm fine and you?

A: I'm all right.

Advanced Example:

A: How are you?

B: I'm happy.

A: Why are you happy?

B: Because the summer holidays are coming soon.

Activity: Where am I going?**Name: Charis Tarbett****School: Kagoshima Chuo SHS****Focus:** Increase conversation skills by encouraging the students to work together to accomplish a procedural task. This activity can also be used to reinforce directional words/phrases.**Materials:** Timer, copies of a city map (class set), strips of paper with printed directions.**Preparation:** Prepare a map with identifiable buildings, no more than ten square blocks.

Choose start and end points and draft directional phrases (e.g. “leave the library and make an immediate left”, “continue north through the first stoplight”, “go across the bridge”, “at the stop sign turn right”, “the destination is on your left”). The number of directions should correspond to the size of the groups. For example, groups of five students should have five-step directions.

In Class: Explain and demonstrate the activity. Set the timer for 3 minutes. Have the class work in medium-sized groups (4 – 7 students). Explain to the groups that they should keep their destination a secret. Give each student a map and give each group one set of directions. Students must work together within the time limit to put their directions in order and discover their destination.**Formative Assessment:** Once all groups have arrived at their destination, one group member will volunteer as tribute to read the directions to the class. Group representatives will read their group’s directions aloud, and students should draw a line following the directions and label the destinations with each group’s name.**Differentiation:** Higher level: Remove one step of the directions; have the students try to determine which step is missing and write the directional phrase for that step on a blank strip of paper. Lower level: Give students a smaller area map (five blocks instead of ten). Use simplified directional or prepositional phrases (“turn left”, “go straight two blocks”, “make a u-turn”).**Activity: Ask me****Name: Genevieve Williams****BOE: Kagoshima City BOE****Focus:** To get students to form questions and be confident in asking and answering them.**Materials:** Printout of board game, markers for students (small objects to move along the board game), dice for each group, chalk.**Preparation:** Make a simple board game, with each square containing the beginning of a question sentence (i.e. “Who is . . .?”, “How old. . . ?”, “What is . . . ?” etc.) Print out several sheets of the board game. Find markers that the students can use to move along the board game, and a dice for each group.**In Class:** Split the class in several groups of 6 students. Give each group one board game and three markers. Student will work in teams of two to complete the board game.

1. Each pair is a team, alternating between asking and answering the questions.
2. Each team rolls the dice and whatever number square they land on, one student must ask the question (i.e. “Who is . . . ?” the student could ask “Who is Taylor Swift?”). The other student must answer the question (i.e. “Taylor Swift is a singer”).
3. Once that pair is finished another pair gets to roll the dice and do the same thing.
4. Pairs only get to move to another square once they correctly ask and answer the question in the square they are on.
5. First pair to reach the end wins.
6. They can ask for help from the JTE or the ALT.
7. This activity can be made simpler or more difficult by just changing the questions or activity in each square. (con’t)

The JTE and ALT must make sure that each team is forming grammatically correct sentences; also the other teams at the same board game can help monitor and give advice to other teams. This activity can be easily changed to suit a range of different topics and grammar points.

Activity: About Your Hometown

Name: Daiki Yamamoto

School: Tarumizu SHS

Focus: Students will be able to explain their hometown and how long they have lived there by using present perfect tense.

Materials: Chalkboard, worksheet

Preparation: Three questions and a chart which has three blanks should be provided on students' handouts. There will be an example below on the blackboard for teachers' demonstration. Example: I live in Ishikidai. How long? three year(s) / month(s) favorite place Parasso bakery very nice

In Class: Form pairs. ALT and JTE give them a demonstration.

A: Where do you live?

B: I live in Ishikidai.

A: How long have you lived there?

B: I have lived there for three years.

A: What is your favorite place in Ishikidai?

B: I like Parasso. This is a very nice bakery. You should go there.

Before their activity, ALT and JTE make sure that they will ask students what place they want to visit at the end. Students talk with their partner using their handouts and switch their own role. They change their partner and start talking. The students who play B can see their handout if they need. They change their partner again and talk each other without handouts. ALT and JTE ask them what place they want to visit.

Activity: My Favorite Singer

Name: Kasumi Yonehara

School: Ibusuki SHS

Focus: Encourage students to tell about themselves to their partner and understand other students' opinions.

Textbook: Vivid English, Communication I, Lesson 6 Take a Chance on You Activity Plus

Materials: Handout

In Class: Teachers explain the aim of today's activity. Teachers asks students about the contents of Lesson 6. Students check the answers in the example written in the table. Teachers ask four questions. Q.1: Who is your favorite singer? Q.2: What is your favorite song? Q.3: Why do you like the artist? Q.4: Why do you like the song? Students complete the table. If students cannot write well, teachers will show some example. Following the example, students write a passage using the information from the table. Students make a pair and tell their partner what he/she wrote. Students tell it to their friends in the class. Don't forget to praise their work.

Example: My favorite group is EXILE. Among their songs, I like "Rising Sun" the best. Their songs and dance are energetic. Though I can't dance well like them, I feel like dancing to their songs. I also think they are great, because they sang "Rising Sun" to support the people in Tohoku in their Rising Sun Project.

Activity: Headband Sentences

Name: Christine Zawlocki

School: Kanoya SHS

Focus: Improving speaking ability and build confidence while incorporating lessons

Materials: a deck of cards displaying grammar, vocab, and grammar & vocab respectively, headbands to hold cards (paper), list of tongue twisters (con't)

Description:

1. Students wear cards on heads to create a silly and relaxed atmosphere.
2. Make groups of 4. Each group of 4 will divide into 2 pairs.
3. In pairs, a student will look at their partner's head and create a sentence using the words on the card. They will say this sentence to the group of 4.
4. Then, their partner will do the same.
5. Next, the other pair will repeat steps 1-4.
6. This will happen in 3 rounds.
7. Each round, the pair that is not making sentences will listen.
8. Round one will display a new vocab word. Round two will display the grammar point. Round 3 will display a word and the grammar point.
9. Students are encouraged to write their sentence down after speaking
10. Each group will pick their favorite sentence and one representative will read it aloud to the class.

Activity: Musical Lines

Name: Chris Bagdon

BOE: Izumi BOE

Focus: Encouraging students to answer questions and have conversations in front of the class.

Materials: Ball, music (smart phone, CD player), speaker (if necessary)

Preparation: Prepare a list of questions or grammar points to use. This can also be done with no preparation when you need a quick activity.

In Class: This game is simply the line game with a twist. The students all stand up, and the ALT asks questions. When a student answers correctly, they choose for a line or row of students to sit down. The game ends after all the students sit down. The twist is; instead of having students raise their hands, or calling names off the seating chart, a ball and music are used. Have the students pass the ball around as the music plays. When the ALT stops the music, the student holding the ball must answer a question. When there are around 8 students left standing, have the students move closer together. At this point, only the student that answers a question will sit down.

For question based grammar, have the student form a question using the lesson's grammar instead of answering a question. Then the other students can raise their hands to answer. Both the student who asked the question, and the student who answers sit down. Students already sitting may also answer in order to block students from sitting. For conversation based lessons, use a second ball of a different color. Designate one ball as part A and one as part B. When the music stops, have the two students holding balls perform the conversation.

This activity works especially well with classes that refuse to participate in everyday activities. By essentially having the students decide who will answer next, this game uses the students' desire to not participate in order to encourage their participation. Students have fun choosing who will answer the questions, and in turn, are more willing to not only participate but also put in more effort in the educational portion of the activity. This activity also gives ALTs a chance to share their favorite music with the students.

Activity: English Janken Battle!

Name: Daniel Carboni

BOE: Kanoya City BOE

Focus: To allow students to practice current grammar or vocabulary through an exciting game.

Materials: Premade reusable laminated paper, rock, and scissor handouts. These handouts can also be any other idea the teacher has, for example, Earth, Fire, Water, etc., as long as it follows the rules of paper rock scissors. Also, the ALT and JTE have a larger set of the paper, rock, and scissor graphics to magnetically hang on the board.

Preparation: A list of questions, grammar points, or vocabulary is prepared before class. The type of list depends on the grade level that will be playing the game, or whichever lesson is being taught in class. The grammar point, or vocabulary can also be made into magnetic laminated handouts to put on the chalkboard, or they can be written on the board.

In Class: Explain the activity to the class. The class is divided into groups of four with their desks facing each other. One set of paper, rock, scissor handouts are distributed per group. They are displayed in a line, centered equally between both sides. Similar to Karuta, the students place their hands behind their backs. The relevant grammar point, vocabulary, or sentences are displayed on the board, along with the teachers' paper, rock, and scissor pictures. Next, the teacher quickly points to one of the pictures on the board. The students have to quickly touch/swipe the picture on their desk that defeats what the teacher has chosen on the board. The person that wins is safe. That student does not participate in round two. In round two, the teacher quickly selects a symbol on the board. (con't)

The remaining three students per group attempt to touch/swipe the winning symbol. Again, the winner is safe and does not participate in round three. In round three (the final round), the final two students attempt to touch/swipe the winning symbol. The loser/s per group must stand up and construct a sentence using the relevant grammar, or for the lower levels, they must read a sentence or vocabulary word.

The rounds should be done in quick succession so that many students have the opportunity to speak. Also, if only one loser per group means that not enough people are speaking, the game can be altered to only one or two rounds, so more losers have to speak. For example, having only one round means there are three losers per group, and they all have to speak. Two rounds means that there are two losers that have to speak. Adjust accordingly depending on the amount of time you have.

Example: Grammar: Infinitive sentences ~I want (to go / to do / to play)

1. The teacher selects a symbol.
2. Students select symbols.
3. The loser creates a sentence “I want to play soccer after school.”

Activity: Battleship

Name: Haruki Fujihara

School: Okawauchi JHS

Focus: To have students create sentences using new grammar and vocabulary, then listen to the created sentences.

Preparation: Prepare a handout with two identical 7x7 grids. Put one part of the new grammar in the left column. Put the second part in the top row, leave the rest blank.

In Class: Have students make pairs. Every student gets five boats. Each boat is 1-5 boxes big. Have students place their boats on the bottom grid. Students should not let their partner see their bottom grid. Now have students choose a square to attack by making a sentence from the grid using one part of grammar from the left column and one from the top row. Their partner must listen to the sentence to check their bottom grid to see if their boats were hit. If their boat is in the attacked square, the students says hit. If not they say miss. Students use the top grid to track their attacks. When all the students' boats are hit, the game ends. As an alternative, this can be played together as a class on the chalkboard.

Examples: target grammar: relative pronoun (3x3 grid)

Above grid: Do you know,

Left column: A store, anyone, someone

Top row: that sells dogs, that buys cars, that has a cat

Student wants to attack square 2x2 so they must say the sentence, “Do you know anyone that buys cars?”

Activity: Anime Characters/20 Questions

Name: Nathaniel Hayes

BOE: Setouchi Town BOE

Focus: Encourage students to communicate and problem-solve using English to talk with each other.

Materials: Several pieces of paper with well-known anime characters' names written on them, tape

Preparation: Think of different anime characters and write them on different pieces of paper and attach tape to those pieces. You could also create a list of example questions for students to use.

In Class: With your JTE, explain the activity. You should act out how the game is supposed to work, and this will work better if you were able to meet before class to explain your activity for the lesson. Have your students line up and then approach you and turn around. Then, tape a random name to their back without them seeing the name (if they know the name it defeats the purpose of the exercise). Next have students cluster in small groups of 3 or 4. Now, one at a time, students will ask “Yes or No” questions to the group to determine who they are. You can put a limit on the number of questions students are allowed to ask or you can let them keep trying until they have figured out who they are. (con't)

The activity ends when everyone has figured out their character. This game is not limited to Anime Characters but students may not know other subsets of people.

Example:

A: Am I green?

B: No, you are not green.

A: Is my hair yellow?

B: Yes, it is sometimes yellow.

A: Am I Goku?

B: Yes you are!

Activity: Do you want to...?

Name: Christopher Ho

School: Kaiyo SHS

Focus: The infinitive and speaking

Materials: Printouts/chalkboard & whiteboard (optional)

Preparation: Using MS Word, make a 7x3 table. For the first row, label each individual cell with days of the week so it looks something like this: | Mon | Tues | Wed | Thurs | Fri | Sat | Sun |

This activity should be played with two teams so make at least two copies.

Note: This activity was designed for small classes consisting of two teams; however, you can play it with bigger classes if you can manage it.

In Class: Explain/review the infinitive prior to this activity and put the students into two teams. Next, ask the students six things they enjoy doing and write it on the board, for example, play baseball, eat ramen, study English, etc.

After that, ask each team to randomly pick something they enjoy doing (from the blackboard) and write in the second row under each day of the week, one activity per cell/day. They can repeat answers for other days but don't show the other team what you wrote!

The goal of this activity is to guess what the other team wrote down for each day of the week by asking questions using the verb want followed by an infinitive. For example, "Do you want to play baseball on Monday?" Start from Monday and so on. If they guess correctly they get another chance, if not it's the other team's turn. First team to guess all the answers wins.

I like to keep track of their progress by drawing the same 7x3 table on the blackboard. Row two would be team one and row three would be team two. Mark the days that each team has guessed correctly.

Activity: Partner Finding Game

Name: David LaCharite

BOE: Minamtiane BOE

Focus: Oral Communication/Grammar

Materials: Sets of 2-4 identical cards. Enough sets for every student in the class to have one card.

Summary: Prepare sets of cards with recent vocabulary. There should be one card for each student in the class. Distribute one card to each student. Have the students find the other student with the same card by asking questions using a specific grammar pattern. For example, this game can be used to practice "Have you ever...?" questions with JHS students. Pass out cards with vocabulary words which can be used in "Have you ever...?" questions such as pizza, marathon, or One Piece. A student with a "pizza" card asks another student, "Have you ever eaten pizza?" If the other student's card says "pizza," they reply, "Yes, I have eaten pizza," and both students sit down. If the other student's card doesn't say "pizza," they reply, "No, I have never eaten pizza," and both students then ask a different student. The first students to find their partners are the winners. This game can be modified for any level of grammar that requires a question and response."

Activity: Repeat After Me**Name: Micah Mizukami****BOE: Amagi Town BOE****Focus:** Speaking and memorizing English. Grammar review.**Preparation:** For lower level classes, a vocabulary list might be useful.**In Class:** Divide students into groups of five or six and have the students decide who will go first in each group. To warm up, choose an easy category, such as sports, colors, or animals, and an easy grammar pattern, such as “I like ~”. The first student will say their favorite animal. For example, “I like dogs.” Then going clockwise in the group, the next student will repeat what the first student said and add on their favorite animal: “I like dogs and cats.” Student number three adds their favorite animal to the list: “I like dogs, cats, and elephants.” Continue until all students in the group have finished.

For round two, change the grammar pattern or category. For example, “I have 2 pens.”, “I have 2 pens and 3 erasers,” and “I have 2 pens, 3 erasers, and 10 crayons.”

For more advanced classes, have students say entire sentences. Student 1: “I have been to Okinawa.”

Student 2: “I have been to Okinawa. I have read the Harry Potter books.” Student 3: “I have been to Okinawa. I have read the Harry Potter books. I have studied English for 3 years.”

To increase the difficulty, have two groups combine into a larger group and continue the game. At the very end, have all students get into a large circle and play the game together for the ultimate memory/speaking challenge.

Activity: Role Play Madness**Name: Samuel Noel****BOE: Satsuma Town BOE****Focus:** Increasing conversation skill and range of available expressions and expressing emotion using already known pop-culture or fictional characters. This can be used to introduce grammar points, practice them, or do any number of other things.**Description:** Students assume the personas of popular characters, fictional or otherwise**Materials:** Handout, Chalk/Whiteboard, TV Computer, timer (if desired), costume materials (if desired)**Preparation:** Ideally, prior to the lesson, confirm some characters the students know, or introduce them. These characters can be yokai from Japanese legends, popular TV characters, Disney characters, or any other characters the students would like. The students can make pairs and complete the activity or split into groups and complete the activity with the ALT or the JTE. The content of the activity is entirely dependent upon the material to be introduced or practiced. The primary thrust of the activity is to allow the students to feel freer in expressing themselves in English.**Advanced:** If using the entire class period and/or the class is advanced, the JTE and ALT can judge the performances. (con’t)**Example:** Using the Dialog from New Horizon 2 page 41

Setting Mrs. Baker as herself and Sakura as a pirate (complete with a pirate hat for effect) for instance:

Mrs. Baker: Sakura, did you sleep well?

Sakura: YARRRRRRR, yes, thank you.

B I N G O

★ Please find one person who says “yes” and write an answer and his/ her name.

- Rules :
1. **Only speak in English**
 2. Ask a friend any question.
 3. If s/he says ‘yes’, you cannot ask him/her another question.
(You have to find 16 different people.)
 4. If s/he says ‘yes’, you must ask extra-questions.

<p>1 Do you have a pet?</p> <p>What is it? What is its name?</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p>Name :</p>	<p>2 Do you like to cook?</p> <p>What do you cook? How often do you cook?</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p>Name :</p>	<p>3 Do you have a favourite place? Where is it? Why is it your favourite?</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p>Name :</p>	<p>4 Do you have a cell phone?</p> <p>What colour? What company's phone?</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p>Name :</p>
<p>5 Do you watch anime? How often? What is your favourite?</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p>Name :</p>	<p>6 Do you walk to school? Where from? What time do you leave home?</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p>Name :</p>	<p>7 (free question)</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p>Name :</p>	<p>8 Do you like watching movies?</p> <p>What kind of movie?</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p>Name :</p>
<p>9 Do you have a grandmother?</p> <p>How old is she? Where does she live?</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p>Name :</p>	<p>10 (free question)</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p>Name :</p>	<p>11 Do you take a train to school?</p> <p>Where from? What time?</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p>Name :</p>	<p>12 Do you eat breakfast everyday?</p> <p>What do you eat? What time do you eat?</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p>Name :</p>
<p>13 Do you have a favourite animal?</p> <p>What is it? Why is it your favourite?</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p>Name :</p>	<p>14 Do you have siblings?</p> <p>How many? How old are they?</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p>Name :</p>	<p>15 Do you have a favorite fruit?</p> <p>What is it? How often do you eat it?</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p>Name :</p>	<p>16 Do you want to go to a foreign country?</p> <p>Which country? Why?</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p>Name :</p>

Name:

B I N G O

★ Please find one person who says “yes” and write an answer and his/ her name.

Rules : 1. **Only speak in English**
 2. Ask a friend any question.
 3. If s/he says ‘yes’, you cannot ask him/her another question.
 (You have to find 16 different people.)
 4. If s/he says ‘yes’, you must ask extra-questions.

<p>1 Did you go to the movies this summer?</p> <p style="text-align: center;">Where? What movie?</p> <div style="border: 1px solid black; height: 40px; margin: 5px 0;"></div> <p>Name :</p>	<p>2 Did you take purikura this summer?</p> <p style="text-align: center;">Where? Who with?</p> <div style="border: 1px solid black; height: 40px; margin: 5px 0;"></div> <p>Name :</p>	<p>3 Did you set off fireworks this summer?</p> <p style="text-align: center;">Where? Who with?</p> <div style="border: 1px solid black; height: 40px; margin: 5px 0;"></div> <p>Name :</p>	<p>4 Did you go swimming this summer?</p> <p style="text-align: center;">Where? Who with?</p> <div style="border: 1px solid black; height: 40px; margin: 5px 0;"></div> <p>Name :</p>
<p>5 Did you play sports this summer?</p> <p style="text-align: center;">What sport? Who with?</p> <div style="border: 1px solid black; height: 40px; margin: 5px 0;"></div> <p>Name :</p>	<p>6 Did you go to your grandparents' house this summer?</p> <p style="text-align: center;">Where ? When?</p> <div style="border: 1px solid black; height: 40px; margin: 5px 0;"></div> <p>Name :</p>	<p>7 (free question)</p> <div style="border: 1px solid black; height: 40px; margin: 5px 0;"></div> <p>Name :</p>	<p>8 Did you eat 'somen' this summer?</p> <p style="text-align: center;">Where? Who with?</p> <div style="border: 1px solid black; height: 40px; margin: 5px 0;"></div> <p>Name :</p>
<p>9 Did you go to the library to study this summer?</p> <p>How often?</p> <div style="border: 1px solid black; height: 40px; margin: 5px 0;"></div> <p>Name :</p>	<p>10 (free question)</p> <div style="border: 1px solid black; height: 40px; margin: 5px 0;"></div> <p>Name :</p>	<p>11 Did you practice your club activity?</p> <p>What club are you in?</p> <div style="border: 1px solid black; height: 40px; margin: 5px 0;"></div> <p>Name :</p>	<p>12 Did you go to the beach this summer?</p> <p style="text-align: center;">Where? Who with?</p> <div style="border: 1px solid black; height: 40px; margin: 5px 0;"></div> <p>Name :</p>
<p>13 Did you eat 'shaved ice' this summer?</p> <p style="text-align: center;">Where? What flavor?</p> <div style="border: 1px solid black; height: 40px; margin: 5px 0;"></div> <p>Name :</p>	<p>14 Did you go shopping this summer?</p> <p>Where? What did you buy?</p> <div style="border: 1px solid black; height: 40px; margin: 5px 0;"></div> <p>Name :</p>	<p>15 Did you read a book this summer?</p> <p>What is the title?</p> <div style="border: 1px solid black; height: 40px; margin: 5px 0;"></div> <p>Name :</p>	<p>16 Did you go somewhere outside of Kagoshima?</p> <p style="text-align: center;">Where? Why?</p> <div style="border: 1px solid black; height: 40px; margin: 5px 0;"></div> <p>Name :</p>

Name: _____

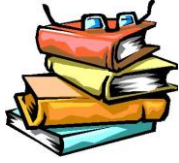
B I N G O

★ Please find one person who says “yes” and write an answer and his/ her name.

Rules : 1. **Only speak in English**
 2. Ask a friend any question.
 3. If s/he says ‘yes’, you cannot ask him/her another question.
 (You have to find 16 different people)
 4. If s/he says ‘yes’, you must ask extra-questions.

<p>1 Did you enjoy your winter vacation?</p> <p>Why?</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p>Name :</p>	<p>2 Did you eat Osechi on New Years day?</p> <p>What is your favorite osechi food?</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p>Name :</p>	<p>3 Did you learn something new?</p> <p>What did you learn?</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p>Name :</p>	<p>4 Did you study in winter vacation?</p> <p>What subject did you study?</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p>Name :</p>
<p>5 Did you listen to music in winter vacation?</p> <p>Who did you listen to?</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p>Name :</p>	<p>6 Did you receive New Years greeting cards?</p> <p>How many? Who from?</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p>Name :</p>	<p>7 (free question)</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p>Name :</p>	<p>8 Did you go to a different prefecture?</p> <p>Where? Who with?</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p>Name :</p>
<p>9 Did you make rice cakes?</p> <p>What flavor? Who with?</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p>Name :</p>	<p>10 (free question)</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p>Name :</p>	<p>11 Did you go shopping?</p> <p>Where? What did you buy?</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p>Name :</p>	<p>12 Did you watch Kohaku Uta Gassen on New Years Eve?</p> <p>Who was your favorite?</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p>Name :</p>
<p>13 Did you go ice skating?</p> <p>Where? Who with?</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p>Name :</p>	<p>14 Did you watch a movie?</p> <p>Where? What movie?</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p>Name :</p>	<p>15 Did you go to a shrine on New Years Day?</p> <p>At what time? What shrine?</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p>Name :</p>	<p>16 Did you receive otoshidama?</p> <p>From who?</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p>Name :</p>

Name:



Find Someone Who...

Walk around the classroom and ask questions using the present perfect tense. When a classmate answer “Yes, I have.” write their name in the box. Then ask a follow-up question,

Example: eat / sushi

Yes version

A: Have you ever eaten sushi?

B: Yes, I have.

A: 1. **When** did you eat sushi?

2. **Where** did you eat sushi?

3. **Free question**

B: 1. I ate it **yesterday**.

2. I ate it at a **restaurant**.

No version

A: Have you ever eaten sushi?

B: No, I have never **eaten** sushi.

Have you?



Find different a student for each sentence.

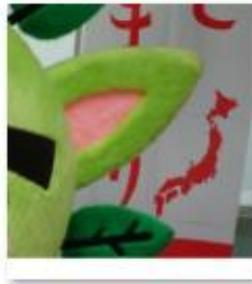
	Find Someone Who...	Name	More Information
Ex	eat(eaten)/sushi	Haruka	yesterday, at a restaurant
1	go ()/ another country		
2	meet () / a famous person		
3	read () / a book in English		
4	see () / a ghost		
5	play () / golf		
6	stay () / up all night		
7	catch () / a fish		
8	build () / my own website		
9			
10			

No. 9 and 10 are free questions.

Who's _____ is this?



ear1



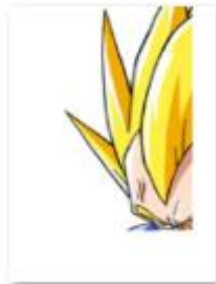
ear2



ear3



hair 1



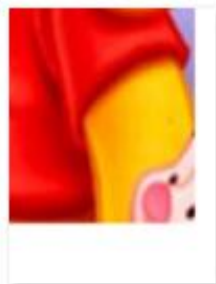
hair 2



hair 3



shirt 1



shirt 2



shirt 3