

2012 ALT Skill Development Conference

Kagoshima

Idea Share Packet



2012 SDC Idea Share Submissions

Thank you to everyone who contributed to this year's idea share. The following ideas are presented in no particular order with the exception of the first four. Seiya Sato, María Feliciano, Miku Nakatsuji, Matthew Van Etten, Shinsaku Ikeda, Daniel Schilling, Ayumi Kawabata and Rebekkah Johnston were kind enough to volunteer as demonstrators for the Team Teaching Idea Share workshop, and their ideas appear first. If you have questions for any of the teachers with regard to their ideas, please see the *2012 SDC Handbook* for a list of teachers' primary schools and contracting organizations.

Teachers: Seiya Sato and María Feliciano

Title: Wake up, Go to sleep (An activity from Team Taught Pizza 2005)

Objective: Review and apply grammar patterns

Grade Level: JHS/ SHS

Skill Focus: Grammar/ Speaking (Can also be used as Vocabulary review)

Summary: Divide students into groups of 6, moving their desks together. Give each student a number from 1-6. Before beginning the activity, teach the students two commands: Go to Sleep, Wake up. Tell all the students to put their heads on their desk and 'Go to Sleep.' Afterwards, ask the student's number to wake them up. Ex. 'Number One, Wake up'

Show the number one students in each group a flash card containing a part of sentence, a word, or a letter depending on your skill focus. Then tell the number one students 'Go to Sleep.' Continue this with all of the other numbered students, but show them different parts of the sentence, word, or a different letter. After calling all of the numbers, tell everyone to wake up. The group members then work together to put the sentence or word into the correct order based on what they were shown. The first group to raise their hand and say the correctly arranged sentence or word out loud receives a point. The group with the most number of points at the end of this activity wins.

Reminder/Comments:

1. Know the exact class size before arranging this activity, or you risk having an uneven distribution of flash cards for groups.
2. Can be tailored for small or large classes.
3. Remember to use question marks, commas, and periods on your flashcards.

Teachers: Miku Nakatsuji and Matthew Van Etten

Title: Sentence Scramble Group Challenge

Objective: Review and apply Conditional tense sentence syntax and grammar

Grade Level: JHS/ SHS

Skill Focus: Writing/ Grammar

Summary: This activity is designed to help reinforce students' comprehension of the conditional sentence structure and syntax. After having taught the students how to use and make conditional sentences using a variety of examples, this activity can be played. Break students up in to groups of three or four. Distribute one envelope to each group. In the envelope, have all the words and punctuations necessary to make sentences using the conditional grammar point. Explain to the students that there are many possible correct sentences and that they will have 3 minutes as a group to make as many as the can. Have the students write down the sentences in a notebook so that they can continue to use the words for other sentences. After the timer goes off, have students write their sentences on the board. The group with the most correct sentences wins!

Teachers: Shinsaku Ikeda and Dan Schilling

Title: Bomb Toss

Objective: Warm up the class

Grade Level: JHS/ SHS

Skill Focus: Speaking

Summary: This is a variation on the line game. Instead of the JTE or ALT asking the questions and waiting for the assertive students to answer--which always ends with the least assertive and lowest level kids standing alone--bring in an object which can be thrown and caught easily, and then either the ALT or the JTE asks a question. Throw the toy to a student at random. That student then has to both answer the question, as well as thinking of the next question. The student then chooses someone and throws the toy, sits down, and this process continues until one student is left standing. Depending on the class you might make the last student the winner or the loser, and either give them some stickers or make them do a batsu game (a self intro, or something along those lines) For classes with students who tend to spend a lot of time poring over what they want to say, it can be helpful to set a time limit--five to ten seconds, or so--during which the student has to think of the next question. If they go over you might make them do a batsu game, or make them stay standing and be subject to more question answering/asking.

Title: Sentence Pictionary

Objective: Apply "there is/ there are" pattern

Grade Level: JHS/ SHS

Skill Focus: Grammar

Summary: This lesson assumes the students have already received at least a basic intro to how to use "there is/ are." Before the lesson prepare a bunch of sentences, one for each student in the class, and give them out at the start of the activity. The students then--without sharing their sentences with their neighbors--draw pictures to represent what's being expressed in the sentence. So if the sentence is, "There is a cat on the bed" then the student would draw a bed with a cat on it. When everyone's done drawing, they then exchange pictures with a partner and have to try and guess what the original sentence was. The idea is to get students to not only understand a sentence which has been prepared, but also make their own, new sentences from scratch.

Teachers: Ayumi Kawabata and Rebekkah Johnston

Title: High Score

Objective: To practice infinitive sentences.

Grade Level: JHS

Skill Focus: Speaking/ Reading

Summary: Students form pairs. JTE explains the infinitive sentence in Japanese/ English. ALT teaches the students how to pronounce the objects and the infinitive sentence. ALT and JTE explain the game through role-play. Each student has a different colour pen. They play English Janken and the winner chooses an object. The objects are rated with points. They must say the infinitive sentence and choose a high scoring object. They highlight this object with their coloured pen. They keep on repeating until all objects have been highlighted. The student with the highest points is the winner.

(Please see the next page for the related worksheet)

How to play the game

- ①じゃんけんをする
- ②勝った人が I went to the convenience store to buy という。
言ったところの点数 Get ! 蛍光ペンで線を引く。
- ③同じ文を2回言うことはできない。すべて終わったら点数を計算する。



ウエント コンビニエンスストア
I went to the convenience store to buy

sweets 甘いもの⑧	stamps 切手⑤	comics まんが⑦	magazines 雑誌⑤	onigiri おにぎり②
drinks 飲み物③	postcards はがき④	CDs ⑧	books 本⑦	pens ペン⑤
medicine 薬②	milk 牛乳②	coffee コーヒー③	sandwiches サンドウィッチ⑧	bread パン⑦
socks くつした⑤	snacks お菓子⑦	newspaper 新聞⑧	umbrella 傘⑨	ramen ラーメン⑨
oden おでん⑤	water 水⑧	meat bun 肉まん⑨	bean-paste bun あんまん③	fried chicken フライドチキン②

Teacher: Brendan Bergin

Title: What Country Would You Like to Visit?

Objective: Students will be able to name a country they come from and a country they would like to visit and give one reason why they want to visit that country.

Grade Level(s): SHS 1st Year

Skill Focus: Speaking and listening

Summary: ALT introduces today's lesson/ goal/ ice-breaker. JTE checks comprehension. ALT instructs students to spread country cards on the table (facedown). Students take turns to choose two cards that match. If correct, student takes another turn. If not, the next student continues. The student with most cards is winner. ALT gives students a copy of flag key and asks them to pronounce the name of each country in English. ALT asks students to choose one country flag card and ask partner 'What country do you come from?' Partner answers... 'I come from (China)'. ALT/ JTE ask each other two questions, 1: What country would you like to visit? I want to visit France. Why do you want to visit (France)? I want to see the Eiffel Tower. Give students a copy of worksheet ALT asks students to complete worksheet. JTE asks student a country s/he wants to visit and why?

Teacher: Rachel Little

Title: Sentence Betting Game

Main Objective: To review grammar and/or spelling

Grade Level(s): High School 1-3

Skill Focus: reading, writing, grammar (speaking optional)

Summary/Instructions: Split the class into groups and give each group a set amount of play money (either from the dollar store or ALT made). Explain that to earn more money, they have to correctly fix the sentence you will write on the board, then wager money on the accuracy of their answer. First, they must read the sentence on the board, then write down their corrected sentence. When students are done they must choose how much money to wager and show the ALT (or read aloud) their sentence. If the sentence is correct, the wagered money is doubled. If it is incorrect, the money is taken away. The difficulty of sentences or amount of incorrect grammar/spelling in the sentences depends on the level of the class and their enthusiasm. Also, prepare some witty comebacks! Students may resort to begging, grandiose compliments, and forgery to get more money.

Teacher: Terrance Brown

Title: Pictionary Bingo

Objective: Use students' creativity to introduce them to new vocabulary, particularly in culture lessons.

Grade Level: High School [Can be adapted for JHS as well.]

Skill Focus: Vocabulary

Summary/instruction: Students can either work individually or in groups. Each student gets a 4x4 Bingo sheet. Before beginning the actual game your lesson will introduce the vocabulary you will be using in the activity. Once the students are familiar with the relevant words and their meanings you explain the activity to them. Rather than getting the students to write the words in the blank spaces on their Bingo sheets ask them to draw the words. Depending on the level of vocabulary you taught that they may struggle initially so you might need to help them along. Once they've drawn in all their spaces the game proceeds as normal Bingo although you can add in some further changes such as Makino which let's students only win if they get three complete rows after which they need to clap their hands and shout out "Makino!" in order to win. This activity is relatively open to being adapted to any length of time or level so feel free to add your own variations to it!

Teacher: Alberto Martinez

Title: The Spelling Race

Main objective: improve students recall of vocabulary and pronunciation

Grade Level(s): SHS

Skill Focus: listening and writing

Summary/Instructions: Students are split into teams and then go up to the board one by one and spell words. It's a good activity that works well with students of all levels.

Teacher: David LaCharite

Title: Around the World

Objective: Practice "Where is...?" questions and country names vocabulary

Grade Level: ES

Skill Focus: Speaking/Listening/Vocabulary

Summary: Tape 8-10 small stamp-sized country flags to two inflatable globes in the respective countries. Write a list of the represented countries on the blackboard. Form two teams into circles. Give one of the globes to student A on each team. The game should go as follows:

Teacher: Go!

Student A: "Where is (first country on list)?" (Passes the globe to student B)

Student B: (Points to country 1) "(Country 1) is here. Where is (Country 2)?" (Passes the globe to student C)

Student C: (Points to country 2) "(Country 2) is here. Where is (Country 3)?" (Passes the globe to student D)

And so on until globe has returned to Student A. When Student A answers the last question the team is finished. Whichever team finishes first is the winner. Students should ask where countries are in the order written in the list on the board. Each team should have a teacher to judge and provide coaching as needed. If there is only one teacher, all students can form a single team and try to complete the game faster and faster each time.

Teacher: Bryan Cole

Title: English Kanji Puzzles

Objective: Getting the students warmed up/Getting students' brains accustomed to converting things from English to Japanese and Japanese to English

Grade Level: Junior High School, 2nd to 3rd; High School

Skill Focus: Vocabulary

Summary: These are puzzles I give my 2nd and 3rd year JHS students (1st year students usually don't know enough vocabulary to play) to get them warmed up and ready for English. The puzzles are set up like this:

1. I say the meaning of the individual kanji that make up a word in Japanese. For example, if the word is 新聞 (shinbun or newspaper) I would say the words "new " and "listen."
2. Students know the Japanese meaning of these two words (新しい) and (聞く). They combine the kanji from the words in their head and then say the English meaning of the new word. For example putting the kanji 新 and 聞 together make the word 新聞, and the students would answer with the english meaning "newspaper."

The puzzles are not as complex as they sound, and my students really like them a lot. Here are a few more examples of puzzles I've used:

- | | |
|-----------------------------------|----------------------------------|
| 1. Morning, Eat -> 朝食 → breakfast | 3. Hand, Paper -> 手紙 → letter |
| 2. Teach, Room -> 教室 → classroom | 4. Rice, Country -> 米国 → America |

As the students learn more vocabulary, you can make more puzzles using the vocabulary they know.

Teacher: Ashley Robinson-Spann

Title: How many? Bingo

Objective: Practice using How many? And I have

Grade Level: JHS

Skill Focus: Writing/ Grammar/ Speaking

Materials: Small cutouts of fruit/ food/ school supplies/ animals/ etc. A bingo worksheet that includes all of the pictures options that are handed out to students.

Summary: The students select their favorite objects from the given list and fill in their bingo worksheets. The small pictures are passed out to the students. Depending on the class size, each student may receive multiple pictures. The students must walk around the classroom and play rock/ paper/ scissors with everyone they meet. The winner gets to ask the loser how many (objects) the loser has. The object asked about should be from the winner's bingo sheet. If the person has the object that was specifically asked of them, they must provide the number and the asker gets to mark off the space on his bingo sheet. When marking off the bingo sheet, the person's name and number of the object must be written down using the format Ken has three bananas. If the person does not have the objects, he must reply I have no... , and the winner does not get to mark off his bingo sheet. After the winner asks his question and receives his answer, the loser may ask the same question. The game continues until someone gets bingo! To verify winners the students must read their out loud.

Variations: If there is only a short amount of time, reduce the variety of pictures but increase the number of students that have the same pictures. This game can also be played with a worksheet that requires students to make a set number of questions (3-5) in the proper format to ask their classmates. Whoever finds classmates that carry the specific objects they selected first is the winner. To verify winners, students must record their results in the format Ken has three bananas, and read them out loud.

Teacher: Rebecca Carlton

Title: "Must/ must not" Culture Quiz

Objective: Review the "must and must not" grammar pattern

Grade Level: JHS - used with second grade

Skill Focus: Listening and "must not" grammar pattern. It's also a good way to teach students about home country life and raise cultural awareness.

Summary: Draw a points grid on the board, e.g. 10, 20, 30, 40, 50 points. Form teams according to class size. Write team names on the board. Give each team one "true" sign and one "false" sign. Read out statements from quiz sheet. e.g. "In Britain, you must drive a car on the right side of the road," "In Britain, you must be aged 18 to drink alcohol." Students in teams have to guess whether this statement is true or false. A representative from each team holds up their sign. The teams that guess correctly can choose how many points they wish to be awarded. However, each team can only choose one set of points once e.g. 50 points. They might get future answers wrong, so it's a bit of a gamble. The "must not" statements can be written on the board to practise reading too. Once all statements have been read out, the winning team is the one with the most points. Good prizes reflect life in the home country .e.g. British stamps have proven to be a big hit.

Notes: This works best with students with a higher level of English. It is possible to act out the statements with the JTE in a skit, and also use realia to aid understanding. Students enjoyed this activity and it gave them a chance to find out more about British culture. They also asked questions at the end too, so the game itself generated speaking practice too.

Teacher: Michael Peachey

Title: untitled

Main Objective: Practicing the noun form of verbs, students produce their own language rather than copy key sentences.

Grade Level: Junior High School Grade 2

Skill Focus: Speaking, writing, grammar.

Summary: First, pick a student whose club activity you know and use the student as an example to give the students a hint of what they will do. For example, "Kotaro is on the baseball team. Kotaro likes playing baseball." Split the students into groups. Give each group a picture with a person performing an action and their name. Make the students create a sentence based on the picture, writing it in their notebooks. After, each group shows their picture and presents their sentence to the class. For example, "Sally enjoys driving." The teacher writes the sentences on the board as they are presented and reviews/corrects them together with the class afterwards.

Note: Encourage the students to use their dictionary rather than translating or giving them tips. Dictionary use is an important skill to learn.

Teacher: Shannon Grippando

Title: Take a Guess

Objective: Practice making yes/ no questions and describing objects

Grade Level: JHS

Skill Focus: Speaking and listening

Summary: For this activity you will need to prepare two sets of identical cards for each pair of teams (or pair of students). The cards can be made around any theme, but fruits, vegetables, or animals should work especially well for lower levels. Fifteen cards for each set are suggested (30 to a pair). Finally, you'll need binder clips, one for each card to use as a stand. Teams (or pairs) sit across from one another and put each card in between the handles of a binder clip so that the card can sit upright on the table. They then set the cards up in rows with only the back visible to the opponent. Each team secretly selects one card and memorizes it. The object of the game is to guess what card the opposing team has selected by using yes/no questions. When a team receives an answer of "No" to their question, they flip down all the cards that share the quality they asked about in their question. When a team receives an answer of "Yes", they flip down all the cards that lack the quality they asked about in their question. For example, Kotaro chooses the apple card while Reika chooses the strawberry card. Kotaro asks Reika, "Is it blue?" Reika replies, "No, it isn't", so Kotaro flips down all the cards that have a blue fruit on them (such as the blueberry card). Reika asks, "Is it round?" Kotaro replies, "Yes, it is", so Reika flips down all the cards that don't have a round fruit on them (such as the banana card). This continues until one team has only one card left standing. They then makes a guess as to what the other team selected by asking, "Is it a ___?" If their guess is right, they win the game. If it's wrong, the opposing team wins the game. Students should be encouraged to ask the teacher for help with words they don't know in a way similar to "What's 丸い in English?", and then ask their question to their opponent using the English word. For higher level students, you can use themes such as famous people and grammar such as "Does he sing?" or "Is she driving a car?" Remember, if a team flips down the card they chose, that's OK. The object of the game is for to use the cards as a means to guess what the other team has chosen. If a team flips down their own card, it only means that the other team must not have chosen that same card, too. Alternatively, if you don't have access to binder clips, students can hold the cards in their hands. Instead of flipping cards down, they can discard the card face down in front of them. However, this makes it more difficult to view all the cards at once when looking for qualities.

Teacher: Allen Phelps

Title: Monkey in the Middle

Objective: Grammar practice/ vocabulary building

Skill Focus: Listening/ Speaking

Grade Level: Best suited for Elementary 6/ JHS 1

Summary: Good for any grammar. This example uses the grammar point “want” and the alphabet.

Time: Explanation and preparation 5 minutes, activity 10-15 minutes

Rules: Students arrange their desks into a circle. For large classes, it’s best to split the classroom into two or three groups. Give each student a large flash card. I like to use alphabet cards with my elementary school kids, but any subject will do.

Start the game by standing in the middle and saying “I want the G card” and walking towards the student holding that card. Then, tell the student he /she should say “No! You want the OO card!” For example, “No, you want the Z card!” Start walking towards the student holding the Z card. That student must say “No, you want the OO card!” This continues until most of the students understand what to do. Then, if a student does not speak up quickly enough take his/her card and switch places. The student will be in the middle and you will be in a chair. Start the game again by saying “You want the OO card.” After each round, ask students to pass cards around the circle to the left or right. This keeps them from getting too comfortable with a single card or getting stuck with a card no one can remember how to say. Depending on how comfortable students are with the vocabulary, taking the time to confirm each student knows his/her card can be necessary. I’ve used this game with country names (e.g. “You want to go to Spain.”) and to practice this/that (students had to say “This is a OO. That is a OO.” before their card was taken.) Feel free to tweak it to your lesson and have fun.

Teacher: Mea Vang

Title: Favorite Songs

Objective: Supplement Lesson 1 - "Only One Flower in the World" of VIVID ENGLISH

Grade Level: SHS

Skill Focus: Reading, listening, writing/grammar

Summary: Handout worksheet and have students listen to the song first. Have the students listen again and try to fill in the blanks in the song. Ask the students to complete the sentences with the missing words. Tell the students about the singer and have them read her biography quietly. Then choose a row to read each sentence out loud to the class. Give the students a chance to read the example and write their own. Have students share what they wrote about their favorite songs.

Teacher: Odain Cunningham

Title: What’s in a Word?

Objective: To find the meaning of words and their part of speech and use the words to make sentences.

Grade Level: Senior High School

Skill Focus: Vocabulary words usage/Speaking

Summary: The class is divided into groups of 4 or 5 depends on the size of the class. Each group is given 2-3 words to find the meaning and the part of speech for each word. The students then use the words to make sentences base on the part of speech. Finally, the groups make presentations to the class. One student from each group gives the meaning of the words from their group. Another student gives the part of speech and then the other students from the group read a sentence each. All the words from each group are written on the board with their meaning, then the entire class practice pronouncing each word.

Teacher: Gayle Hume

Title: Slam

Objective: Review vocabulary

Grade Level: JHS/SHS

Skill Focus: Listening/reading/translation

Summary: The class is separated into teams. A collection of various words/ phrases from previously learned vocabulary are stuck onto the blackboard. One student from each team stands with their back to the blackboard holding a flyswatter in their hand. The teacher/ ALT then shouts out the word or definition in English or Japanese (it will depend on the level) and the first team member to slam the word with the flyswatter wins the point for their team. The other team members can help but only by shouting 'higher' or 'lower'. This game is a lot of fun to most students and helps them to remember the words and think quickly on their feet.

Teacher: Dao Yang

Title: Pen Pal Letters

Objective: Writing letters to pen pals.

Grade Level: SHS

Skill Focus: Writing/Grammar

Summary: Students are given a letter template to use as an example. Each student is then asked to write a pen pal letter to an imaginary friend in another country. Students are then encouraged to use their dictionaries or ask the JTE or ALT for help. The students are allowed 15-20 minutes to write at least 5 sentences. These sentences includes school life, club activities, and etc. 15 minutes before class is over, students are then ask to share their pen pal letters to the whole class. The ultimate goals are to have the students write their own letters and be confident enough to read them in front of their classmates.

Teacher: Mary Margaret Gilliam

Title: Around the Room Karuta

Objective: Remember new words

Grade Level: ES/ JHS/ HS

Skill Focus: Speaking/ Listening/ Reading

Teaching Materials: Flash cards (or pictures- ES) for new words

Summary: First teach the new words using the flash cards. Make sure the students can see the word and recognize the meaning doing both English and Japanese. After, give each student one or two cards. Tell the student they MUST remember that/ those card(s) and the meaning. Next, in 30 seconds, students will put the card anywhere around the room as long as everyone can see it. Then explain that when the JTE/ ALT says the target word, they must get the card. That card will be their point. If they get the wrong card then they must give up a card they already have. If the student has no cards, they must pass the next turn. Before the game starts, give the students about one minute to stand up again and see where other people have placed their cards. It's good to have some kind of reward after the game for at least the top two students. This game can make a boring word drill very fun for any level. ☺ (I use it from elementary 1st grade to high school 3rd grade.)

Teacher: Matt O’Boyle

Title: What If?

Objective: Teaching students about conditionals and their usage.

(Can also be used for present, past and past perfect verb forms)

Grade Level: SHS

Skill Focus: Conditional usage and verb form review.

Summary: Introduce your lesson that day by writing some silly sentences on the board “If I were Naruto Uzumaki, I would master the “Ramen Eating Technique!” or “If I were the Principal I would cancel school.” Have all students take out a piece of paper and ask them to write 3 nouns on it. The nouns can be anything, but ask them to refrain from places. Job titles or the names of celebrities are ok too. When the students have written their nouns, have them all switch with another member of the class. Have the students write a sentence for each object on the list in the following format:

“If I were a(n) _____ then I would _____.”

In the second blank, have the student describe one activity they would do if they were that particular noun. Make sure the students know to adjust the articles in the sentences as necessary. From here, there are a few different ways you can work the exercise depending on what you want to focus on and what your student’s ability level is.

In my classes, I had the students come up with 1 sentence for each object first and then selected some students to share with the class. Many of them came up with funny responses, so sharing worked well to get them interested. After a few of them share, ask them to change the structure of the sentence a bit:

“If I had _____ then _____.”

This time, let them use whatever nouns they can think of. If your students are struggling or lower level English classes, then you can start the class by pooling together a giant list of nouns for them to use at the start and put them on the board. You can change the mold of the sentence as many times as you like or encourage them to come up with some of their own.

Teacher: Taylor Pearce

Title: Pen Pals

Objective: Cultural Exchange/ Writing Practice

Grade Level: SHS/ JHS/ ES

Skill Focus: Writing/ Reading

Summary: First create a mail box. I made one using an old shoe box and decorated it to look nice.

Next, put it somewhere highly visible in your school. Then tell your students that if they would like to practice their English or just get to know you outside of class that they can write you a letter on anything they want. Have the students write their name, grade and class number on the letter. Next have them put the letter in an envelope and have them write a 3-digit number that they can remember on the envelope. Next write the student back and put the letter in an envelope with the same 3-digit number on it. Put the envelope in a box next to the mail box or in your office room for the student to pick up. This will keep the letters anonymous, so students aren’t embarrassed that other students know that they are writing you. This activity is more for the cultural exchange and to get your students to open up to you, but can be adapted to anything you want depending on your student’s English ability and school situation. If your student’s English ability is really low, possibly tell them some Japanese is okay to encourage them to write you.

Teacher: Sarah Mitchell

Title: Hot Seat

Objective: Review recently learned vocabulary

Grade Level: JHS/ SHS

Skill Focus: Vocabulary/ Communication

Summary: Ask your students to form two teams and have them move their chairs forward to form two groups facing the board. After explaining the game and modeling the roles if necessary, ask for one player from each team to move his or her chair forward again and turn it to face his or her group.

These players then sit in their chairs (now "hot seats") with their backs to the board.

Write the first word on the board, making sure the players in the 'hot seats' can't see it. After you say "Go!", the members of each team try to elicit this word from their team-member in the 'hot seat' without saying the word or giving any clues as to its spelling (such as the first letter). For example, if the word is 'vitamins', players could make statements such as "We need lots of these in our food" or ask leading questions such as "What does fruit have a lot of?". The team whose 'hot seat' player first says the target word wins a point. The two players in the 'hot seats' then swap seats with another member of their respective teams. After writing the second word on the board, say "Go!" again, and so on. The game continues until all the words have been used, with the team having the most points at the end of the game winning.

Notes: If neither of the players in the 'hot seats' has stated the word within a reasonable length of time, move on to the next word without having the players swap seats.

It's a good idea to tell the players the total number of words you intend to write on the board before play begins. This allows players to gauge their team's chances of winning as the game progresses.

Variations: There are many possible variations on this game. You could write the names of famous people instead of recently-learned words, or movie titles, song titles, countries, famous places, etc.

Teacher: Peter Pickar

Title: Mystery Picture

Objective: Students practice listening to location words and descriptive sentences

Grade Level: JHS

Skill Focus: Listening

Summary: Give students a blank sheet of paper. The teacher/ALT will describe a scene for the students to draw. For example, "draw a house in the middle of the page." Next, "draw 3 dogs in the house and 2 flowers next to the house," and so on. At the end, the students compare their pictures with the teacher's original. If it is the same, they can get a sticker or other kind of prize.

Note: Depending on the grade level, current vocabulary words and sentences can be used.

Teacher: Hideaki Watanabe

Title: Chained Words

Objective: Review the new words and find words related to them.

Grade Level: JHS/ SHS

Skill Focus: Vocabulary/ Writing

Summary: Divide students into some teams. Give each team different words they've already learned in the textbook. One student from each team comes to the blackboard and connects a related word to the given word with a line. One student writes one word and repeats this for 2 minutes. They can connect a word to either the given word or the word which other students wrote. It looks like chains. JTE and ALT check the relations of the words and give some points to each team. After that, JTE and ALT explain the relations of the words.

Teacher: Josh Kohansamad

Title: Jumper

Objective: Review Vocab

Grade Level: Upper Elementary and Above

Skill Focus: Vocab Memory/ Recall/ Association

Summary: This is an interactive/ physical game. Make groups no larger than five or six students. Students will each select an animal (or color, etc.—can be any group of words). Students will also select a corresponding gesture they will use with their word. For example, someone who selects a cat might show paws or someone who selects rabbit might make bunny ears with their hands. For colors, it is best for each student to choose a color that he or she is wearing. That way they can point to a place on their body when they say the color. If English skill level is low, gestures may be too difficult to include at first, so please adjust accordingly. However, it is best to work up to gestures at some point as it contributes to learning through association. The game is played with everyone around in a circle. Students will begin to clap in conjunction with one-another, twice on their thighs and once hand-to-hand, repetitively. The first person who starts will skip the hands-clap while everyone is continuing with it, and will say their word and do their gesture at the same time. He or she will then follow with everyone else and clap on their thighs but will again skip the next hands-clap and instead say someone else's word and do their gesture. That "throws" it to the next person who repeats the same process, selecting someone else in the circle to "throw" to. This continues until someone makes a mistake or is too slow for the beat being produced. When this happens, the game is paused, that person will leave the game, and the remaining players will continue. This is done until there is one winner. The game is difficult for students to pick up at first, so please show patience the first few go-arounds. After the students get the gist, it is very fun for them and is a great way to practice their vocab. The pace of the game is key, so the beat should be slow or fast depending on group skill level. Also, as players exit and the remaining number diminishes, the beat will typically increase.

Teacher: Jessica Perl

Title: What Am I Doing? Charades

Objective: To practice verbs, specifically the verb ending -ing

Grade Level: JHS

Skill Focus: Grammar/ Speaking

Summary: Prepare a bag full of slips of paper with different actions on them using the -ing verb ending. These can vary in difficulty, from easy ones like "playing soccer" or "running" to the more difficult "making a sandwich," "talking on the phone," and "doing homework." (These latter ones are also good practice for articles, which students often leave out.) The ALT holds the bag with the paper slips. A student comes to the front of the room, chooses a slip of paper, and acts the action out for the other students, who then have to guess what he/ she is doing. In order to be correct, the guess has to match what is written on the piece of paper, though obviously you can make exceptions and use them as opportunities to correct and explain common errors. This activity can be done either with individual students coming to the front of the room and having the class guess, or as a more competitive group activity. In this case, one person from a group comes up and acts out whatever is on the slip of paper for their group members, who have to guess the answer. You can assign points and employ such variations as allowing another group to steal if the original group can't get it. I usually use this as a warm-up, though it can take longer depending on how many students you allow a turn and how many slips of paper you have.

Teacher: Peter Duncan

Title: "Countdown".

Objective: Think of the longest words.

Grade Level: JHS/ SHS

Skill Focus: Vocabulary.

Summary: Based on the UK TV show. Students are in teams, and have access to dictionaries. Each team also has a bell or buzzer (for the "Countdown conundrum" round). There is a board, and magnets, and a pack of laminated letter cards divided into "vowels" and "consonants". The number of letter cards and ratio of different letters is identical to Scrabble counters. Each team in turn shouts "vowel" or "consonant", and the letters are fixed to the board with the magnets. After nine letters are on the board, all teams have one minute to think of the longest word they can (maybe using an internet countdown clock, or some dramatic music, eg: Mission Impossible" theme, when the seconds count down). Each team writes down their word, and announces how many letter it is. The team with the longest word reads it out. If the word is correct, then the team receives points corresponding to the number of letter (eg: a 5-letter word scores 5 points). If more than one team has the same highest number of letters in their word, they also score the points (eg: the longest word is 6 letters. Three teams have 6-letter words, all teams score 6 points). Any number of these letter rounds can be played. "Countdown conundrums". These are a variation on the above theme. The ALT/JTE creates a word , and mixes up the letters. The word is then written on the board, and teams have to guess what it is (eg: "ebsimlios": the answer is: "impossible"). When a team thinks they know, they ring their bell or buzzer. If they are correct, they receive as many points as there are letters in the word. If they are wrong, other teams can continue guessing. A time limit can be imposed if you think it is appropriate.

Teacher: Evan Tait

Title: 'Team Trivia'/ 'Jeopardy Game'

Objective: Reviewing past lessons

Grade: JHS

Skill Focus: Listening/ Speaking

Summary: Make several categories/ topics each with five questions. Each category can be a grammar pattern or textbook topic or reading passage. Question one is worth 10 points, Question two is worth 20 points and so on, the highest being Question five with 50 points. Each question should be of increasing difficulty to match the number of points. Students divide into groups of five or six. The first category and question is chosen by the JTE and ALT. One student from each group stands up. The fastest student to raise his/her hand can answer the question, if he/ she is wrong then it moves on to the next fastest student. A correct answer gives the student's team the number of points for that question and gives them the right to choose the category for the next question. Note that each question is asked in order of Question 1 to Question 5. No random selection of questions within a category. The JTE or ALT can read questions while the other tallies points on the blackboard and keeps an eye out for the fastest hand in the air, or you can do half-half etc. You can change this to a 'Jeopardy' style game where the 'answers' are read aloud instead of questions, and the 'questions' are the answers the students have to give – like the American game show of the same name. This can work well for testing the students understanding of questions and answers. If the class is ready for a more difficult game then this could be a good option for challenging them. We used 'Evan', 'New Zealand', 'Japan', and 'Mother's Lullaby' (New Horizon 3 pg 38-41) for our categories. Japan was a good category; it piqued interest in the students wanting to hear questions about their home country and tested their understanding of Japan in an English setting.

Teacher: Andrea Steinmacher

Title: Sentence Scramble

Objective: Review and use difficult grammar points in a way that will engage and encourage students. It works particularly well with grammar which has a confusing sentence order.

Grade Level: JHS or SHS

Skill Focus: Reading, Writing, Listening & Teamwork!

Summary: I use this game with JHS 3rd grade grammar for sentences that contain a question word. For example, "I don't know *what* you mean." First, make a number of sentences using the target grammar. My classes usually get through 8 sentences in about 25 minutes. Then, write each word of the sentence on a separate card. It's a good idea to use different colors of paper so the sentences don't get mixed up. Shuffle the cards of each sentence. Your students should already be sitting in lines of 4 – 6 people. They will work as a team with the students in their column. Tell everyone to put their heads down on their desks so they can't see. Call out #1, all the students in the first row should look up and read one card. They must memorize the word; they cannot take a memo. Continue in the same fashion until all the cards have been shown. Students will often have more than one word. Then tell your students to begin. They should quickly consult with each other to discover all the words in the sentence, decide the correct order, and then one team mate should either go to the board and write the sentence in the correct order or write it on a team answer sheet. Teams have to tell you, "Finished!" The first team to finish writing the sentence in the correct order gets 3 points. The second team gets 2 points. The third team gets 1 point.

Suggestions:

- For a small class, using the blackboard works really well so long as you make a shaded "no man's land" gap between teams' writing space to prevent cheating. It also creates excitement as teammates can see how far ahead or behind the other teams are. Also, at the end of the round, the correct answer will be written for everyone to see so you don't have to write it. For a larger class, magnetic white boards work well. Beware: kids will dash to hang their team's answer on the board first.
- If a team says "finished" but their sentence is wrong, I tell them it's wrong and make them fix it rather than having them sit down and do nothing while the others finish. Sometimes the students can fix the sentence in time to still win points!
- If there's a tie, I give the points to the team which can tell me the meaning of the sentence in Japanese. I also do this if there's a team lagging behind in points.

Teacher: Robert Turner

Title: Articulate

Objective: Review vocabulary/ warm up

Grade Level: SHS

Skill Focus: Oral Communication

Summary: Based on the board game "Articulate". Students make pairs and play janken. The winners "go to sleep" (put their head on the desk so they can't see the blackboard). Write a word on the board (recently learnt vocabulary, key word for the lesson, etc.) which only the awake students read. Rub the word off the board and all students wake up. The students who read the word have to describe it to their partner in English (no actions, no spelling clues, no "sounds like", no Japanese). This can be done with a time limit, or with prizes/forfeits for the fastest/slowest.

Teacher: Nick Smith

Title: Articulate

Objective: To expand and improve vocabulary; improve confidence in speaking

Grade Level: SHS (Maybe advanced JHS)

Skill Focus: Speaking/ Writing

Description: A variation on the British board game. This activity is based around students describing an item to the rest of the class, without using constituent words, hand gestures, or 'it sounds like'. I've been using food-related items, but this could be helpful to revise almost any range of vocabulary

Summary: Form pairs. Demonstrate the activity; I describe an onigiri to the class. This can be done as a pair with the JTE, but depending on the enthusiasm of the class, the JTE might be better employed to shout out the answer from the back of the room. Emphasise how certain words are off limits: I use the fact that to describe miso soup, you shouldn't say "It's a soup with miso in it," but again, there are plenty of options as to how you do this. Give each pair a piece of paper and five minutes (or so) to choose a food and work out how to describe it. Circulate to provide ideas and further assistance during this period, and, if you don't have a stop-watch, to see if there's one you can snaffle from a student. When the time is up, the students come to the front of the class in their pairs - each gives one statement to the class ('It is made with rice') alternately. Every person must speak. The point is for their item to be guessed as quickly as possible, and when a member of the audience knows the answer, they should shout out. I run the following scoring system:

Under 15 seconds: 20 points

Between 15 and 30 seconds: 15 points

Between 30 and 45 seconds: 10 points

Over 45 seconds: 5 points

This is readily adaptable however; if you have a particularly lively class, with lots of people calling out quickly, you might want to include more boundaries.

Variations: Points for guesses made (either just for right answers, or for both correct and incorrect attempts) – though this could delay proceedings/unfairly balance things in favour of two or three loud individuals.

An easier approach would be to provide each pair with their word/item to describe and five minutes or so to plan what they want to say. This would then leave them to concentrate simply on the description process.

A more challenging development would be to provide the item/word but without preparation time. Then, depending on how this goes, you could progress to how many words/items a student (or pair of students) can successfully describe in a set period (45 seconds etc).

Teacher: Alyssa Wassil

Title: Comparatives Pictionary

Main Objective: Help students understand how to make comparative and superlative sentences.

Grade Level: Junior high school 2nd year

Skill Focus: Speaking, Listening, Writing, Grammar

Summary: Break students into teams. All teams get sheets of paper for drawing. ALT stands in the hall with a list of sentences using comparatives/superlatives. 1 student from each team comes to the hall to hear a sentence. When they've memorized the sentence, the students go back to their team and draw a picture that represents the sentence. The group guesses the sentence. When they think they know what it is, 1 student from the team writes down the sentence and shows the ALT.

Teacher: Lindsay Chan

Title: ALT for a day!

Objective: This is a review activity for Where is my...? (New Horizon 1st Grade Unit 8 Part 1 p. 72)

Grade Level: JHS 1st Grade

Skill Focus: Grammar/ Speaking/ Listening/ Reading

Summary: Students have turned in to the ALT. You've somehow switched bodies with the ALT! You're running late. You need to find things in the ALT's room- quick!

Form teams of four to six students. Explain to students that they've turned into the ALT for a day. They've switched bodies. The ALT is running late. Students need to find things quickly in the ALT's room. Give each team a handout with the ALT's room lay out on it.

On the board, write the things students must find in the ALT's room. Write the target grammar point at the top of the board. A sample Q&A might not be a bad idea either.

Explain to students that each team can send only one person out of the room at a time to ask the teachers (who are in the hallway, so other group members can't listen in) a "Where is...?" question.

For example:

Q: Where is my guitar?

A: It's on the bed.

The student then goes back to his or her group and draws or tells the group where the object is.

At this point, check to see if students understood the directions. Do an example question with the JTE, so students understand what it should look like. Last, before starting, go over pronunciation and meaning of the things that need to be found (which should already be written on the board).

Start the activity! When all teams have gone through the entire list and finished drawing the picture, together as a class, draw the ALT's room on the board. Call on individual students to draw things. When this is finished, hand out the original copies of the ALT's room. Were the students able to do it?

Notes: If the student asks the teacher, but doesn't understand what the teacher says, a new student can be sent out to ask the same question. No looking at other team's drawings!

Teacher: Alison Fotheringham

Title: Stop the Bus

Objective: Break the Ice in the classroom and review vocabulary

Grade Level: JHS

Skill Focus: Spelling/
Vocabulary

Summary: Ask the students to form groups of around 5 or 6 students. Draw a table of the boards with category headings: for example sport, animal, colour, country, food. Give the students a letter of the alphabet and ask them to find a word beginning with the letter for each category as fast as they can. The first group to finish shout 'stop the bus' then must call out the words for each category and spell them correctly. If students make a mistake then all students work in their teams again until another group shouts out 'stop the bus'. The group that manages to fill in all the categories is the winner. Give teams points and continue the game with as many letters of the alphabet as appropriate. Hint: depending on the time of year you can add an extra category such as Halloween/ Christmas words.

Teacher: Amy Roberts

Title: Ring of Fire (my favourite activity based on the drinking game of the same name!)

Main Objective: to have some fun and practice all four (or five if you count thinking) English skills

Grade Level(s): I've used it with my High School English Conversation Club and my adult Eikaiwa members. It works best with around 10 people but I think you could set up two or three games in one classroom, with some thought and lots of assistance from the JTE (if present).

Skill Focus: writing, thinking, reading, speaking, listening

Summary: You will need a pack of playing cards, a bowl or box, enough slips of paper for 2-3 each, and a poster with instructions which you should stick where everyone can see it. For example, the poster could read as follows:

KING: ask a boy/ someone with short hair if there are no boys

QUEEN: ask a girl/ someone with long hair

JACK: ask the JTE

ACE: free card- you don't have to do anything

9: ask the person to your left

8: ask the person to your right

7: RABBIT EARS! The last person to do rabbit ears has to answer a question

6: Ask the ALT

5: CAT'S WHISKERS! The last person to do cat's whiskers has to answer a question

4: Choose again!

3: Answer 1 question

2: Answer 2 questions

First, put the bowl in the middle of the table and spread the cards face down around the bowl, to make the 'ring of fire'. Tell everyone to write 2-3 English questions on their paper- stress that ANYTHING is ok, even something as simple as "what is your favourite colour?" but that funny/interesting is better. Give them 5-10 minutes for this, depending on level. Make sure they don't show their friends. When finished, they fold the papers and put them in the bowl. Next, explain the game using the poster. Everyone takes it in turns to draw one card, look at what it is, then do the action stated on the poster. You can make this game last a whole 50 minute period if you like! My ECC and Eikaiwa students love it and get excited whenever we play. They've now caught on to write funny/ embarrassing questions so it's always really good. The only caveat is that they memorise the funny actions very quickly so you have to change/think up new ones frequently. I also make a rule whereby they have to keep their hands by their sides so they can't cheat with rabbit ears or cat's whiskers!

Teacher: Jessica Lowe Manabe

Title: ALT's room

Objective: Review and apply grammar patterns

Grade Level: JHS

Skill Focus: Listening/ Speaking/ Grammar

Summary: Divide class into groups. Each group receives a drawing of the ALT's room with missing items. Students must figure out where each item belongs to in the room. One person from each group will come up to the ALT or JTE and ask one question using "Is there..." and "Are there..." questions. Students take turn asking questions until they complete the task. Once all the groups are finished, review as a class, but this time the teachers will ask the questions, and students raise their hand to answer. Hint: Pick real ALT belongings that students know of to make the activity more interesting. If groups have trouble finishing, let them ask "where is the..." and "where are the..." questions.

Teacher: Chris Ho

Title: Try and guess this!

Objective: Review key terms and teamwork

Grade Level: Beginner level

Skill Focus: Speaking

Summary: This activity is most effective with two teams against each other, so it is not recommended for large classes. Distribute the 28 square table sheets to each team (one sheet per team). In this case, we are learning about weather conditions in each day of the week, so each column is titled with the appropriate day. Review different weather condition terms before beginning. I tried with eight different conditions but the more the better! Let the students know these are the only terms they can use. The objective of the game is to guess what your opponent written down for each day of the week, so give your students time to fill in the first row with any conditions they like. Also give them the option to repeat terms if they like. For example, they can write down that it is raining for all seven days. You'll be surprised how tricky and creative the students become after the first match! Ask the team to Janken to see who goes first. If a team guesses the correct answer, they can move on to the next day and get another try. Draw a similar table on the board to let the students know which day they have guessed correctly. I have tried this activity teaching food, taste, activity, locations, etc. You can create your own table and title each column.

Teacher: Karan Kalhan

Title: Who am I?

Objective: familiarize students with the use of "who," "be" verb, and "I, you, he,"

Grade Level: Junior High 1st year

Skill Focus: Grammar/ Speaking

Summary: First students are taught the grammar related to "who is he." They are taught to properly conjugate the "be" verb so they can say and understand phrases such as "Who am I?" "Who is he/she?" "Who are you?" etc. After they learn that the teacher will split the class into half and give cards with names to one half of the class. The half that has cards will assume that name on each of the cards. They will not show the cards instead they will introduce themselves according to what the card says. They will each introduce themselves to the class one at a time (Hello, I am Nobita). The other half will try to remember everyone's name. Once everyone on the card half has introduced themselves each person will get up one by one and say "who am I?" The other half will say "you are ~." The students have fun trying to remember each student's name especially if it is a big class. Funny names are fine too. Teachers should make sure the students say "You are~" or "He/ she is ~" because students may get excited and just shout the name. Repeat it for the second half. Simple game that is surprisingly effective and fun.

Teacher Shawn Hodge

Title: Grammar Practice

Objective: Translation from Japanese into English

Grade Level: SHS 3

Skill Focus: Writing/Grammar

Summary: Students translate sentences from textbook as homework. Then, chosen students will write their translations on the blackboard. The ALT corrects the incorrect sentences and the JTE follows behind diagramming the sentences. When finished, the ALT reads the sentences aloud, pausing at appropriate spaces, and the students practice their pronunciation by repeating after the ALT.

Teacher: Megan McLees

Title: Directions Street Race Game Idea originally from Englipedia, but slightly modified.

Main Objective: Students memorize the sentence, “Could you tell me the way to ___?” Students learn to follow directions.

Grade Level(s): JHS 3rd grade – New Crown We’re Talking 1 (can be modified for JHS 2nd grade)

Skill Focus: Reading, listening

Instructions: Preparation: Create direction cards and a street map. Have 6 copies of each directions card (enough for all groups), and have 6 copies of the street map. Students make groups, and each group receives one street map. One student approaches the teacher and asks, “Could you tell me the way to ___?” They receive the directions card from the teacher. The student stands in front of the group and reads the instructions to their team members. The sitting team members must find the location on the map, and write it in the building. Once the location is found, the next student will approach the teacher and ask for the second location. The group that can find all six locations first is the winner.

Modifications: For second graders: Students use a train station map instead of a street map, and use the grammar point, “How can I get to ___?” or any other grammar point other textbooks may use.

Teacher: Paul White

Title: Snakes and Ladders

Objective: Practice speaking, build speaking confidence, practice common questions and answers; or as a revision tool

Grade Level: ES/JHS/SHS, All Grades

Skill Focus: Speaking

Requires: A large 'Snakes and Ladders' board with variously coloured squares, a large dice/ number ball/or something similar.

Summary: Children form teams. Then as a whole class, children play the 'Snakes and Ladders' board game. Before they can move from a square, they must answer a question corresponding to the colour of the square they are on. Each member of the team gives an answer to the same question. Answers are given aloud to the whole class. I use it as a whole lesson game, but it could be used for only part of a lesson. Questions can be tailored to the Grade Level. Questions can be a revision tool for recent work or used to practice and reinforce basic questions and answers. Question sheets can be given to the teams in advance and example answers given, or not.

Teacher: Carson McBain

Title: Popcorn (spelling game)

Objective: Practice/review English spellings

Grade Level: HS/ JHS

Skill Focus: Spelling/ Speaking

Summary: All students remain seated at their desks. The JTE or ALT says a word, and each student must say one letter, starting with the first student and continuing down the rows. After the last letter has been said, the next student says "Popcorn," and the student behind him/ her must stand up (as if he/ her were a kernel of popcorn in a microwave). For example, "Apple" would be "a," "p," "p," "l," "e," "Popcorn" (next student stands up). Continue with a new word. If a student says the wrong letter, he/ she must stand up as well. Play this game until only one student remains sitting; he/ she is the winner. For lower-level classes, I find that it's helpful to write the letters on the board as the students spell the word out. This game can take a while, but it's a fun way to review vocabulary that gets the whole class involved.

Teacher: Cory Blanchard

Title: Team Spelling

Objective: Review Vocabulary and Spelling

Grade Level: JHS/ SHS

Skill Focus: Writing/ Listening

Summary: Form teams that match the length of a certain word. (Example: 6-letter words would have a team of 6). Each team forms a line. Say or show a picture of a word that was learned on that day. Have the students write down the letter that corresponds to the position they are in. EX: banana: first person writes down the first letter which would be: b, second person writes the second which would be: a, etc. Each person should not show the other members of their team what they have written down. Then once everyone is finished, everyone reveals the letters they have written. If the word is spelt correctly the team gets a point. You can change the number in each group to correspond with the number of letters in the word or have them do something like two letters each or the first and last letter in the word. There are a lot of variations. You can make it a bit more challenging by setting time limits. This is a great way to review the vocabulary not only in recognizing what it is but having students remember how to spell it.

Teacher: Hannah Tomalin

Title: Comic Strip Competition

Objective: To improve listening ability and/ or ability to extract relevant information from a set text

Grade Level: SHS

Skill Focus: Listening comprehension and/ or reading practice

Summary: Explain to students they should work individually. Distribute the first handout: this will be a simple text, describing a famous historical event, or popular story from your home country. The more interesting/ hilarious/ gruesome, the better! Students should be allowed 5-10 minutes to read through the text, depending on text length and language ability. After this, ask students to indicate the words they do not understand; check the vocabulary meanings, and highlight the most important points of your story or historical event. Begin the competition! Give each student a pre-made, blank comic strip. Explain that they must produce their own comic strip version of the story. They should include speech bubbles and captions in English to explain each picture. Difficulty can be increased by removing the text before they begin drawing. Alternatively, you can read your story to your students, instead of allowing them to read it. This makes the activity much harder, as the students have to take notes as you read, and then create comic strips using only their notes from the listening activity. Strips should be graded based on their relevance to the text, and use of English.

Teacher: Isobel Hogg

Title: Volunteer Vocabulary

Objective: Review new vocabulary

Level: SHS

Skill Focus: Reviewing new words

Summary: Form teams (this game works well if each column of students is a team). Produce a set of words cards covering vocabulary the students have recently learnt and give a set to each team. The team divides the words up equally among the team members. Five or six words each works well, depending on how much time you have. Read out a definition or description of one of the words. The students have to race to raise their hand if they have the word and then read out the correct word. If they are correct their team gets a point and if not, the next quickest student can try. For the more difficult words you can make it worth more points.

Teacher: Maki Furukawa

Title: Word Boggle

Objective: Word search, apply English knowledge to find the longest word possible

Grade level: JHS

Skill focus: Vocabulary

Summary: Form teams. Draw a grid on the board (I like to use a 4×4 grid). Ask students to choose one letter each (They must choose at least 4 vowels). In the grid, write one letter in each box. In their groups, students must make as many words as they can with the letters in the grid. Depending on the students' level, you can change the point system. I give groups two minutes; you can adjust the time limit as you like.

Sample Point System (per word):

4-letter = 1 point; 5-letter = 2 points; 6-letter = 3 points; >6-letter = 4 points

Teacher: Satomi Ueno

Title: Role-Playing Game

Objective: Review the textbook and get used to speaking in front of people

Grade level: JHS/ SHS

Skill focus: Speaking/ Listening

Summary: In oral communication class, students memorize a short conversation for 5 minutes. Give them evaluation sheets. The ALT plays one role, such as a clerk, a friend, or a waiter. Students play along by using conversations which are written in the textbook. Others listen to the skits and evaluate each of them.

Teacher: Miku Nakatsuji

Title: On the Phone

Objective: Practice talking on the phone

Grade Level: JHS

Skill Focus: Speaking/ Listening

Summary: Begin with the dialog from the textbook. Students listen to the ALT and JTE do the dialog, and then have them repeat. Give the students a worksheet like the dialog. Students fill in the blanks on the worksheet. (They have to fill their name, plans and so on.) Have them practice speaking for 5 minutes after checking their work. After that, have them call the ALT. (If the JTE allows it, students can use his/ her cell phone.)

Teacher: Yuko Takahashi

Title: Hexagon

Objective: Review of a Lesson

Grade Level: JHS/ SHS

Skill Focus: Speaking/ Reading/ Writing

Summary: This activity can be used for the last period of a lesson. Make six groups. Give each group different tasks. Any kind of task will do. For example, Group A tries a word quiz, B solves a grammar quiz, C translates some important sentences, D answers some questions about the lesson, E chooses one scene from the lesson and builds a picture of it, and F discusses the theme of the lesson with ALT. Each group tries their task for about eight minutes, and then moves to the next group and addresses the next task. Teachers have to prepare six tasks which can be done in about eight minutes.

Teacher: Joseph Colby

Title: Odds and Evens

Objective: Learn and review numbers

Grade level: Elementary School

Skill Focus: Speaking

Summary: Form pairs. In each pair, one person chooses to be odd numbers and the other person is even numbers. Similarly to “rock, paper, scissors,” this is a hand game. On the count of three, each player puts their hand forward, extending 1-5 fingers. Students then count the fingers out loud. If the sum is odd, then the player who chose odds wins. If the sum is even, then the player who chose evens wins. This can be used in any of the many situations in which students would normally play “rock, paper, scissors” or “janken.” Later, it can be expanded to allow students to use both hands and review up to 20. It’s similar enough to “janken” that students easily understand and enjoy it while they’re practicing their numbers. For practicing larger numbers, have students break into groups. Before each round, every student chooses a number. Then, all the students in the group show 1-5 fingers on the count of three. But, rather than determine if the number is even or odd, the students will count all of the fingers in English. Whoever’s guess was the closest to that number gets a point. Obviously larger groups of students will result in counting to higher numbers and you can have the students play to however many points you like.

Teacher: Megan McClendon

Title: Going on a trip.

Objective: Self introductions, vocabulary, speaking.

Grade Level: JHS/ SHS

Skill Focus: Speaking/ Listening

Summary: Everyone gets in a circle. Have one person start. They will say “I’m (name)” and I am going on a trip. I will bring (Item that starts with the same letter/sound their first name starts with).” Then the next person will say “I’m (name) and I am going on a trip. I’ll bring (Item starting with the same letter/sound as their first name). He/She will bring (Name the item of the person before them).” Go around the circle until everyone has gotten a turn. This can also be done by everyone repeating all the items before them in the circle. However this can take time and will most likely require people to help remind the speaker of what people brought.

Teacher: Tyler Kinkade

Title: Grammar Gamble

Objective: Review and apply grammar patterns

Grade Level: JHS/ SHS

Skill Focus: Writing/ Grammar

Summary: Form teams. Write a single sentence on the board which contains an error (or distribute prepared copies of the sentence on paper). Give teams 1 – 2 minutes to correct any errors on paper and bet their grammar dollars according to their degree of confidence. Collect the answers. Write the correct sentence on the board. Add bets to teams’ totals for correct answers and subtract for incorrect answers. Write (or distribute) a new sentence and repeat. Hint: set maximum bet to half of total, and occasionally give a sentence with no errors. This can be used with 600 Basic Sentences if you use the same grammar pattern but change the words (since students memorize the sentences).

Teacher: Samuel Tanaka

Title: Trivia Contest

Objective: Review and replying

Grade Level: JHS/ SHS

Skill Focus: Listening/ Speaking

Summary: Make a group of four or five (5 or 6 teams). There are three levels of question. Easy questions (1 point). Medium questions (2 points). Hard questions (3 points). Give them a random trivia question (history, math, Japanese, geography, science, biology, famous person, music and so on). Students will answer these questions and gain points. (We don't correct much grammar error. Trying to speak out is the goal of this activity.)

Teacher: Vladimir Greshishchev and Miyawaki-sensei

Title: Otoyomitori Game (音読み取りゲーム)

Objective: Review basic phonics

Grade Level: Elementary/ JHS/ SHS

Skill Focus: Basic Phonics

Summary: Use the alphabet cut outs (A-Z) provided in "Hi Friends" or make your own set. Have students make groups of 2-4 people. Arrange the cards on the table from A to Z or have them randomly spread around the table. Students then place their hands on their head in preparation. The teacher then makes a phonics sound and the students must grab the letter corresponding to the sound. Have the students hold up the letter so you can check to make sure they have the right one. If the student guesses correctly have them keep the card. The cards are worth 1 point each. Go through the entire alphabet until all cards are picked up. When the C/K/Q phonics sound is made have the students pick up all 3. Each card still being worth 1 point. The last letter called is worth 2 points. The teacher proceeds to make a random assortment of phonics sounds until finally making the correct sound. If the student attempts to grab the card before the correct sound is made they lose 1 point (or 1 card). After all cards are taken the points are tallied and the student with the highest score wins.

Teacher: Shihomi Kawakami

Title: Finding Alphabet Stars (Mission Impossible)

Objective: Get accustomed to using the alphabet/ enrich students' vocabulary knowledge

Grade Level: ES/ Handicapped children

Skill Focus: Reading/ Speaking

Summary: Make students listen to an unknown speaker (Students won't know who is speaking. The voice should be mysterious to make the students have more interest). The speaker says that his/ her important alphabet stars were stolen and the students are asked to help find the stars. After this, make teams and give the teams a list of where they might be able to find hidden stars (for example, "D" is on a "door," "F" is on the "floor," etc.). Students then look for the stars in school within the time limit. After students return, check to see where they found the stars and practice the vocabulary with the students. Praise them for their efforts.

Teacher: Kanako Waki

Title: Target Sentence Race

Objective: Review and master target sentences

Grade Level: JHS/ SHS

Skill Focus: Speaking/ Grammar

Summary: Students make teams. Students from each team stand in a line. The first student in line says, "I have been to America." Then, the second student says to the first, "Pardon?" The first student repeats themselves and the second student replies, "Oh, I see." The second student continues and says to the third student, "I have been to America." The third student replies, "Pardon?" The second student then says to the first, "Pardon?" The first student says, "I have been to America." The second student says to the third, "I have been to America." The third student then says, "Oh, I see." Students carry on like this until all students in the team have finished. The first team to finish wins. Students have to say the target sentence again and again so they can say it smoothly and remember it.

1	2	3
I have been to America.	Pardon?	
I have been to America.	Oh, I see.	
	I have been to America.	Pardon?
	Pardon?	
I have been to America.	I have been to America.	Oh, I see

Teacher: Asami Enokida

Title: Vocabulary Writing Janken Challenge

Objective: Review and Practice Writing

Grade Level: JHS

Skill Focus: Writing/ Grammar

Summary: Choose a student to write a sentence on the board. Using vocabulary from a lesson, the student will make a sentence on the board. Upon completion a teacher will check the sentence to see if it is correct. The student will say the sentence out loud to the class. When the sentence is correct, the student will pick two classmates to take their place. But before the students can take the other student's place, the two picked students will play janken. The loser will write the next sentence. Students will repeat and continue until this activity until all vocabulary words have been used.

Teacher: Asami Enokida

Title: Vocabulary Writing Janken Challenge

Objective: Review and Practice Writing

Grade Level: JHS

Skill Focus: Writing/ Grammar

Summary: Choose a student to write a sentence on the board. Using vocabulary from a lesson, the student will make a sentence on the board. Upon completion a teacher will check the sentence to see if it is correct. The student will say the sentence out loud to the class. When the sentence is correct, the student will pick two classmates to take their place. But before the students can take the other student's place, the two picked students will play janken. The loser will write the next sentence. Students will repeat and continue until this activity until all vocabulary words have been used.

Teacher: Justin Martens

Title: 600 Mountain (六百山)

Objective: Translation and listening

Grade Level: High School

Skill Focus: Grammar/ Translation

Summary: Students work in pairs. Using a six-sided die to choose a sentence, students will read sets of five sentences, one sentence at a time, and translate the sentences into English. Taking turns, one student reads Japanese sentences and translates them into English. The other student listens and, using the 600 Basic English Sentences text, checks the translation for mistakes. If the translating student makes a mistake, they read the English sentence and try again in the next round. Students work together to “climb” the mountain of sentences (i.e. translate all the sentences) presented on the worksheet. The first pair of students to successfully “climb” the mountain without making mistakes is the winner.

Teacher: Aden Fallon

Title: What's the time Mr. Wolf?

Aim: Introductory exercise for time. Students will gain familiarity with asking and providing the time.

Grade Level: Primary

Skill Focus: Speaking and Listening.

Preparation: Coach the students on how to ask, “What’s the time Mr. Wolf?” and “It’s ___ o’clock.”

Resources: Large open space

Activity: Line the students up against a wall and have one student be the wolf. The wolf moves to either the far wall of the gym, or some other easily identifiable location. The students as a group ask, “What’s the time Mr. Wolf?” The wolf responds with, “It’s ___ o’clock.” The students move towards the wolf a number of steps that matches the time the wolf said. For example, “It’s 4 o’clock.” The students move 4 steps towards the wolf. When the wolf feels that the students are close enough to catch one, the wolf calls out “Dinnertime!” instead of “It’s ___ o’clock.” The wolf then chases after the students and attempts to touch one. When the wolf calls dinnertime, the students have to run back to the starting wall to be safe. If the wolf captures a student, the captured student becomes the new wolf.

Teacher: Matt Dursum

Title: Castle Game

Objective: Review grammar patterns and vocabulary while building English conversation confidence.

Grade Level: JHS

Skill Focus: Speaking/ Writing/ Grammar

Summary: Junior High School students divide into a few teams. Each team is two rows wide. These teams are then given a color, national flag or team name depending on the teacher. Three castles are drawn on the blackboard and each team’s castles are separated by vertical lines. The students stand up one row at a time. The teachers ask the students questions based on the grammar they have learned. If the student answers correctly he or she can build one castle in their area and erase one castle from one of their opposing teams. After one row has completed a question the following row will stand up and answer. Ten to fifty minutes can be used for this game and any grammar point can be used. Written questions or spelling related questions can also be given. Instead of saying the answer the student will write it. This game takes advantage of the student’s competitiveness and focuses it on learning English.

Teacher: Kathryn Wortley

Title: Yes/No Quiz Game

Main objective: To foster students' enjoyment of English and build up their confidence using it. To get them used to easy question and answer patterns - the beginnings of conversation, not just isolated word repetition.

Grade level: Elementary School, 3rd - 6th grade

Skill focus: Speaking and listening

Summary/ Instructions: Split the room in half; one side corresponds to *"Yes, I do"* and the other to *"No, I don't."* Explain, demonstrate and check understanding of the conversation pattern: *"Do you like _____?" "Yes, I do." "No, I don't."* Students gather in the centre of the room. Hold a flashcard above your head, eg. soccer. Students will ask you in chorus *"Do you like soccer?"* They then have 10 seconds to decide if you like soccer or not and move accordingly. You can count down on your fingers and sway from side to side to increase excitement. When the time is up, they ask you again and you answer, jumping to the appropriate side. Repeat with other flashcards. This game is a great way to review vocabulary and practice questions and answers. Once students are confident, they will be keen to do your role and make their own quiz questions too eg. *"Do you play _____?" "Can you _____?"* Other ideas: You can make it a competition by giving the students points for questions they get right or making students leave the game when they get the wrong answer until there is one winner left.