

2013 ALT Skill Development Conference

Kagoshima

JHS Idea Share Handbook



2013 SDC JHS Idea Share Submissions

Thank you to everyone who contributed to this year's idea share. The following ideas are presented in alphabetical order by surname. Both the JHS and SHS Idea Share Handbooks can be found online at www.kagoshimajet.com/team-teaching-tips/

Teacher: Kori Aiken **BOE/School:** Shibushi City BOE
Title: Advanced Karuta **Objective:** Strengthen listening skills in a fun and competitive way
Grade Level(s): JHS/SHS **Skill Focus:** Vocab/Listening

Summary: First make/obtain cards featuring pictures on one side and the corresponding vocabulary words on the other. Have students form pairs or groups. Decide which side of the card you would like facing upward and spread the cards on the students' desks. The game is played like normal karuta, only instead of saying just the vocabulary word (or reading a sentence using the word) create a script with sentences using grammar from the current lessons. For example, if the students are learning reduced relative clauses (Lesson 6 of Sunshine 3), sentences could be something like "This is a traditional sweet made with rice cake and red bean." In this case, the first student to grab the "daifuku" card would win. (In this example, the vocabulary isn't as important as the listening, but this activity is definitely flexible)

Like regular karuta, the student from each group wins. For increased difficulty, have some cards picture side up and others word side up.

Teacher: Maya Aley **BOE/School:** Kagoshima City BOE
Title: Grammar Battleship **Objective:** Using question-and-answer sentences to practice target grammar
Grade Level: JHS **Skill Focus:** Speaking/Listening/Grammar

Summary: Make pairs. Give a Battleship template/grid to each student (or create ready-to-play worksheets with the target grammar sentences already written in, to make it easier for students), and have them draw in their fleet. Instead of using letters and numbers on each axis to form grid locations, use subjects, verbs, and objects. When Student 1 wants to ask about location A1, they must create a yes/no question with the target grammar by putting the sentence together. For example, the target grammar is "Will~?", Row A is "I go to Tokyo" and Column 1 is "on Wednesday." The question becomes "Will I go to Tokyo on Wednesday?" If it's a hit, Student 2 must reply, "Yes, you will." For a miss, Student 2 would reply, "No, you won't."

Teacher: Shane Allen **BOE/School:** Higashikushira Junior High School
Title: Jeopardy **Objective:** To get students to utilize learned question patterns.
Grade Level(s): JHS **Skill Focus:** Communication and comprehension

Summary: Students have four categories to choose from (example: What do you _____?, How many _____?, Do you _____?, Are you _____?). Each of these categories contains four point levels; 100, 200, 300, 400. The higher the points, the more difficult the question is.

Divide students into three teams (for a class with 6 rows, 2 rows form 1 team). Begin the game by having one student from each team come to the front of the class and do "Rock Paper Scissors". The winning student then can pick a category and point level of their choice. If they succeed in getting the answer right, they get the points. If they get it wrong, either of the other two teams can answer. Discard the question card after each time its answered correctly. After all points have been attained by students, give them a bonus question worth _____ amount of points. This definitely helps, especially when one team seems to have struggled.

Teacher: Thomas Robert Alner **BOE/School:** Tokunoshima Town Board of Education
Title: Information Gap – London Edition
Objective: Learning about London attractions using a city map worksheet as a means of practicing the relevant grammar/vocabulary.
Grade Level: JHS 3rd **Skill Focus:** Speaking and Listening

Summary: In this information gap activity, pairs of students are given separate sets of a simplified central London map worksheet (preferably A2 or A3 in size), with different information (attractions/museums/parks) missing from each worksheet. The teacher/ALT explains the directions of the worksheet, practices the names of the attractions and models the relevant questions. Students complete the worksheet in the designated time frame. Example vocabulary could include: Where is the (Science Museum)? It's in (South Kensington). Where is the (Tower of London)? It's next to the (London Bridge). This activity can be modified for any major city or town of preference.

Teacher: Sho Aoki

BOE/School: Seiryō JHS

Title: Auxiliary Verbs with ALT

Objective: Using auxiliary verbs

Grade Level: JHS

Skill Focus: Listening / Speaking

Summary: First of all, I'd like to enter the class with a mask of Obama president talking something to ALT in English and start the class as usual. After first greeting ALT ask students 'Who is he?' 'What's his famous word?' And I'll say 'Yes, we CAN.' Then I'll tell students about some of what Obama can do. And I'll ask ALT about some of what ALT can do and ALT will tell them to students.

Then I'll ask students to guess today's goal and take off the mask.

<ACTIVITY> ~Guess who I am~

ALT will explain about the rules and show students some examples.

<The rules>

Make some groups and a student from the group and chooses one card said animal's name from a box. The student must explain it to other students in the group who he is using CAN and a few other expressions. And the speaker changes one after another after getting the answer. Students who have to explain can ask ALT what they want to say in English if they don't know the words 'How can I say 耳が良く聞こえる in English?'

A group which gets the most of answers wins. A student in a group which got the fewest answers have to tell students about some of what he or she can do in English with Obama's mask in front of everyone. For example, a student chose a rabbit he would be able to say following things:

I can run fast.

<Color>I am white.

I can hear well.

<Size>I am small.

I can eat many carrots.

<Feature>I have big ears.

Teacher: Chinatsu Arata

BOE/School: Nishi Ibuski JHS

Title: Targets!

Objective: Student's improvement in listening and writing the focus grammar

Grade Level: JHS

Skill Focus: Listening/Writing

Summary: This is a group activity that encourages students to improve their accuracy in writing and compositions, whilst also combining a fun physical element that keeps their attention. Students are provided with many half A4 sized scrap pieces of paper, which they must write their name on. The students are divided into teams, with team members sitting in random places around the classroom. The ALT calls out an example sentence that uses the objective grammar (eg She is shorter than him), the students must as fast as possible write the sentence down on a scrap piece of paper and then screw it up into a ball and attempt to throw it into a wooden box that the ALT (or JTE) is holding. However, the box holder is not stationary, they walk around the classroom, making it fair for everyone. The first paper ball that has the correct English written on it, gets a point for that team, although incorrect English does not receive points; instead the others can continue to throw their paper balls until the next one goes in.

This process is repeated using different example sentences with increasing levels of difficulty. In addition, the box can be held at different height levels for extra fun factor.

At the end of the class or agreed time period, the team with the most points, is the winner.

This game is ideal in focusing on accuracy since the students know they cannot receive points unless their English sentences are perfect.

However, it can become rowdy, so setting ground rules such as "no standing up" is advised.

Teacher: Sawami Arikawa

BOE/School: Yoshimatsu JHS

Title: Making Stories

Objective: Review and apply grammar patterns

Grade Level: JHS

Skill Focus: Writing/Grammar

Summary:

1 Make some groups of 4-6 students (or pair), and give each group (or pair) a piece of paper.

2 Have students to write the first sentence(1) of a story. The beginning of each sentence should be same as the other groups’.

Students have to think of English words that could be put in the .

《example》 Review of an auxiliary verb “will”

(1) He is .

(2) She is .

(3) They are .

(4) He will tomorrow.

(5) She will tomorrow.

(6) He said, “”.

Caution!

* To tell students not to use names of specific students, or unbecoming words to English lessons.

* To prepare dictionaries to expand their expressions.

* ALT can give good advice as a native English speaker for more practical expressions.

3 After finishing writing the first sentence, they fold them not be able to be seen by the other groups (or pair), and then exchange the sheets each other.

4 Have students to write the second sentence without seeing the first sentence.

* Add sentences (2)~(8) with as same way as (1).

5 After finishing writing 8 sentences, teachers gather them, and ALT reads out the stories from all of the groups.

* These stories may be funny or strange ones, but they can make them laugh.

* JTE checks if students understand or not, and supplements if need be.

* We can do this activity using any grammar that students have learned.

Teacher: Misaki Arima

BOE/School: Kanoya Higashi JHS

Title: Present Perfect

Objective: apply grammar patterns

Grade Level: JHS

Skill Focus: Writing/Grammar

Summary: At the beginning of the class ALT and JTE talk using the present perfect. The onversation should be as follows“How long have you lived in Kagoshima?” “I’ve lived there for two years.” After that students guess the contents of the conversation. After explaining grammar by JTE, students learn how to use the new expression by pattern practice.

ALT and JTE ask one question starting with “How long have you~?” for each student. The students answer about themselves. Then they write about themselves. The topic is “what you keep doing”. The writing is checked by ALT.

Teacher: Kaeko Aso

BOE/School: Kawanabe JHS

Title: Who Am I?

Objective: Learn to use, 'Are you _____?' 'Yes, I am. / No, I'm not.'

Grade Level: JHS

Skill Focus: Speaking and listening

Summary: Either the ALT or JTE adopts the role of 'mystery person' and poses the question, 'Who Am I?'

Students must then work out the identity of the mystery person. Students must ask questions of the form, 'Are you _____?' and the mystery person can only answer 'Yes, I am' or 'No, I'm not.'

Students are guided to ask questions like, 'Are you a man?', 'Are you a woman?', 'Are you from Japan?', 'Are you from America?', 'Are you a baseball player?', 'Are you a singer?' Then finally, 'Are you Ichiro?', 'Are you Yuko Oshima?'

Students can be placed in teams or be selected individually to ask questions.

The number of questions can be limited or left open.

This activity can be used to teach this for the first time or as revision activity. It can form a full lesson or be used as a short activity. Teachers might set the 'mystery person' to begin with, but later students might choose people themselves. Finally, it might also be used for other JHS grades as a fun revision tool.

Teacher: Takako Baba

BOE/School: Minamikyushu City Chiran JHS

Title: Comparative Form and Superlative Form

Objective: To apply comparative and superlative grammar

Grade Level: JHS 2

Skill Focus: Comparative/Superlative

Summary:

1 Prepare cards :

Family

father	mother	brother	I	sister
175cm	155cm	180cm	165cm	145cm
45years	40years	18years	14years	10years

Animals (elephant, leopard, giraffe, dog, turtle)

Mountains (Mt. Fuji, Mt.Aso, Mt.Sakurajima, Mt.Kaimon)

Rivers (The Nile, The Shinano, The Mississippi)

2 Put the cards on the blackboard

3 ALT: Who is the youngest in your family ?

Student: *Take off the card from the blackboard.*

Say : My sister is the youngest in my family.

ALT: What animal is faster, a leopard or a giraffe ?

Student: Take off the card.

Say : A leopard is faster than a giraffe.

4 Activity: In our school, we divide a class into two classes. Each class has sixteen or seventeen students.

The ALT and I have eight or nine students. Each teacher divides the class into groups of eight or nine students about four or five groups. We call the groups A, B, C and D.

First, A has a game with B. C has a game with D. Second, A has a game with C. B has a game with D.

Each group has a line. Starting from the front, students of the two groups ask questions.

ex. ALT: What is the longest river in America ?

Student: The Mississippi is the longest river in America.

If the student can't answer the question, the member of the same group help the student.

5 After Activity : Students write the sentences which they learned in this lesson.

Teacher: Andreas Birzer

BOE/School: Kagoshima City BOE

Title: Who am I

Grade level: JHS/SHS

Skill focus: Listening / speaking

Summary: Describe to the students a place, person or thing, and get them to guess who/what you are.

Later, have the JTE write a word on the board and get the student to give hints to the ALT who is facing away from the board.

Teacher: Jamie Brocklehurst

BOE/School: Konan Junior High School

Title: Sentence Time

Objective: To practice using “does” and present tense plural verbs.

Year Level: Year 1, JHS

Skill Focus: Reading and Writing.

Summary: The ALT or JTE makes three rows of words on the blackboard. The top row should contain the words does, does not, do, she, he and <person’s name>.

On the second row, write a list of recently learned verbs, and on the third row write some nouns. We used around twelve verbs and twenty nouns. Using only the words on the blackboard, students have to write five sentences as quickly as possible. The ten fastest students will receive stickers.

As they write their sentences, the JTE erases the words from the board. When the students have completed the work, they must go to the ALT and have their sentences checked. If there are mistakes, the student must return to their desk and correct the mistakes.

Once the activity has finished, the ten fastest students write their sentences on the blackboard and the class reads and translates the sentences together. This activity took around twenty minutes to complete.

Teacher: Tom Brotherhood

BOE/School: Fukiage JHS + Elementary

Title: Guess Who!

Objective: Vocab/Grammar Review

Grade Level: ES 5/6 Grade + JHS

Skill Focus: Speaking and Listening

Summary: Remember the board game from your childhood? It works just like that! Distribute sets of flashcards showing several faces, and ask the students to spread them out on top of their desks. I use a template I found online and altered according to the level I am teaching. Explain that you are holding one of those cards and that they must ask questions to work out who that is, turning over the cards as certain traits are removed. After a few rounds with me hiding the cards, they can then play the game in pairs, making sure they practice both questions and answers. I used this game initially to drill the grammar point "Does (s)he have/play/wear..." - "Yes (s)he does/No (s)he doesn't" at JHS but have since used it at Elementary school for hair/eye colour and hobbies.

Teacher: Daniel John Butterworth

BOE/School: Satsuma Sendai City (Koshikijima)

Title: Battleships

Objective: Get students using vocab from current course of study

Grade Level(s): Any

Skill Focus: Listening/Speaking/Vocab familiarity

Summary: Depending on time, this can last anywhere from 5-20 minutes. I like to split the students into 2 groups (normally 2-4 per group at my schools) then make them write the vocab along the top & left side (i.e. fruits & vegetables) then check that the spelling is ok. After explaining the rules, the team have to take it in turns in their groups to say the square they want to attack (i.e. Banana, Potato) while the other team have to reply yes or no to the corresponding square. Have your JTE stood at one team and yourself at the other to make sure there are no mistakes. Good for listening, speaking and reading practice I think plus, it seems like it's not studying so students seem to enjoy it and absorb the words in a natural kind of way. The competition also seems to get them interested.

Teacher: Leslie Capobianco

BOE/School: Yakushima JHS

Title: Please (Do Not) Pass Notes in Class

Objective: Practice writing while learning about American culture and customs

Grade Level: JHS

Skill Focus: Writing

Summary: Students will find another student who sits near them to become partners; the further away they are, the more difficult the activity becomes. (If you want to make the game more challenging in the future, try spacing out the teams with a few desks and watch the energy level rise.)

Using a target sentence, dialogue, or vocabulary, students will write notes to one another, and try to pass the note to their friend/partner without the teacher seeing.

The teacher (JTE or ALT) will stand at the black/white board, and write example sentences on the board, helping to guide students during the activity, but seemingly “pretending” to be teaching. While writing notes, the teacher will turn around at random to try to catch students passing notes.

Students who are caught passing a note have to start from the beginning. (Note: I do not penalize students who are writing notes—only the students who are blatantly mid-pass. I often overlook the clever hand-offs and pretend I don't know what's going on for extra comedic value.)

Teachers may choose to make the students who have been caught read their letters out loud or collect the letters and jokingly throw them away. (For an added surprise, don't tell students they will have to read their letters if they are caught!)

At the end of the given time, the team with the most sentences, target sentences, and/or target words, wins. The winning team will then read their conversation aloud for the class to hear. You can repeat the game as many times as you need until students understand the target sentence or main idea.

Teacher: Mariah Cavallero

BOE/School: Satsuma-cho BOE

Title: Counting Pictures

Objective: Practice numbers

Grade Level: JHS

Skill Focus: Speaking/Listening

Summary: Students will be put in pairs with an eraser between their two desks. Student will have a blank piece of paper and a pencil. The teacher will hold up a picture of an object (pen, notebook, boat, etc.) and the students will ask in unison "How many _____ do you have?" The teacher will reply with a random number (or none). The students will then race to draw that many objects before their opponent and grab the eraser.

For example:

(Teacher holds up a picture of a boat)

Students: "How many boats do you have?"

Teacher: "I have 4 boats."

The students will then race to see who can draw four boats the fastest.

This activity mixes listening and speaking skills along with teaching an important grammar lesson. In my experience this lesson has been very successful and is easy to prepare for.

Teacher: Joe Colby

BOE/School: Kimotsuki Town BOE

Title: Letter Shuffle

Objective: Review spelling and verb forms

Grade Level: JHS

Skill Focus: Writing

Summary: This is a simple warm-up activity that can be done individually or as a group. Write a phrase or short sentence on the board. For example, "Let's study English!" The students then use the letters within the given phrase to make as many words as they can. Each correctly spelled word is worth one point. After an introductory round, I like to tell the students to think of similar words. If the given phrase contains a D, they should think of past tense verbs. If the given phrase contains an S, they should think about third person verbs and plurals. This can get the students thinking about the myriad tenses and how their spelling differs from the base form of the verb.

The difficulty of the activity can be scaled up or down easily. Obviously a longer phrase with more letters is going to be easier for the students to use. You may also decide whether or not a given letter may be used more than once.

Teacher: Dave Cook

BOE/School: Kagoshima City BOE

Title: The Riddle Game

Objective: forming reduced relative clauses

Grade Level: JHS

Skill Focus: Listening / Writing

Summary: I used this game with a 3rd year class to allow students to practice forming reduced relative clauses, although younger students could play this game using easier grammar.

First, read out a couple of riddles to the class. "I am a famous Japanese food eaten all over the world. What am I?" = sushi etc. etc.

Once they understand the idea, put students into pairs or small groups and ask them to write their own riddle. Once everybody has finished, each group reads their riddle out to the class to see if they can work it out,

Teacher: Jonathan Ebersole

BOE/School: Isen-Cho BOE

Title: Sentence Scramble

Objective: Tests sentence comprehension, grammar, and pronunciation.

Grade Level: JHS

Skill Focus: Reading, Writing, Speaking

Summary: Have the class break up into teams of three. Assign each team member a letter (A, B, or C.) If a team has four students do C1 and C2. Explain that you will be putting different pieces of one sentence on the board. All the teams put their heads down as you write a piece of a sentence on the board. Then you call on a letter, A for instance. All A's come up, and in 10 seconds writes down a piece of the sentence. After the ten seconds are up, erase that piece of the sentence. Those students puts their heads down, and then another letter is called. Repeat until all letters have a piece of the sentence. Then say 'heads up.' All the members of the group work to form the sentence. The first group who forms the sentence correctly gets 1 point. Then all groups say the sentence. The one with the best pronunciation get 1 point. Then you ask for a translation in Japanese. The group with the best translation get 2 points. This is a good way to work a grammar point, work difficult pronunciation, and to check sentence comprehension.

Teacher: Kaoru Eguchi

BOE/School: Nishimurasakibaru JHS

Title: Olympic Games

Objective: To learn comparative

Grade Level: JHS

Skill Focus: Speaking/Writing

Summary: Make groups and name them after a country like "Canada," "Brazil" and "Korea." Explain how to play the game. Choose a student from each group. The students compete in some match. For example, ALT: Who is taller than ○○? Ss: □□ is taller than ○○. The group the taller student belongs to wins. Write a sentence "□□ is taller than ○○." on the blackboard. Repeat the sentence several times. Go on to the next question. The following questions can be used. Which has longer hair, ○○ or □□? Who is the strongest of the six? (arm wrestling) Review all sentences at the end of the class.

Teacher: Emily Eisemann

BOE/School: Nakatane Town Board of Education

Title: Pictionary – Mystery Scene

Objective: The students will practice their speaking and listening skills. Younger students will expand their descriptive vocabulary (colors, sizes, directions, shapes), and older students their knowledge of verbs and nouns (objects, actions, -ing patterns).

Grade Level: JHS

Skill Focus: Vocabulary / Writing

Summary: The JTE and ALT pass out a vocabulary list to each student. Each word is listed in English with a Japanese translation. (The list should be a combination of previously learned and new vocabulary that is relevant to the class's skill level.) The students take a moment to read the list silently and familiarize themselves with the new terms. The ALT then reads each word aloud, with the students repeating after them.

The JTE and ALT divide the class into pairs. Then they pass out a blank piece of paper to one half of each pair (Student A), and a simple (line art, comic book, etc) drawing to the other half (Student B). Student B must describe the picture to her/his partner, aided by their vocabulary list. They cannot use Japanese. Student A, the artist, must draw what they understand the picture to look like.

(For example: "There is a big tree on the left. There is a small cat under the tree. There is a road on the right. There is a blue car on the road.")

At the end of the activity, each pair to have communicated successfully will receive a reward (class points, stickers, prizes, etc).

Teacher: Aden Fallon

BOE/School: Yusui Town BOE

Title: Phoneme Recognition

Objective: Sound recognition

Grade Level(s): ES 3 – 6, JHS

Skill Focus: Listening

Summary: After covering basic pronunciation of individual letters in English with the students, have the students listen to individual letters, and have them work out what letter you are saying. This can be done in teams writing on the blackboard and counting points.

For increased difficulty, words can be substituted for letters. Words that can be sounded out using basic pronunciation rules are preferable. Avoid words which are exceptions to these rules. E.g.: Short 3, 4 letters words such as fat, shot, mat, mite, lit are simple words to sound out and help support sound/letter associations.

Teacher: Alison Fotheringham

BOE/School: Kirishima City BOE

Title: Guess Who

Objective: Recent grammar or self introduction practice

Grade Level(s): JHS/SHS

Skill Focus: Writing/Listening/Reading

Summary: At the beginning of class, each student is given a sheet of paper with room for them to write sentences. Students are then given time to write as many sentences as they can about themselves on a specific topic without writing their name on the paper. At this point write example sentences on the board. Topics can be used to practice recent grammar patterns for examples 'my summer holiday' to practice past/ future tense or 'about me' if you want to use this activity to practice self introductions.

Next, collect all the sheets, shuffle them around, then re-distribute them randomly to the students. Students must then stand up one by one and read out the sentences in front of them while everyone else plays guess who and writes down who they think wrote the script. Students must keep a straight, poker face as their script is read out. Finally, check the answers and award a prize to the student with the most correct guesses.

Teacher: Ricardo Garza

BOE/School: Satsumasendai BOE

Title: Green Light, Red Light

Objective: Practice speed writing using grammar points

Grade Level: JHS

Skill Focus: Writing/Grammar

Summary: Students will need their notebooks or spare pieces of paper. Depending on the grade level, you can write more or less on the blackboard. First graders, especially at the beginning of the term, are still relatively new to writing, so shorter sentences (sometimes taken directly from the text) tend to work better for them. Second and third graders allow you to get more creative with your sentences.

Write one to three sentences on the blackboard using a grammar point that the students have studied. Explain to the students that they can only start writing when you say "GREEN LIGHT" and they must stop writing when you say "RED LIGHT". The easiest way to do this is to explain that the game is like the Daruma-san game that's popular with elementary students. Tell students to raise their hand when they've completed writing the sentence(s).

Start and stop the students periodically throughout the game. The first student to correctly finish the sentence can receive a prize. You can also ask the class if someone can correctly translate the sentence into Japanese and give a prize to whoever does this.

Teacher: Steven Gerking

School/BOE: Akune City BOE

Title: Question Toss

Objective: Warming Up / Affirmation / Get students thinking quickly

Grade Level: JHS – SHS

Skill Focus: Speaking/Thinking

Summary: Have students all stand. Toss a small object (e.g. plush, soft tennis ball, etc.) to a student with a question "attached", which they then answer and throw. Skill level permitting, they can ask questions of their own to others, throwing the question their way. After succeeding, students, their area, row, or column, or whatever, sit down. Repeat until all are sitting. Per-question time limit optional.

Teacher: Geoffrey Greig

BOE/School: Kirishima Board of Education

Title: Random Review Race

Objective: Review or practice

Grade Level: JHS/SHS/Eikaiwa

Skill Focus: Grammar, Speaking

Summary: Choose a dice, spinner, or other way to randomly generate a number. Assign each possible number with a short activity or game. Students form teams, or remain as individual players if there are less than ten participants. Students will then take turns rolling a die or otherwise generating a random number from one to six. Large novelty dice can be used, as can large spinners if available. After rolling or spinning, students will then start the game or activity connected with that number. Sometimes rearranging groups or partners will be needed

for some activities. If a student gives an incorrect answer, another student may be given the chance to answer correctly. Points are given to each student or team for each correct answer, on their turn, or if “stolen” from another team. Examples of activities to have associated with dice numbers include board races, quick gap-fill sentences (written on the board or given out as sheets) and vocabulary pictionary. The activities associated with the dice numbers are completely flexible; though work best if they are completable in less than three or four minutes. One number on the die (for example, the six, or the twenty) should be something fun or silly, such as singing a line from an English song of choice. Points for one number can be modified to be worth more or less, but the game is most fair when most of the activities are of equal value and difficulty.

Teacher: Daniel Guise

BOE/School: Kagoshima City BOE

Title: Teaching (Reduced) Relative Clauses

Objective: To introduce the grammar in New Horizon's Units 5 & 6 using minimal Japanese.

Grade Level(s): 3rd year JHS

Skill Focus: Speaking, listening, writing, grammar

Summary: Explain that in Units 5&6, they will be learning something called Relative Clauses. Write the example sentence on the board 'This is the house (that) Jack built. Explain that relative clauses are basically a way of linking two sentences together using (at JHS level) that/who or which. Eg: This is a house. Jack built it. → This is the house (that) Jack built. Show them your watch. Say “This is my watch. I wear it everyday.” Elicit the sentence “This is the watch that I wear everyday.” Repeat for some other objects you've brought along.

Using the schools camera projector and TV, show the students a group scene eg the 'Parklife' attachment or a series of photos involving people or animals performing actions. Focus on a single character and have the following exchange, for example:

ALT: 'Who is this?' / Students 'He is Sam.' / ALT: 'What is he doing?' /

Students: 'He is riding a bike'

ALT 'So... Who is Sam? Repeat after me, 'He is the boy that is riding a bike.'

Write it on the board as an example. Repeat for more characters, eliciting the relative clause from the students as a group this time.

Now explain that they can reduce the clause by removing that and the 'be' verb if the verb is passive (e.g. ...a food (that is) made from cacao beans.) or continuous (...that is) living on land is...) Run back thru the example characters reducing the clause. Finally, zoom out, revealing more characters. Get the students to write their own sentences and make the fastest students write theirs on the board. Alternatively, play a game where the group that produces the most sentences wins. Either way, make sure the students copy down as many example sentences as time allows.

Teacher: Hannah Hedegard

BOE/School: Ibusuki BOE

Title: The Sun Always Shines

Objective: to improve student's knowledge of connective sentences

Grade Level: JHS 2nd or 3rd grade

Skill Focus: Speaking/Grammar

Summary: This is an activity that can be used as both a main lesson game and a quick warm-up game to review grammar. It is perfect activity when studying connected phrases such as “she is the girl who/that plays the piano”.

Students sit in a circle with one chair short of the number of people playing. The game's rules are simply a more complicated version of Fruit Basket. One person stands in the centre and says “the sun always shines on people that...” followed by a description or characteristic of one or more participants. Those that have that characteristic or appearance must quickly change chairs, leaving one person in the middle. The process is then repeated. Examples of possible sentences: “the sun always shines on people that wear glasses”, “the sun always shines on people who were born in August”, “the sun always shines on people who will play baseball after school today”. You could also set a time limit and the person who is in the centre when the timer goes must do a forfeit.

Teacher: Yuko Higashizono

BOE/School: Sendaichuo Junior High School

Title: Puzzle Race

Objectives: understand grammar patterns of the present perfect

Grade level: 3rd grade JHS

Skill Focus: Grammar / Speaking

Summary: Form teams. Students make some groups of 6 people. First, the JTE gives each group of students some words by showing different cards. After students memorize their words they gather and connect the words and make sentences. Next, they write the sentences on the board, and they read the sentence to the ALT. The goal of this activity is for students connect the sentence and read it correctly. It's the goal of this activity. The fastest team wins.

Teacher: Shoko Hisanaga

BOE/School: Kihara JHS

Title: Auxiliary Bingo

Objective: Review and apply grammar patterns

Grade Level(s): JHS

Skill Focus: Listening and Reading

Summary:

Teacher's Preparation : 1. Card A :Japanese sentences

2. Card B: Fitting sentences to them in English.

~In the class~

(1) JTE and ALT show the students how the Card A fits to Card B.

(2) Form teams.

Pattern 1 :(1) Teachers give each group Card B. Have the students spread the cards on the desk.

(2) JTE reads Card A.

(3) Students choose the fitting Card B like Japanese cards game, *karuta*. And students must read English sentence on the card.

Pattern 2:(1) Teachers give each group card A.

(2) ALT reads Card B.

(3) Students choose the fitting Card A.

Card A	Card B (※without pictures)
入ってもいいですか？	May I come in?
わたしに見せて。	Will you show me?
病院に行かなければ。	I must see a doctor.
窓を開けてもいい？	Shall I open the window?
明日、北海道に行くの。	I will go to Hokkaido.

Teacher: Satomi Horiguchi

BOE/School: Yamasaki JHS

Title: Comparison

Objective: Apply grammar patterns

Grade Level(s): JHS 2nd Grade

Skill Focus: Grammar/ Speaking

Summary:

1. Introduce grammar <I am taller than you./ She is taller than me.>

2. Ask your neighbor asking “How tall are you?” “I’m ○○○ centimeters tall.” They will know how tall each of the students are.

3. They will line up in one long line from the tallest student to the shortest student. They have to speak English. They say “I am taller than ○○○. ○○○ is shorter than me.”

4. Introduce grammar. The students who is the tallest and the shortest learn how to say that. <I am the tallest in our class. She is the shortest in our class.>

5. Writing their own sentences in their notebook. I am taller than ○○○. ○○○ is shorter than ○○○. ○○○ is the tallest in our class. ○○○ is the shortest in our class.

6. They can learn with their birthdays, too. “When is your birthday?” They write “I am older than ○○○.” “○○○ is the oldest in our class” “○○○ is the youngest in our class.”

Teacher: Satomi Imamura

BOE/School: Sakurajima JHS

Title: Let's go on a trip to America!

Objective: To learn how to use auxiliary verbs

Grade Level: 2nd grade JHS

Skill Focus: Writing

Summary: You have a plan to go on a trip to America. Where do you want to go ? Please choose four places at least and write the sentences “ I will go to ~”

After your partner has finished writing, you ask your partner “Will you go to ~ ?” The answer which you choose is the same as your partner, you'll get point.

The team with the higher score is the winner.

Teacher: Sayuri Inori

BOE/School: Hayato JHS

Title: Who am I?

Objective: Be able to use the auxiliary verb “can”

Grade Level: JHS

Skill Focus: Writing / Speaking / Listening

Summary: At the introduction, ALT asks the students “Who am I?” using ‘can’ and ‘cannot’.

For example, I am a bird. I like fish. Using gestures, I can swim well. But I cannot fly. Who am I?

In the communicative activity, the students write what “they can and cannot” and they have to talk about it with the other student like this: I can play tennis. I cannot speak Spanish. How about you?

Then the other student answers like this: I cannot play tennis but I can play handball. Or I can play tennis, too.

...etc. They need to use more than two kinds of verbs then.

Before this activity JTE and ALT have a demonstration.

During the activity, the students have to ask more than three students including JTE or ALT within two minutes.

After the activity, the students choose one friend and they write about him or her. After that ALT asks students “Who am I?” looking at their sheets.

Teacher: Satomi Ishigami

BOE/School: Iriki JHS

Title: Jeopardy

Objective: Review and apply grammar patterns

Grade Level: JHS 2nd graders

Skill Focus: Speaking/Grammar

Summary: Write the chart on the board. Form groups. Have each group move their desks and sit together. Have them number themselves. Start the activity. Have the No.1 student in each groups stand up and raise their hands if they know the answer. Add points to groups' totals for correct answers. And have the No.2 student stand up and answer the next question.

questions	can	will	be going to	must	have to
points	10	10	10	10	10
	~	~	~	~	~
	50	50	50	50	50

The group that gets most points wins. In the group they can help each other.

Teacher: Akiko Ishihara

BOE/School: Sakurayama JHS

Title: What are their names?

Objective: Review and apply grammar patterns

Grade Level: JHS 2nd grade

Skill Focus: Speaking/ Listening

Summary: Comparative. Form teams. Prepare a photo of a famous group like “one direction”. 3~4 people on the photo. Show it to students. Don't tell their names to students. Give some information, for example “Lian is taller than Zayn” Use the comparative degree. Show how to make the sentences of the comparative degree. Students can talk over with people in the same group. Find each person 's name of the photo.

Teacher: Takahiro Iwakiri **BOE/School:** Sendai Minami JHS
Title: English quiz **Objective:** Introduction of the usage of comparative and superlative sentences
Grade Level: JHS **Skill Focus:** Grammar
Summary: Write two sentences:

1. Which is stronger, Sunday or Monday?
2. What is the longest English word in the world?

Ask them what these sentences mean. After the teacher explain the meaning of these sentences, divide the class into 5 or 6 groups of 5 or 6.

Tell the student to write their answers with the reasons. Students are supposed to fill in the blanks on the paper.

- ①I think () is stronger than (). Because . . .
- ②I think () is the longest word in the world. Because . . .

The leader of each groups tell their answers and reasons. After that, tell the students the correct answers and reasons. Write the answers on the black board.

- ①Sunday is stronger than Monday. (Monday is a week / weak day)
- ②Smiles is the longest word English word in the world. (There is a "mile" between two 'S's)

Make them read aloud the sentences several times.

Teacher: Yu Iwashita **BOE/School:** Fukiage JHS
Title: Introduction Race **Objective:** becoming used to the grammar pattern using auxiliary verb
Grade Level: ES, JHS **Skill Focus:** Speaking/ Grammar
Summery:

Tool: a stopwatch or a kitchen timer

Make some groups of four or five. The number of students in all groups should be the same. One group comes up to the front and makes a line. They can decide their order. S1 says what he/she can do. S2 says what S1 and S2 can do, for example, "He can swim and I can play the piano." S3 says what S1, S2, and S3 can do. When the last person finishes, S1 says what all members can do. They compete for the speed of time. You can apply this activity to other grammar like the third person/ singular/ simple present and past tense.

Teacher: Lauren Johnstone **BOE/School:** Ichikikushikino City BOE
Title: Typhoon Game **Objective:** Review and to improve students' confidence
Grade Level: JHS/SHS **Skill Focus:** Listening/Speaking

Summary: A modified version of the traditional Japanese game, using points instead of weather symbols. Make 50 cards, with points ranging from -100 to +100. You can create speacial cards to add fun to the game. I include 2 'steal points' cards, and 4 typhoon cards (which reverts that team's points back to 0). Attach adhesive magnetic stickers to the cards and place them face down on the board. Divide the class into teams of roughly 4 players and have the team members janken for person number 1, 2 etc. The first player from each team stands up and the teacher asks a question or does a gesture. The first player to raise their hand and shout 'Yes!' is allowed to answer and select a card for their team. The game has a lot of variation potential and the questions do not have to be limited to textbook grammar. For example, "What is the capital city of Egypt?" For the next question student no.2 for each team stands, and so on.

Teacher: Paul Joyce **BOE/School:** Kagoshima Board of Education
Title: I've got it! **Objective:** Review
Grade Level(s): JHS **Skill Focus:** Writing/Grammar

Summary: Form 5-6 teams. Explain the rules and get volunteers to preform an example game prior to beginning . Hand out sheets of paper for each team to write on. Clap your hands once: this signals that the students should close their eyes. Write the sentence on the board relating to the lesson etc. Clap your hands a second time: the students will open their eyes and must correct the sentence (sometimes it's fun to write a sentence with no mistakes, to change the pattern). The first team that shouts 'I've got it' will show their paper if

the sentence is correct (grammar + spelling) . Also, have a team member from that team to write the sentence on the board and get the all whole class to repeat it. Give the team points. To make the game more interesting have the students start off on 10 points and get them to bet points should they win. If your using 10 to begin with have the students choose between 1 and points points to bet. If that team gets their sentence correct add the bet to their current score. If they lose minus it from their current score.

Teacher: Takeshi Kajiya

BOE/School: Tsuruda JHS

Title: Ambassador Game

Objective: Group preparation and discussion in English

Grade Level(s): JHS

Skill Focus: Speaking / Listening

Summary: The students will make small groups. Each group should quietly decide their country. Each student in a group will help prepare at least one description about their secret country. The groups will choose a writer and an ambassador. Each group will talk about their secret country for about 10 minutes (culture, nature, food, school life, etc.). Then, the ambassador of each country will present their country one by one. The class must listen carefully and make notes about each country's presentation. After every ambassador has presented, every group will have a discussion and decide which other groups are what country. And they write their answers on their answer sheet.

Rules

- One point is awarded for correctly guessing other countries.
- One point is also awarded for each country which guesses your group correctly.
- These points will be tabulated on the answer sheet by the teachers.

Teacher: Gerrit Kapp

BOE/School: Minami Osumi BOE

Title: 形 The shape of English thought

Objective: A visual way of comparing English thought and Japanese thought with a view to establish fundamental speech and writing patterns in English

Grade Level(s): Any level from grade 5 to SHS

Skill Focus: Grammar

Summary: Divide the board into two or three panes. In the first pane have students write any normal Japanese conversation in Japanese. Example: A self-introduction. This can be done in teams or with raising of hands or even a skit depending on the class composition. In the second pane the JTE will rewrite the conversation in Japanese but as explicitly as possible. Example:

Pane 1: お名前は onamae wa?

Pane 2: あなたのお名前は 何ですか anata no onamae wa nan desu ka?

The result in pane 2 will be a very odd sounding conversation. Students will generally find this clumsy sounding Japanese amusing. The Japanese in the second pane will more closely resemble how an English sentence is constructed in terms of subject/verb/object relations. Have the students play around with this in groups.

The third pane can contain the English translation but at lower grades this is not really necessary to make the lesson work.

The point of the activity is to show (without necessarily invoking any formal grammar) that the "English" way of expressing an idea requires a higher level of "completeness".

Teacher: Airi Kawaida

BOE/School: Shibushi JHS

Title: "Which do you like better, A or B?" Bingo

Objective: Review the grammar (the comparative)

Grade Level(s): JHS

Skill Focus: Speaking, Listening, Writing / Grammar

Summary: Give students a printed sheet with 9 squares. All squares have a topic and two words (e.g.) seasons-summer or winter/ foods-Japanese food or Western food/color-blue or green...etc).

First, explain how to play the bingo game. (Ask classmates "Which do you like better, A or B?"/ Students should answer "I like A better than B." not only "I like A."/ Students can cross off the square when the two answers are the same./ The earliest is the winner to get 3 cross marks on a line.) Second, let students choose

one answer per a topic(guess classmate's answer). Third, begin the game. Let students talk to many classmates as much as they can. When the game finish, write sentences with the comparative.(e.g.)○○likes summer better than winter.)

Teacher: Yasumasa Kawano

BOE/School: Nakatane JHS of Nakatane BOE

Title: Comparison of Japan and the United States

Objective: To be able to express the differences between the .U.S and Japan using Comparative Degrees. To be able to become more interested in other cultures.

Grade Level: Second Grade JHS

Skill Focus: Writing/ Grammar

Summary: First of all, the JTE shows students some pictures of Japan and the United States on the P.C in a Power Point. (cities, Anime characters, the height of the statues, buildings and so on whatever they are interested.) This provides an opportunity to become more interested in foreign cultures.

Second, the JTE and an ALT pick a good example and explain it to students. (er- the est , more – the most)

Third, after students understand the grammar , we show them some other pictures. Students write the comparative degree sentences. (it takes about 15 minutes)

After the writing practice, they create their own sentences. Hints: Give a worksheet with many useful vocabulary.

The JET and the ALT check their writings.

Pictures examples



◎Q: Which is **bigger** , the statue of liberty or Saigo - san ?

A: The statue of liberty is **bigger than** Saigo - san.

◎Q: Which is **longer** , the Golden Gate Bridge or Tokyo Rainbow Bridge ?

A: The Golden Gate Bridge is **longer than** the Tokyo rainbow Bridge.

* Show more pictures which we can compare in English lessons.

Teacher: Josh Kohansamad

BOE/School: Kimotsuki Town BOE

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: Yayoi Kosaihira

BOE/School: Murasakibaru JHS

Title: Group Story

Objective: Improving students' extant knowledge base through creative writing

Grade Level: JHS/SHS

Skill Focus: Speaking/ Reading

Summary: Form teams. Prepare two sentences that use a recently learned grammar point, such as the present perfect tense. Write them on separate sheets of paper and hand out to the two most distant teams. Explain to the students that they need to make a story proceeding from one sentence, with their own sentence incorporating a specified grammar point. The sentence can be silly, creative, or plain, as long as it follows logically from the previous sentence. Each group is given about two minutes to complete a sentence before passing the paper to the next group. Every group must contribute one sentence to each of the two stories. All other sentences before the previous sentence are to be hidden by each group folding the paper over. When they have finished, write the stories on the board and read them to the class. Ask the class for suggestions regarding any mistakes that have been made. Point out the mistakes they have missed, and then make your own suggestions about how to make the sentences more natural. Read them to the class again. If there's time, ask the class to write the corrected stories in their notebooks and read them periodically.

Name: Haruka Kuroki

BOE/School: Taniyama JHS

Title: Interview Bingo

Objective: Review and apply grammar patterns

Grade Level(s): JHS 3rd year

Skill Focus: Speaking / Present Perfect

Summary: Form pairs. Give pairs 2-3 minutes to ask each other the questions prepared on the Bingo worksheet. Ask 1-2 students some questions from the worksheet. Give pairs 5 minutes to write 3 more questions using the same grammar (Present Perfect, "Have you ever~?") on the worksheet. Give students time to ask the ALT one question at a time, crossing it off if the answer is yes. Whoever gets one row complete is the winner.

Teacher: Tomoko Kuronaga

BOE/School: Kikai Junior High School

Title: Category Game Show!

Objective: Review and Listening

Grade Level: JHS

Skill Focus: Listening/Grammar

Summary: Make groups. (Each group has 6) Write some categories and points on the board.

Prepare some questions. ALT and JTE give questions.

Example : On the board...

Questions : Have you ever been to ~? (Place)

Have you ever used ~ ? (Things)

Have you ever seen ~ ? (Person)

Place	Thing	Person	Japanese
10	10	10	10
20	20	20	20
30	30	30	30

Teacher: Aki Kuwazuru

BOE/School: Sendaikita JHS

Title: Let's Memorize.

Objective: Introduce and learn new grammar

Grade Level: JHS (1st)

Skill Focus: Listening/ Speaking/ Writing/ Grammar

Summary: In class, play "Key Word Game" in order to review verbs which students use in the game. First start with verbs. For example: play, ski, swim, cook. Then move on to sentences. For example "I can swim."

After that short game, ALT makes about 20 sentences using "can" and students will listen and take memos.

After listening, students tell what ALT can do based on what they've just heard. Then JTE quickly explains today's grammar.

Next, play memorization game. First make groups of four. Within the groups, every group member tells what they can do. But they have to add the sentence that is said by the previous student. (First student: "I can swim".

Second student: “You can swim. I can play basketball”. Third student: “You can swim. You can play basketball. I can cook well”). The first group to finish wins. After that, ask one group to demonstrate and also ask the others to memorize what they can do. After demonstration, ask one student to tell what the students can do (The student may answer, “You can swim.” So, it’s very nice moment to teach the third person, “He can swim.”). To finish the activity, encourage students to write what they’ve just said in the group in their notebooks.

Teacher: David LaCharite

BOE/School: Minamitane Junior High School.

Title: Partner Hunting Game

Objective: Practice oral communication of grammar patterns

Grade Levels: ES, JHS, SHS

Skill Focus: Oral Communication/Grammar

Summary: Prepare pairs 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.

Teacher: Winwit Li

BOE/School: Kikai Town Municipal Board of Education

Title: Have ever or have never?

Objective: Practice forming sentences with past perfect to describe past experiences and learn more about your classmates.

Grade level: JHS 3rd year **Skill Focus:** Grammar/Listening/Speaking

Summary: This is a simplified, innocent version of the famous “Never have I ever” game. Write “*I have _____.*” and “*I have never _____.*” on the blackboard to remind students how to form the sentences.

Make all the students stand up. Choose one student to start first. Very bright classes can possibly for their own sentences. Otherwise, prepare several example sentence cards before class and have the student choose from a hat or box.

The cards should look like this:

If you use cards, explain how the cards should be used for the activity.

The student will say their own sentence using “*I have _____.*” or “*I have never _____.*” or randomly choose a card and decide if they should use “*I have _____.*” or “*I have never _____.*” for their sentence. The other students should listen and sit down if their experience is the **opposite** of the person saying the sentence.

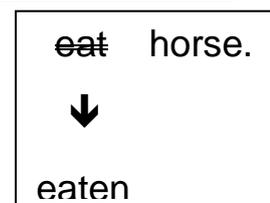
Example) A: I have never eaten horse.

B and C have never eaten horse and continues standing, but D has eaten horse so she sits down.

The student who said a sentence chooses the next person to say the sentence among the people still standing.

The winner of the game is the last person in the class still standing. The game makes all students listen even when they’re not saying the sentence and if they are being honest, the students can learn more about each other.

If the students can make their own sentences, they should only say sentences that are appropriate for school.



Teacher: Catriona Loughlin

BOE/School: Kagoshima City BOE

Title: Fortune Telling

Objective: To reinforce target sentences ‘Which is your favorite...?’

Grade Level: JHS Grade 1

Skill Focus: Speaking and reading

Summary: Create paper origami fortune tellers/cootie catchers. On the top can be anything, colours, animals, fruits etc. Students will have to spell these so use words not pictures. On the inside numbers and underneath

that create simple fortunes. Use the phrase 'In the future...' and teach it to students. This way the future you predict will be in the present tense.

After learning the target sentence, 'Which is your favourite...' demonstrate using the phrase with the fortune teller e.g. Which is your favourite colour red, blue, green, or black?

Emphasize the use of 'or' before the last word. The students answer the question with red. Spell R-E-D. On the inside is numbers. Ask again- 'Which is your favourite 2, 3, 5 or 6? Move 2, 3, 5, or 6 times depending on what they answer and ask the question again with the numbers on show. This time open to reveal a fortune such as 'In the future, you are famous.' Do this a number of times in front of the class then split the class in groups of 3 and give them the fortune tellers. Keep an eye out that students actually ask the questions in English.

Teacher: Roderick Macfarlane

BOE/School: Kagoshima City BOE

Title: The Bomb Game

Objective: Students practice target grammar whilst playing 'Janken' and trying to give their 'bomb' to other students before time runs out.

Grade Level: JHS

Skill Focus: Speaking

Summary: Write the target grammar on the board and briefly drill it with the students – keep it simple (“**May I** give you a bomb?” “**Do you** want this bomb?”, etc. + the answers; “Yes, please!” “No, thank you!”)

Give a number of students in the class a “bomb” – I usually give a bomb to every one-in-five students, so six or seven “bombs” will cover most sizes of class comfortably (for the “bombs”, any prop will do – I use coloured ballpit balls or PET bottles covered in coloured paper). Explain to the students that they have one minute (or however long) to give their bomb to another student before it “explodes”. To give their bomb away, the student must approach another student and say the target sentence (e.g., **May I** give you a bomb?). The students then play Janken; if the winner is the student with the bomb then the other student must say “Yes, please” and accept the bomb (and then try to pass it on to a different student). If the student without the bomb is the winner then they say “No, thank you” and the student with the bomb must try again with another student.

Give the students a “ready, steady, go!”, stand back, and admire the pandemonium that follows. With every single grade of JHS that I have tried this with, the students have gone wild. Count down the last ten seconds, and then make the students stop.

At the end of the allotted time, the students with the bombs are “out” – devise some kind of punishment for them (I usually have my students come to the front of the class and answer questions, or do their self-introduction, or draw pictures of each other on the board).

This activity is basically a straight lift from a game called “May I give you a bomb?” taken from Englipedia, but the game can be adapted to conceivably any grammar point in which one student makes a request of or presents an item to another student (e.g. Can I give you ___ ? Would you like a ____? Could you hold this ____ ?)

In reality, the educational value of this activity is fairly limited as the students often resort to simply playing Janken and not using the target grammar (due to the nature of the activity, this is very difficult to control).

However, drilling the grammar point before the activity makes this a fun way to introduce or review the chosen grammar.

This game is best played for very short periods of time – one or two minutes, and is very good for waking up tired classes.

Teacher: Ayami Maeda

BOE/School: Mejime JHS

Title: Jeopardy

Objective: present perfect tense

Grade Level: JHS

Skill focus: Writing/Grammar

Summary:

Make 4 groups of 4. Give each group 4 pieces of paper. Have them write 4 sentences of these categories

Categories

“Place” → have(has) been to~ “Food” → have(has) eaten~

“Cooking” → have(has) made~ “Challenge” → have(has) tried~

After that, have them decide the point of each sentence.
 (10, 20, 30 /Harder questions should be worth more points.)
 Have them put each sentence into the envelope.(Look at the picture below.)
 Play game (Like Jeopardy: T/F questions)

*Decide which team can get the chance to answer first by janken.

Group/Category	Place	Food	Cooking	Challenge
A	*envelope			
B				
C				
D				

Teacher: Harumi Magome

BOE/School: Minami JHS

Title: Comparative Gamble

Objective: Comparatives

Grade Level: JHS 2

Skill Focus: Writing/Listening/Speaking

Summary: Students work in groups. JTE explains question sentences, “ which is ~er, A or B?”

Students make a original quiz in a group using comparative. Before the day, teacher asked students to think their quiz in Japanese. It is better to be difficult or unique one. And they have to know the answers. Teacher also prepare some relevant level of quiz.

After that, it's a variation on Grammar Gamble. Teacher gives each group 50 points. Each group presents their quiz in turn. Other groups members write their answer on a paper at the same time and hands up to show their answers. Bet their points according to their degree of confidence. Add bets to teams' totals for correct answers and subtract for incorrect answers. (Set maximum bet to half of total.) The group with the highest points wins.

Teacher: Noboru Magome

BOE/School: Minamitane JHS

Title: Karuta (slap game)

Objective: Review and apply grammar patterns

Grade Level: JHS

Skill Focus: Listening/Grammar

Summary: Form groups or pairs. Place the cards with the pictures facing up. The teacher read a sentence about one of the cards , and students compete to slap the card and get it. Once students become familiar with the game it is fine for one of them to play the role of the reader. When they get the card , they must say the sentence about it. If they can't say , the card is replaced , and next students who slap and say can get it. This can be used with various grammar patterns.(the present perfect, the past tense, the present participle) This game is suitable for students at all grade levels and for any number of students.

Teacher: David Male

BOE/School: Hoiki City BOE

Title: Vocab Review

Grade: Kindergarten

Skill Focus: Vocab Review

Summary: At its heart this is a good scoring system that can be used for any type of team based game. It adds a level of excitement to other games or vocab review lessons.

1. Put the kids in groups (I normally divide the class into 4)
2. Prepare some big printed out palm trees with about 9 “rungs” drawn onto them and bananas at the top. Each rung represents a correct answer for each team and the goal is to reach the top with a cutout animal that can be stuck on the board.
3. Each team then has an animal which will climb the tree (e.g. Monkey, Koala...)
4. From here any game can be used but I normally choose “flashcard dash” – You scatter a set of flashcards at the end of the classroom and the students line up in their groups at the other end.
5. You then have to shout out a word and the fastest student that touches it wins and gets to move their animal up their teams palm tree.

This is good for a review session, or even for practicing new vocab. 9 rungs lasts about 20 minutes.

Teacher: Melissa Masson **BOE/School:** Izumi City BOE
Title: Go Fish **Objective:** To be able to picture vocabulary words in their head when expressed
Grade Level: All levels **Skill Focus:** Listening, Speaking
Summary: Students have a set of vocabulary cards, eg. objects, alphabet, verbs. Students can play in pairs, mixing their sets together to create pairs, or they can play in groups using only two students' card sets. Students must use the vocabulary to ask each other for cards to create matching pairs. The student with the most matching pairs wins.
The cards are shuffled together. Each student is given five cards (this number can be adjusted depending on the number of cards the students have). The remaining cards are then placed in a pile in the middle.
The student turns to the student next to them and asks, "Do you have 'A'?" The student then says, "Yes" and gives the student the card or "No!" and tells them to take from the pile saying, "Go Fish!" (山から一枚を釣って!). Play then continues to the student on the left until all the cards are matched or the teacher announces that time is up. Students then count their pairs and determine who the winner is.
The teacher can then ask the students to raise their hand if they got one card, two cards, three cards and so on. Make sure to congratulate and encourage each student.

VARIATIONS

1. Change the vocabulary to "Do you like ~?" or other phrases.
 2. On the student's turn, have their partner ask them "What do you want?" The student then says "A", and their partner responds by handing them the card or telling them to "Go Fish!".
- ⇒ Students find it a slight challenge to switch their thinking to not being the one asking the question on their turn.
- POINT! If you've ever played "Go Fish", tell your students about it. The students get real excited when they realize they're playing a game that is played in your home country and that you played when you were young.

Teacher: Issei Matsumoto **BOE/School:** Josei JHS
Title: The plan for next weekend and question
Objective: Review of Auxiliary (write 5 sentences with using auxiliary)
Grade Level: 2-3 JHS, SHS **Skill Focus:** Writing / Speaking
Summary: Let students write 5 sentences about the plan for the next weekend. When they write it, they must use can, will and must. (example : I like fishing. So I will go to Kamoike Umizuri Park next weekend. I don't have my rod, so I must buy one...)
When they finish, they read their work with their partners. After listening to their work, the student gives questions about his or her plan to the other. (example : Where will I go next weekend?)
Then, the other student answers them. If we find good students, we let the students stand in front of the blackboard to read and give the questions to the class.

Teacher: Eric Maue **BOE/School:** Kagoshima City BOE
Title: Common Mistakes **Objective:** Correcting common mistakes
Grade Level: any **Skill Focus:** Writing, Reading
Summary: This activity is developed after the ALT learns from his school or schools what mistakes are most commonly repeated. In my experience, simple things like punctuation, capital letters, incorrect or inadequate spacing, squeezing and piling a word into the margin, and, thanks to text books that ingrain mistakes that are hard to correct later on, incomplete sentences that begin with because, and, so, or but.
Arrange the students into groups, each being a team. Write several sentences on the board, each with the same number and same kinds of mistakes, maybe five mistakes each. It may help galvanize a reticent class by giving two points for the first correctly answered question.
When the student points out that none of the sentences are capitalized at the beginning, for example, correcting all of the sentences shows that this should be done in all cases. For sentences that have names within them that

need to be capitalized, it may be best to ask the class what other words within the sentences need to be capitalized, just as with fragmented sentences beginning with various conjunctions like "and" or "but." This activity can also be made after correcting a pile of worksheets that have the same repeated errors, and you can periodically amend your sentences with other mistakes you record, a method that may ingrain corrections more than red marks can on corrected worksheets.

Teacher: Meagan McClendon

BOE/School: Soo City BOE

Title: Line Game

Objective: Learn vocab

Grade Level(s): All levels.

Skill Focus: Vocab learning

Summary: Take vocab cards and put them in a line (I find a horseshoe shape works well). Make 2 teams. When the ALT says "Start" both teams start from the ends of the horseshoe and say the word in front of them, if they are correct they move on to the next word. The two people work their way toward one another until they meet. To decide who gets to continue have them play rock, paper, scissors. The winner gets to continue, the loser returns to his team and the next team mate in line gets to start.

Teacher: Megan McLees

BOE/School: Amami City Board of Education

Title: Level-Up Janken Game

Objective: Review previously learned grammar through conversations

Grade Level: JHS/SHS

Skill Focus: Speaking

Summary: Prepare the Level-Up Janken Game sheet before class. You can have it review current lesson grammar or all the previously learned grammar. Students mingle. Then, they ask their question. Their partner answers, and then asks their question. Once both students have asked and answered, they play janken. The winner is able to level-up and move on to the next question. The loser stays at their current level. Students continue to play. The winner is able to level-up through all of the questions. For example: Student A – "How are you?" Student B – "I'm fine. How's the weather?" Student A – "It's cloudy." (Play Janken – winner will level up and can ask the next question in the series).

Teacher: Sarah Mitchell

BOE/School: Kanoya City BOE

Title: Wake Up!

Objective: Review vocabulary and/or apply grammar patterns

Grade Levels: JHS/SHS

Skill Focus: Spelling/Grammar

Summary: Prepare a list of vocab. words or target grammar sentences. Break students into groups of 5. Give each of the groups a sheet of scratch paper for their answers. Number the students in each group 1~5. Teach or review the commands "Wake up," and "Go to sleep." At the beginning of each round, tell all students to "go to sleep." (All students close their eyes and put their heads down on their desks.) Write one part of the target word/sentence on the blackboard. Then say, "Number 1, wake up." Student 1 from each group "wakes up" and memorizes the letter/words written on the blackboard. Give them about 5 seconds and say, "Go to sleep." (The student closes his eyes and puts his head back down on the desk.) Erase the letter/words from the blackboard. Write the second letter/part of the sentence on the blackboard. Then, ask Student 2 to "wake up." Etc, etc. After all students have had their turns, ask everyone to "wake up." At this point, each student in the group will have a different letter/part of a sentence memorized (hopefully) and they must work together to put the letters/parts of the sentence in correct order. You can have students either read the word/sentence aloud or, alternatively, write the correct answer on the blackboard. The first group to complete the word/sentence correctly wins, and we move on to the next round.

Tips: ① Split sentences in 5 parts beforehand.

Ex. a postcard / send / Italy / me / from = Send me a postcard from Italy.

② Find a fun way to keep score. Recently, I' ve been using team castles, drawn on the blackboard, to keep score. After each round, the winning team gets to destroy (erase) part of another team' s castle, or rebuild part of their own. I' ve also used laminated Mario Kart characters for each team in a race to the finish line. The way you keep score can get even the most apathetic students motivated and excited to play the game.

③ Use this game to review a single grammar point/target sentence structure. It can get confusing for students to piece together different types of sentences each round.

④ Try one round of this game with a single word as a warm-up activity. For example, as a warm-up to a Christmas lesson, I might use:

T - N - A - S - A = SANTA.

Teacher: Micah Mizukami

BOE/School: Amagi Town BOE

Title: The Price is Right

Objective: Review numbers. Learn exchange rates and differences in currency. Practice using “how much is it?”

Grade Level: JHS 1st year

Skill Focus: Speaking/Grammar

Summary: Materials: 8 – 10 objects (if possible, from your home country) that you know or can estimate the retail value of. The amount of objects can be decreased or increased depending on the amount of time required.

Based off of the American game show The Price is Right. Show a short clip of The Price is Right. If unable to show a clip, a simple explanation of the show works. Explain the exchange rate between yen and dollars (or your home country’s currency). To keep it simple, explain that \$1 = ¥100 and write it on the board. Draw out the names of four students. Call each one to the front of the class individually, shouting, “KEN TANAKA, COME ON DOWN!” Have a piece of paper and pen ready for the contestants to write their answers down. When the 4 students are in front of the class, reveal 1 object and show it to everyone in the class. Ask them, “How much is this can of Hawaiian macadamia nuts?” The students have 1 minute to decide on and write down a price (but not the same price as another student). When they have their answers written, ask the contestants individually “How much is it?” The contestant must show their price to the class and answer, “It’s five dollars and ten cents.” When all 4 contestants have guessed, ask the class “how much do you think it is?” and solicit more guesses. Finally reveal the price (write it slowly on the board for more dramatic effect). The student with the closest guess under the retail value is the winner and gets to play another round. The other three students return to their seats and the winner draws 3 more names. If all students guess a price over the actual retail value, call up 4 new contestants. Involve the JTE as a contestant too. Repeat for as long as necessary.

Teacher: Logan Morley

BOE/School: Satsuma Town

Title: “Typhoon Story Game”

Grade Level: Junior High School

Skill Focus: Listening and Speaking

Summary: The primary focus of this activity is for the students to listen to a detailed story from (or conversation between) the ALT and/or JTE, and then respond to specific questions regarding that story while participating in an engaging, competitive game. This works quite well with: teacher self-introductions, everyday life stories, stories about trips abroad, fictional stories, etc. Beforehand, the teacher(s) will have made a 5x5 game key, which the students cannot see. In this teacher copy will be noted various points to be awarded in each of the 25 blocks, as well as hazards or bonuses like Typhoon (erases all team points), Tornado (steals one point-set from another group), Umbrella (protected from future Typhoons), Double Point Star! (doubles all team points). A single key can be used many times over in various classes. However, only a blank 5x5 grid will be drawn up on the board for the class to see, organized as columns running from “A-E” across, and rows running “1-5” down. The class will be broken into groups (teams) of 5-6 students each, with each team nickname written on the board to track awarded points. After the teachers have shared their stories, they will then ask the class a single question regarding the story. The first student to raise their hand will be given a chance to answer the question on behalf of their group. If answered correctly, that group will then be asked to choose a block on the secret 5x5 grid. Referring to the game key, the ALT or JTE will then write in the point/bonus/hazard found in that block, and award or change the team points on the board as needed. The game will proceed with numerous questions being asked to all of the groups in the class. The teachers can allow (or not allow) notes to be taken while the story is being shared, and get creative with their

points/bonuses/hazards system. Also, this game can be tailored to any level of English class, and made as short as 15 minutes, to as long as a full 50-minute class.

Teacher: Miho Motome

BOE/School: Higashikushira JHS

Title: Speaking activity Focusing on the use of “The Comparative”

Objective: Use of “the comparative”

Grade Level: JHS

Skill Focus: Speaking

Summary:

1 Review adjectives showing the students word cards on TV.

big large small tall high pretty long short easy hard new old young

2 Play Line Game to make the students remember these adjectives

3 JTE and ALT describe their appearance and other topics on TV (using a computer).

I'm taller than JTE's name(him or her). I'm smaller than ALT's name(him or her). A's hair is longer than B's. B's hair is shorter than A's.

He/She is older than I He/ She is younger than I.

4 JTE writes today's goal, key sentences on the board and the comparative form.

Japan is larger **than** Finland. The U.K. is smaller **than** Japan.

*A is ~**er than** B. tall-taller big-bigger large-larger pretty-prettier

5 ALT reads the Key sentences and make the students repeat after ALT.

6 JTE make the students do their workbook and both JTE and ALT grade their answers walking around their seats. The students who finished doing their workbook take drillsheet which are on the front desk.

7 JTE shows a couple of (famous people's) photos and ask the students some questions.

Who is older/younger/prettier/cuter/taller/shorter/nicer, A or B?

ALT shows a couple of maps or pictures and ask the students some questions.

Which is bigger/larger/smaller/higher/taller, A or B?

8 ALT shows the pictures or photos which have questions and makes the students write their answers on the answer sheets .

- ① Which is larger, Yakushima or Tanegashima?
- ② Which is taller/higher, Mt. Sakurajima or Mt. Kaimon.
- ③ Who is prettier, Horikita Mai or Aragaki Yui?
- ④ Is English harder than Japanese?
- ⑤ Who are stronger, boys or girls?

Teacher: Fiona Murray

BOE/School: Minamikyushu-shi, Ei Branch

Title: “Give me” Bingo

Objective: Practice the “Give me” grammar point

Grade Level: JHS

Skill Focus: Listening, Speaking

Summary: The best thing about BINGO is that it can be adapted for many different grammar points and the students seem to love it. Create a worksheet that has the grammar point at the top, and a 4x4 bingo grid in the middle. Place a word bank at the bottom for students to choose from. In this case, the grammar point was “Give me” so students were practicing asking “what will you give me?” and answering, “I will give you ____.” Have the students fill in their bingo board from the word bank. When they are finished, they stand up and wander around the room. When they get into pairs, they Janken to see who asks the question. The winner says “What will you give me?” and the loser responds. If the student has what the loser will give him/her, they cross it off their bingo board. Continue until someone gets a Bingo!

Teacher: Miwa Nagata

BOE/School: Kaseda JHS

Title: Message magical quiz

Objective: Review of grammar patterns

Grade Level: JHS

Skill Focus: Listening, Writing, dictation

Summary:

1. Make group of pair
2. Decide the number to go to the ALT
3. One student go to the ALT
4. Listen to the sentence of ALT speak
5. The student writes the sentence (dictation)
6. The next student go to the sentence
7. The student in the group guess the things from the ALT's sentences. (guess the answer of the quiz)
8. If the group know the answer, they go to the JTE to check the answer
9. If they know the answer, the group continue the dictation until all the member finish.

The example of the quiz

It's an animal.

It is smaller than an elephant.

It is as long as panda.

It can run the fastest of all the animals. Ans.cheetah

Teacher: Kazuko Nakamura

BOE/School: Nishiagina JHS

Title: Karuta (Japanese Traditional Card Game)

Objective: Try to use "can"

Grade Level: 1st grade JHS

Skill Focus: Listening/Reading

Summary:

Preparation: Make about 25 cards for each group. If you are good at drawing, you can draw some pictures on them. If you are not, you can just write some names of students or animals or famous people, or you can just paste photos on the cards.

Make cards for reading. The cards for reading must explain the pictures using "can".

Make a group (5-6students in a group. If there are many students.) After the JET explains karuta, the ALT reads the cards. Students pick up the card that matches the card for reading. After that, pick a student and have the student read the card for fun. For an advanced class, they can make their own cards.

Example for the card: He can play soccer well. He is in Manchester United. There is a card that has Kagawa Shinji written or his picture on it.

Teacher: Rie Nakamura

BOE/School: Kamoike JHS(Kagoshima city)

Title: Busy Schedule

Objective: Verb Future Tense (will)

Grade Level(s): JHS(2nd grade)

Skill Focus: Speaking / Listing / Writing

Summary:

1 Introduce or review the grammar point. A short conversation with the JTE about your or his/her schedule this coming week is a good way to lead into this activity.

2 Hand out the Busy Schedule worksheets, dividing up the versions made (2-4) equally among students. Print the different versions on different colored paper to make it easier to notice.

3 Go over the pronunciation and meaning of the times (and, for good measure, the characters).

4 Explain that students will find a partner with a different paper, janken for first question rights, and ask a question that corresponds to a blank spot on their paper using the sentence structure "What will (WHO) do (WHEN) ?" and answer using "(WHO) will (WHAT) (WHEN)." Then they can fill in the sheets according to their partner's answers.

5 Have students find a new partner for each question (no repeats).

6 When finished getting all the missing information on their worksheet, students write out the information they found out in full sentences.

Example of the worksheet:

Busy Schedule

These characters are very busy. Ask a partner to find out their schedules!

Q: What will Maruko do tonight?

A: O Maruko will *eat sushi* tonight.

X *Sorry, I don't know.*

<u>who</u> <u>when</u>	Picture Maruko	picture Goku	picture Nami	picture Spongebob
tonight	<i>eat sushi</i>		visit Disneyland	play the piano
tomorrow	go to Dream Plaza	play soccer	go to Dream Plaza	
this weekend	cook pizza		watch a movie	read "Harry Potter"
next week		eat sushi		study Japanese
next Friday	watch a movie			

What did you learn? Let's write!

Teacher: Jermaine Nelson

BOE/School: Kirishima BOE

Title: Infinitive Sentence Builders

Objective: review infinitive verbs

Grade Level: 2nd Year Junior High

Skill Focus: Grammar

A very simple but very effective activity to review infinitive verbs and confirm understanding. It is also an opportunity for the students to be creative with English.

First ask class if they know what a builder is. Have a cartoon picture of a builder to show them. Tell them that they are all builders and they must individually complete the beginnings of a bridge that I have made (because i'm lazy).

As an example I write the beginning of an infinitive sentence such as "Honda studies English.... Then I write three alternative answers to "complete the bridge" such as; to watch English movies, to speak with foreigners, to travel to English speaking countries.

The task is to individually complete the "sentence bridge" that I write using any infinitive verb. Once they have completed the "bridge" students must raise their hand to get their hand to get their answer checked. Time limits per "bridge" and awards for most interesting sentences should be introduced. However if the students are struggling then stickers can be awarded for just the completion of the task or they can work in groups of four.

The JTEs role is to help explain the task and to also check the answers.

Teacher: Kimie Nishi

BOE/School: Wadomari JHS

Title: "You Can" Charades

Objective: To practice making sentences using "can"

Grade Level: JHS

Skill Focus: Speaking/Writing

Summary: Before class, print out pictures of people doing different things (singing, playing soccer, surfing, etc.). In class, if needed, review this vocabulary. After that, form teams. One team at a time will go, the other students remain in their seats. Have the team make a line facing the blackboard. Choose one student from the team to go to the front of the room. The student should be able to see the JTE at the back of the room (the other students will be facing the student and not looking at the teacher). The JTE will show the student at the front one of the pictures (for example, a woman singing). The student at the front will then act out the picture, and the first student in the team line has to guess the answer (in this case, "You can sing.")

The student can be given 5-10 seconds to guess the answer, depending on their level. The ALT will stay up at the front to check the student's answer and keep score, giving a point to each student who answers correctly. After having a turn, the previous student goes to the back of the line and a new student comes to the front. The next student in line will now answer. Continue for two minutes. While watching the team performing the gestures, the students on the other teams will write sentences trying to guess the answer. After two minutes is up, another team will go to the front. Whichever team has the most points at the end wins!

Teacher: Saori Nishi

BOE/School: Kurokami JHS

Title: Are you *oyaji*?

Objective: Review and use the grammar patterns

Grade Level: JHS

Skill Focus: Listening and speaking

Summary: Teacher ask 10 questions, and students count how many answered “yes”. If the students said “yes” 9 or 10, they are perfect *oyaji*. 7-8 almost *oyaji*. 4-6 Don’t give up to be a *oyaji*. 0-3 You should give up to be a *oyaji*. The questions are like these.

- (1)Have you ever drunk “Ripobitan D” before?
- (2)Have you ever read a newspaper in the bathroom?
- (3)At a restaurant, have you wiped your face with the wet hand towel(oshibori)?
- (4)Have you ever said, “Wooo...”, when you get in the bath?
- (5)Have you ever been to a bookstore with sandals?
- (6)Have you ever worn a “Haramaki” when you sleep?
- (7)Are you interested in Go?
- (8)You tell jokes, but your friends don’t laugh. Have you ever happen to you like this?
- (9)Is Kitajima Saburo your idol?
- (10)When you are in your home, have you ever spent with only underwears?

Teacher: Hiroe Nitta

BOE/School: Wada JHS

Title: Interview Bingo

Objective: Communicative use of “can/cannot”

Grade Level: JHS

Skill Focus: Reading/Speaking

Summary:

- (1) Distribute a bingo sheet to each students. Action phrases are written in each squares.
- (2) Students guess ALT’s answers. If they think ALT “can” do that, they circle “can” on the bingo sheet. If they don’t think so, they circle “cannot”.
- (3) JTE or a student asks ALT using “Can you ~?” If ALT’s answer is correct, students draw a circle in the square.
- (4) If a students gets Bingo, he / she says “Bingo!” and gets points.
- (5) Have the students write “ALT can ~.” “ALT cannot ~.”

Interview Bingo		
<div style="border: 1px solid black; padding: 5px; margin: 0 auto; width: fit-content;"> <p>A : Can you <u>play the guitar</u>?</p> <p>B : Yes. I can. / No, I cannot.</p> </div>		
1 play the guitar (can / cannot)	2 write <i>Hiragana</i> (can / cannot)	3 skate (can / cannot)
4 eat <i>natto</i> (can / cannot)	5 read Japanese (can / cannot)	6 swim (can / cannot)
7 dance (can / cannot)	8 jump rope (can / cannot)	9 speak Chinese (can / cannot)
<p>Let’s Write !</p> <p>(ex.) (ALT’s name) can write hiragana.</p>		

Teacher:Satomi Noguchi

BOE/School: Kokubuminami JHS

Title: Guess Comparative!

Objective: Review comparative and superlative

Grade Level: JHS

Skill Focus: Speaking/Writing

Summary: After splitting the class into teams, the ALT and JTE gives three nouns. Students express the order of three nouns with comparative. The team which can answer the comparative the fastest is a winner. Teachers give a few quizzes. Then the teams think of three nouns and quiz each other. After the quizzes, each student makes comparative and superlative sentences including the nouns.

Example quiz: basketball→soccer ball→baseball A: smaller

Sentence: A soccer ball is bigger than baseball. A baseball is the smallest of the three.

Teacher: Kazuhiro Ogita

BOE/School: Higashiichiki JHS

Title: Interview Game

Objective: Review grammar pattern using auxiliary verb

Grade Level: JHS

Skill Focus: Speaking/ grammar

Summary: The teachers distribute to each student five cards which have 10 points, 5 points, 0 points, -5 points and -10 points written on the back. Students write the name of a sport on each card they receive before walking around and interviewing classmates. If the student takes the card written "soccer", the student must ask the pair "Can you play soccer?" The students ask each other one question and then move to interview other students. After five minutes, the teacher stops the game and students calculate their score.

Teacher: Kiyonori Ohori

BOE/School: Kagoshima Ishikidai JHS

Title: Check the rules.

Objective: How to use "must", "must not" and "don't have to"

Grade Level: JHS 2nd Grade

Skill Focus: Speaking

Summary: I'd like the students to master how to use "must", "must not" and "don't have to." They often confuse with meaning and using of them. The teacher shows two pictures (figure 1) and the students try to speak English. If the students see the circle, they use "must." If the cross, they use "mustn't." If the triangle, they use "don't have to." The students make groups and the teacher give the students the pictures. The students choose one person who is a leader. The leaders show other students some pictures and other students try to speak English. The try to speak English as many as possible in one minute, and get the score. After that, other student become a leader. If the students cannot speak English, or feel hard to say English, JTE or ALT help him.

(例) 図 1

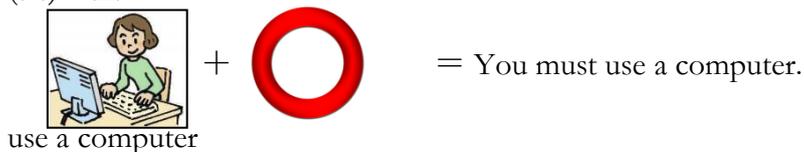


図 2

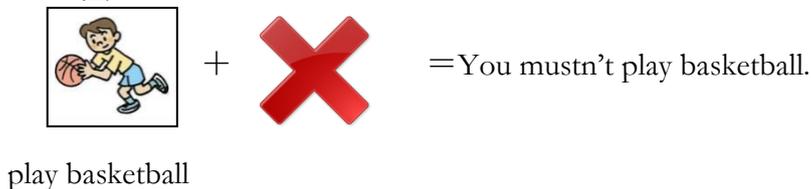
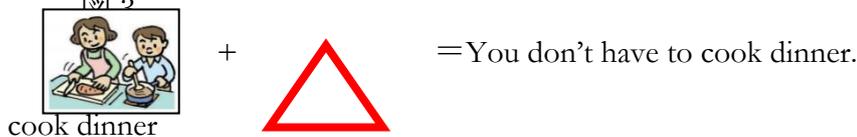


図 3



Teacher: Yuriko Ohori

BOE/School: Yamano Junior High School , Kagoshima

Title: Plural Sugoroku

Objective: Review the plural form of nouns

Grade Level(s): JHS

Skill Focus: Grammar Review

Summary: This is a simple and familiar game for Japanese students.

Students play Sugoroku, a Japanese board game with a dice, but they have to explain the picture of wherever they stop on the Sugoroku mat in English. (example: two apples, three candies...) First, review how to change the noun from singular form to plural form with JTE. After that, JTE hand out the Sugoroku sheet and check how to say each picture in English with ALT. Then, put the students into the group of four or five. The students already know the rule of this game so we don't need to take much time for explaining it. However, we add one special rule that whoever cannot explain the picture correctly, they have to stay where they are. They cannot make any moves. There are also directions like "Back to Start", "Go ahead seven blocks" and "Break" on the mat, so we have to check those meanings with the students as well. After explaining the rule

of this game, JET gives the students a dice and now they can start the games! Normal dice has a different number of dots from 1 to 6. However, we made a original dice which has a number of dots from only 1 to 3, so the game lasts longer. The ALT and JET can also join the game and enjoy it with them.

Teacher: Satoko Okamoto

BOE/School: Namino JHS

Title: Have you ever... game

Objective: Practice Present Perfect

Grade Level: JHS 3rd grade

Skill Focus: Writing and Speaking

Summary: Students make “Have you ever~?” questions and write them down. Students then find a partner. Then they ask their partner a “Have you ever~?” question. For example “Have you ever been to Kyoto?” Their partners must answer “Yes, I have.” even if it’s not true. Students ask two more questions (e.g. “When did you go?” ”How was the weather?”) They can lie or tell the truth. Then, the student asking questions has to guess whether the first answer was true or false. If the questioner guesses correctly, they get 1 point. Otherwise, their partner gets 1 point. When both students have been asked questions, students find a new partner and repeat.

Teacher: Jenner Paulino

BOE/School: Kanoya City BOE

Title: Missing Game

Objective: Introduce new vocabulary

Grade Level: ES

Skill Focus: Vocabulary

Summary: Introduce a new set of vacanulaey such as subjects or animals. Show the children the new set of cards and make them repeat after you. After several sets of explaining the words, it is time to play the game. Separate teams by each row. Label each team appropriately (I like to give the team name a letter of a famous band. For example, Team A, Team K, Team B , Team 4, Team 8. The kids are into it if you get real creative.) So the first person in each row goes first. They must turn around and not see the board where the new words are placed. ALT's job is to remove a word from the board and tell them to look and find out what word is missing . Can continue this process and eventually take out two words at a time, three words , four words. Give an individual a time limit of 3-5 seconds to answer. If they don't on to the next person with their hand raised. Give points to the winners . Competitive game and help kids memorize the words quickly . 15-20 min game.

Teacher: Michael Peachey

BOE/School: Minamikyushu City Board of Education

Title: Class Survey

Objective: To apply comparative grammar, develop presentation skills, and practice administering a survey and presenting results.

Grade Level: JHS 2

Skill Focus: Comparatives, Superlatives

Summary: The students will use the comparative and superlative grammar they learned over two chapters of the textbook to survey their class and present their results to the class. This can take more than one class. Put the students into groups. Have each group select a topic for their survey for example: school subjects, breakfast, sports, singers, and etcetera. Insure that each group has a unique topic. Let the students create their survey questions providing guidance and advice as required. When all the groups have written their surveys and had them checked by you, have them administer the survey to their classmates in turn. After collecting their data, have the students make a presentation board using a graph or chart and write and practice presenting their results as a group. Finally, have each group present their results to the class. Make the students take notes on a set form recording the topic and result of each group’s survey and have them submit it to you to be checked.

Teacher: Jessica Perl

BOE/School: Wadamari Cho BOE

Title: Relative Pronoun Puzzles

Objective: To practice reading and understanding sentences using relative pronouns

Grade Level: 3rd year JHS

Skill Focus: Reading/Writing

Summary: This activity usually takes about 25 minutes with 13 sentences and 15 students, though you could lengthen or shorten it depending on how many sentences you include. First, type up sentences that use relative pronouns to serve as hints (for example, This is something that keeps food cold. Answer: refrigerator; These are people who build houses. Answer: carpenters). Next, cut up the sentences and put each one in its own

numbered envelope (obviously, not with the answers). When you get to the classroom, spread the envelopes around the room and have students make pairs. To explain the game, I first have the students number a page in their notebooks from 1 to 13. Then I draw a notebook page on the board and do one of the sentences from an envelope with them, reading it out loud, giving them the answer, and showing them how they should write the answer for each envelope on the corresponding line in their notebooks (for example, if they have envelope #7, they should write the answer for that envelope on line #7). The JTE checks for understanding and explains further if necessary, and then when I say “Go,” one person from each pair grabs an envelope. When they think they have the answer, they come to the front where the ALT or JTE checks it (you can either have an answer key or have the students bring the sentence up with them). Once they get the ok, they can put their envelope somewhere else in the room and take a new one. The first pair to get the correct answers to all the sentences wins! I usually give prizes to the first 3 teams to finish.

Tips: You can decide how strict you want to be with the answers in terms of letting them give the answers in Japanese, using dictionaries, etc.

Make sure the students know to take one envelope at a time and not to yell the sentences and answers out loud.

Teacher: Peter Pickar

Boe/School: Shibushi City BOE

Title: Categorize It!

Objective: Students compete to think about vocabulary in different categories.

Grade Level: JHS

Skill Focus: Writing / Speaking

Summary:

This is a activity that can be used as a warm up or to help students prepare for an exam. Students compete to name different vocabulary words within certain categories for points.

Bring a list of categories to class, for example “something you can read”, “sports”, “something you can/can’t eat”, etc. It sometimes helps to create brief lists of vocabulary for your categories.

Divide students into groups.

Read a category to the class. Give the students one minute to work within their groups to create a list of vocabulary that fits the given category. After the allotted time, ask one group member from each team to write the list on the board. Compare the lists and give points to the teams who come up with the most words, correctly spelled words or unique words.

To ensure all students speak and participate, make it a rule that each member of the group has to present their answers on the board at least once. To make the game more competitive, use a timer to decrease the allotted time each round. In addition, give them words they can’t use.

Teacher: Ken Price

BOE/School: Hioki City BOE

Title: Brain Tower

Objective: Review

Grade Level: All

Skill Focus: All

Summary: Draw 10 squares on the board and label them 1st floor to 10th floor. The first 2 floors are translation of vocabulary from English to Japanese. The 3rd and 4th floor are translation of vocabulary from Japanese to English. The 5th and 6th floors are spelling. The 7th and 8th floors are question and answer. The 9th and 10th floors are ‘this is the answer, what is the question?’ The split the class into as many teams as is necessary. Every time a student answers a question correctly the team moves up a floor. If the answer is incorrect the team moves back to the first floor. (Works best if you allow people to help their teammates).

Teacher: Austin Richardson

BOE/School: Minamisatsuma Board of Education

Title: Line Rush

Objective: Practice vocabulary recall/quick responses to questions

Grade Level(s): ES/JHS

Skill Focus: Speaking/Listening

Summary: Students form a line in the classroom, with the leading person standing at the front of the classroom near the board and teachers. When the game starts, a timer set for one minute begins and the students come to the board one at a time. The teacher then asks questions appropriate to the students’ grade level and the current lesson, which ideally requires a semi-original response whilst cementing their understanding of a given grammar

point. This game also works well with vocabulary that can be written on the board in Japanese or represented by pictures, which a student must then identify by its English equivalent. The game part of this activity is that when the timer goes off, the student at the front of the line has to then introduce themselves in English, or an equally productive punishment for the English level. Note: Students end up screaming and slurring to get out of the way of the buzzer, so be strict on pronunciation to keep the tension and value of the game high.

Teacher: EJ Robinson

BOE/School: Tarumizu Chuo Junior High School

Title: Typhoon Game

Objective: Review vocabulary, writing, listening.

Grade Level: Junior High

Summary: Find clipart pictures of: a lightning bolt, an umbrella under a raincloud, a group of grey clouds, a sun, and a swirl (typhoon). Print out two of each, (except the lightning bolt which you print only one of), and back them on card. Different pictures are worth different points. (Sun: 50, Rain: 10, Clouds: 30, Typhoon: 0). Divide the class into teams and give each a small white board/piece of paper. Shuffle the cards and stick them onto the board with the blank sides facing out, writing a letter down one side of the rows of cards, and a number across the tops of them. Also draw a grid to record each team's points. You will ask them questions related to their immediate studies and they must write the answers. For example if they have been studying a narrative, quiz them on the contents of that narrative. The teams who answer correctly choose one card from the board by shouting, for example, C4, and their points, dictated by the chosen card, are logged under their team name. Whichever team gets the Thunderbolt card gets 100 points and can deduct points from another team. The pictures and the points they are worth can be changed as desired.

Teacher: Kellie-Ann Russell

BOE/School: Kirishima Board of Education

Title: Board Game

Objective: Students review target grammar by making sentences

Grade Level(s): JHS

Skill Focus: Speaking/Grammar

Summary: I get all my game boards from www.bogglesworldesl.com and edit them to fit my needs for specific grammar. Dice can be found at the ¥100 shop. For pawns, I drew a bunch of small pictures and copied them, but you can use anything. I recommend you print out small One Piece characters to get the students more interested.

Split the class into groups of 4-6, depending on how big the class is. Most of the squares on the game board have a subject, verb, and object (ex. I/play baseball). When students land on the square, they must form a sentence using the target grammar. For example, "I am playing baseball" (present continuous). If they can't make a sentence, even after consulting their textbook, they have to move back one space. First person to finish wins.

Teacher: Julian Rzechowicz

BOE/School: Shibushi BOE

Title: Treasure Hunt

Objective: To encourage students to use a variety of English skills that they have learnt in a competitive race style environment.

Grade Level: JHS Years 1-3

Skill Focus: Reading

Summary: Groups of 2-4 students race to discover and complete the ultimate instruction.

First: Think of a sentence or question which will be the ultimate instruction. For example: "Put the toy koala on your head". We then divide this into as many sections as English puzzles. "(Question 1-Put) the (Question 2-toy koala) (Question 3-on your) (Question 4- head) We will use each English puzzle to make up one part of the ultimate instruction. So with the example we will have 4 questions. The answer to each puzzle will be what is shown in the brackets.

Example puzzles can include things such as filling in the blanks using supplied words, the remaining words or phrases are used in the ultimate instruction. Which words sound the same? By creating three columns, the first contains a letter and the other two contain words, students use the letters from the pairs of words that sound

the same create the word for the ultimate instruction. These sorts of puzzles can contain a great variety of topics and styles and can be a great opportunity to vary the lesson for the students.

Depending on the class size this is also a great fun way to get the students out of the classroom. Normally we start by giving each team an envelope with an image (cut up into pieces) and a puzzle. They must complete the image to find the second envelope. This continues until they have found all the envelopes and puzzles.

Teacher: Joanna Sansom

BOE/School: Kagoshima City BOE

Title: Do you Like?

Objective: To practice 'Do you like?' 'Yes, I do'/'No, I don't'.

Grade Level: JHS special needs class **Skill Focus:** Speaking

Summary: Write two cards, one which says 'Yes, I do' and one which says 'No, I don't'. Stick them to the wall on either side of the classroom.

Ask the class a series of questions starting with 'Do you like...?'. (These can be adapted to their interests!) The students must choose one side of the room and move to that side, depending on whether they like or don't. When everyone has decided and moved, ask them the question again one by one. They must reply with their chosen answer.

Teacher: Gabe Santos

BOE/School: Kagoshima City BOE

Title: Answer Me Bingo

Objective: Practice questions words (who, what, where, when, how)

Grade Level: JHS/SHS

Skill Focus: Speaking/Listening

Summary: Prepare bingo cards with words, music, and a device for picking teams such as a ball or dice. Review question words. Divide class into groups and give each group a bingo card. Each group must think of questions to ask that will prompt the teachers to say one of the words, or “answers,” on the bingo cards. Roll the die or have teams pass the ball while playing music. When the music stops, the team holding the ball gets to ask a question of one of the teachers. If the teachers say one of the words, then that group gets to circle it on their bingo sheet. (Other groups have to think of a different question to get the same “answer.”) The first group to get a row of answers wins.

Teacher: Nozomi Satonaka

BOE/School: Kushira JHS

Title: What (Who) is the No.1?

Objective: Understand the superlative form of adjectives

Grade Level(s): JHS

Skill Focus: Listening / Speaking

Summary: Form teams. Each group has a stack of papers to write answers. ALT asks students some questions using superlative form of adjectives. For example, “What is the highest mountain in Japan?” or “What is the largest country in the world?” Give teams 1 minute to answer the question. The team that could answer the question can get points. To apply each team prepares questions about students in their class or their school. For example, “Who is the youngest student in my class?” or “Who is the tallest in this school?” Each team asks ALT questions they prepared. If the sentence is correct, the team gets points. If ALT could answer the question, the team gets bonus points.

Teacher: Robert Scully

BOE/School: Satsumasendai Board of Education

Title: What “IF” Grammar Race

Objective: Reinforce the forms of “if-then” sentences and the use of the correct tense

Grade Levels: JHS

Skill Focus: Writing/Tense practice

Summary: Depending on the class size, either split the class into equal groups or have them individually work on this practice. Review the necessary grammar. Next hand out the worksheet. It has two sections. There can be between 10 to 15 sentences in the first section. Make some sentences correct for the future tense in the “if-then” form and then write some sentences that are not correct. For example:

Correct: “If I feel ok tomorrow, I will go to the beach.”

Incorrect: “If you go to the mall on Sunday, you buy a t-shirt.”

Tell the students there are 5 or 6 incorrect sentences. The students have to find together in groups which sentences are incorrect and then correct them. Each correct sentence is a point. After 10 or so minutes reveal the incorrect sentences and show how they were incorrect. The team with the most points wins the first part. The second section asks the students to rewrite in their groups all the “If-then” sentences in the opposite form: Ex: “If I feel ok tomorrow, I will go to the beach.”

Rewrite: “I will go to the beach if I feel ok tomorrow.”

The team who rewrites them all correctly first wins the second part.

I used this for specifically “If-then” and the future tense but I think it can be reworked as a race for other grammar points and tenses as well. Also, I like using an incentive to get students to try like foreign coins as a prize or something that the students like.

Teacher: Megumi Serizawa

BOE/School: Satumasendai City BOE

Title: Missing Lyrics

Objective: Exposure to listening to more English through music

Grade Level: JHS/SHS

Skill Focus: listening, writing

Summary: Prepare worksheets with lyrics of a song of choice. Make sure to include blanks for some of the lyrics before printing out the worksheets. In class, play the song for the first time not allowing any writing and focusing on listening while following along with the worksheet. Play the song a second time, allowing students to fill in the blanks. Allow for repeated plays of the song. Review and correct the lyrics as a class. Lyrics can be further discussed depending on time and English ability levels. Discuss popular songs/artists to incorporate students’ interests of choices in English songs.

Teacher: Toshiyuki Shigeyama

BOE/School: Kushikino JHS

Title: Interview game with ALT

Objective: Review and practice patterns in the comparative degree.

Grade Level: JHS

Skill Focus: Speaking

Summary: This activity teaches students how to use “Which” as a comparative question to discover information about what their partners like or dislike.

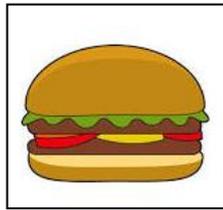
For this activity, give students a worksheet with a set of 4 blank boxes in a row, numbered one to four. The teacher calls out 4 key words, for example sushi, ramen, hamburger and curry. The students must draw a picture representative of the key words in order of preference - box one being their most favorite food, and box four their least the favorite.

Then, in pairs, students take turns to ask each other question “Which do you like better , sushi or ramen? ” in which students continue to ask this question until discover what food their partner likes the best and order. When the students know their partner’s order, they should ask, “Do you like “x ”the best?”

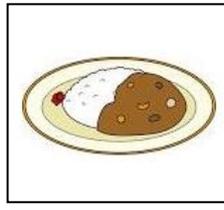
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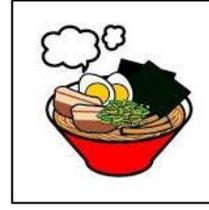
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3.



4.



Example:

Which do you like better, curry or ramen?

I like curry.

Which do you like better, hamburgers or curry ?

I like hamburgers.

Which do you like better, hamburgers or sushi?

I like sushi.

Do you like sushi the best?

I like sushi the best.

Is the second hamburgers?

Is the third curry?

Is the fourth ramen?

Teacher: Rie Shimago **BOE/School:** Sakamoto J.H.S
Title: Question “JanKen” **Objective:** Ask each other questions using sentence cards.
Grade Level(s): J.H.S **Skill Focus:** Speaking

Summary: Pair work. JTE prepares 6 types of cards e.g. a picture of national flag. Each card has a word or a part of sentence using the target grammar. First, let the students practice the 6 sentences with the ALT by using Power Point. Then, the JTE gives 3 cards to every student. Get them to JanKen. The winner can guess which card the other student has by asking a question. e.g. “Have you ever been to Australia?” If the other student has that card e.g. Australia’s picture, they answer e.g. “Yes, I have.” and hand over the card. If they don’t have it, they answer e.g. “No, I haven’t.” They should ask as many students as possible.

Name/School: Taeko Shinnishi **BOE/School:**Tempozan JHS
Title: auxiliary verb must/ have to~ **Objective:** Review and write the family rules
Grade Level(s): JHS 2nd **Skill Focus:** Writing

Summary: Write two sentences on the board and explain the sentences
A: You ~~have to~~ clean your room. B: You ~~mustn't~~ watch TV until late.
Distribute the handouts “Let’s write the family rules.” and explain the students what to do.
Read the “Tool Box” ex: brush your teeth, fight with~
Demonstrate ALT with the JTE using “have to~” and “must”.
Give students 15minutes to make up the family rules using “have to~” and “must”.
The ALT and JTE Walk around the room and help the students if they need it.
Ask some students to show their handout with ICT and read aloud what they wrote.
Read the family rules which students wrote again after ALT.

Teacher: Peiwen Sim **School:** Midorigaoka and Murasakibaru JHS
Title: Ask me out
Objective: Review "May I" sentence structure (2nd grade Speaking+2 page 46-47)
Grade level: JHS **Skill focus:** Speaking

Summary: ALT needs to prepare a hourly timetable (Mon-Sun, 8am to 8pm) beforehand with some free slots and others scheduled for school, shopping and etc. This timetable will not be made known to the class. Students are to form groups and "call" the ALT to ask him/her out (using "May I speak to...?" and "May I ask you out...?") on a particular day at a specific time. Groups obtain points if they manage to suggest going out during one of his/her free slots. To add a twist to the game, ALT can say he/she is free during that specific time but does not want to go out with the group as the suggested activity is not of interest to him/her.

Model sentences:

- Hello, I'm _____.
- May I speak to ALT, please?
- May I ask you to _____ together on (day) at (time)?

Teacher: Claire Soper **BOE/School:** Satsumasendai City BOE
Title: Song blanks warm up activity
Objective: Improve the students listening skill using pop culture as a medium.
Grade level: Junior High School **Skill focus:** Listening skills.

Summary: Chose a popular song in English that the kids are likely to have heard (Carly Rae Jepsen’s Call Me Maybe works well as most of the kids know it). Print out the lyrics and blank out some of the words that they have studied in the past and should know. If possible connect the music video to the TV in the classroom (if available) and play them the music video before giving them the blank sheets (I connect my Ipad or iPhone to the TV which makes it easy to show the video). This way the students can get a good idea of what the music video/song is about. Then give out the sheets and play the song through two times more for them to fill in the gaps the best they can. Lastly go through and check the students answers.

Teacher: Sada Stearns

BOE/School: Satsumasendai City

Title: Individual Interviews

Objective: To verbally practice every grammar point learned, and increase students' self-confidence about speaking English.

Grade Level: Junior High/Senior High **Skill Focus:** Speaking

Summary: Many teachers will only have ALTs perform the "Speaking Plus" or "Speaking Time" lessons from the textbooks with their students. This provides insufficient practice for students, and does little to help them retain grammar knowledge. Instead, work with your JTE to create interview/conversation lessons for every grammar section in the text book. This is not as daunting as it seems. Take a grammar point like, "Do you know how to...?" and turn it into a question interview! Give the kids the interview page as homework, and tell them to have it filled out by the next class. The next class instead of preparing a team-taught lesson, the JTE should have a grammar or written lesson made up to solo-teach. This way the ALT can go to another room and perform the interviews. The JTE can send the students from the room one by one, or have them line up 3 at a time by class number. I usually have my kids ask me two questions, to which I respond, and then I ask them one question to which they have to respond appropriately. The whole interview only lasts a minute, and I assign a 5~1 assessment of their performance.

Because of the use of weekly (or sometime twice-weekly) individual interviews my students have confidence to use their English with me at anytime. It's also a great way to get to know your students' hobbies, tastes in music, and friends.

Teacher: Adrian Storr

BOE/School: Higashiichiki

Title: Fill in the gaps for a son

Objective: Gain familiarity the sound of the English language through music

Grade Level: JHS3 – works in Adult Classes too **Skill Focus:** Listening

Summary: Before the class, choose an english song that you like and is readily available to you and either find or write down the lyrics for it. Choose a variety of words from the song that are easily audible when listened to and remove them from your lyrics sheet (for a 4 minute song around 12 words works well). Print out an appropriate amount of copies for your class (works better with smaller classes) and play the song in class. The aim for the students is to fill in the missing lyrics. Play the song twice before going over it with your students. Try and choose songs from your own culture. Songs should be below 5 minutes in length and start with songs where most/all of the words are easy to distinguish. This activity gives students a chance to hear native English in a variety of accents, therefore enhancing their listening ability

Teacher: Evan Tait

BOE/School: Matsumoto Junior High School

Title: 'Jeopardy Game'

Objective: Reviewing past lessons

Grade Level: Junior high school 1-3 **Skill Focus:** Listening/Speaking

Summary: Make several categories each with five questions. Each category can be a grammar pattern or textbook topic etc. 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. Divide students 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 chance 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 categories don't have to all be revision Q&A. For example: Word scramble.

Teacher: Shiho Takahashi

BOE/School: Matsuyama JHS

Title: Present Perfect

Objective: Students can write about what they continue to do with (have+done) sentences after a activities below.

Grade Level: JHS

Skill Focus: Grammar

Summary: First step • To practice reading this dialog and some verbs categories.

	live in Matsuyama	study English	play soccer	have a dog	use this pen
Ampan man	3 years	10 years	9 years	2 years	7 years
Baikin man	3 years	10 years	12 years	2 years	3 years
Melonpanna	3 years	1 years	9 years	4 years	7 years
Cheese	6 years	10 years	12 years	4 years	3 years
Dokin chan	6 years	1 years	12 years	2 years	8 years
Jam ojisan	6 years	10 years	9 years	4 years	3 years

- Each students choose a character and answer the questions as the characters.
- Students make pairs and do Janken. The winner can ask some questions as using the dialog and guess who the partner is. If the student guess correctly, he or she gets points. They have 5 minutes for the game.

Second step • After the game, students try to write sentences about themselves.

- Ex) Where they live : I have lived in Matsuyama for 10 years.
 How long they study English : I have studied English for 3 years.
 How long they play sports : I have played Kendo for 7 years.
 Pets : I have kept a cat for 4 years.
 What they use : I have used this pen for 6 months.
 Others : I have practiced playing the guitar for 1 year.

(2) The grammar: Present perfect (experiences)

The Aim : Students can write about Kagoshima and their experience

How to do : Students read the Kagoshima map written in English, they pick up 2 topics. They explain famous food and places in Kagoshima and add their experiences.

Ex1) Kagoshima is famous for Shochu. It is made from sweet potatoes. I have never drunk it. My father enjoy drinking it every night. So I want to drink it some day.	Ex2) Sakurajima is an active volcano and has many hot springs. You can dig your own footbath at the beach. I have been there three times. So I want to visit there again.
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Teacher: Mami Tateyama

BOE/School: Heisei JHS

Title: Betting Game

Objective: Comparison

Grade Level(s): JHS

Skill Focus: Listening , Writing

Summary: Form teams. The fake money of five dollars is distributed to each group. An overseas celebrity's pictures and the sentences with blanks are showed on TV. Give the students 1-2 minutes to write a whole sentence which they regard as a correct answer and how much money is bet as the group. Check their answers. Show the right answer on TV. The groups which wrote the right sentence can get the same amount of money as they bet, and if they are wrong, they lose their bet. Show a new sentence and picture on TV. Do 7-9 questions in the same ways. The team which gets the most money wins. Small prizes like stickers are awarded to the best team. After commendation, make the students write whole sentences on their notebooks individually to check whether they remember the sentences or not. Check the answers.

Teacher: Jonathan Thacker

BOE/School: endai Kita JHS

Title: Sentence Scramble Pictionary

Objective: Practice “there is/are” grammar

Grade Level: JHS/SHS

Skill Focus: Reading & Writing (Critical Thinking)

Summary:

Before class, prepare enough “There is/are...” sentences (see below) for each student. They should all be unique. Divide the sentences into 3 pieces: **There ...** **object** **location.** For example: **There is** **a frog** **inside the pumpkin.** Print, cut and put all **There ...** in one bag, all **object** in a second bag, and all **location** in a third bag.

Divide the class into groups (5 – 6). Give each student 1 piece from each bag. They will have 3 pieces: **There ...** **object** **location.** Arrange the pieces into “correct” sentences: **There is** **a frog** **under the cowboy.** Sentences may not make sense, that’s ok! Students then draw a picture for their sentence.

Next, groups exchange pictures and sentence pieces. Mix up sentence pieces before exchange. New group has to rebuild sentences by looking at pictures. Have the original group check answers.

Notes: This activity takes us all class. The grammar/sentences can be adjusted up or down for different grades. You can do “There is” and “There are” at same time, but make sure the pieces are separated so students do not get a subject-verb error (There **is** dinosaurs inside the pumpkin).

THERE ...	OBJECT	LOCATION
There is	a frog	inside the pumpkin.
There is	a horse	under the cowboy.
There are	dinosaurs	behind the curtains.
There are	cookies	in the bathroom.

Teacher: Kirsty Thompson

BOE/School: Kanoya BOE

Title: Typhoon

Objective: Test and review relevant grammar

Grade level: JHS

Skill focus: speaking and listening, but students can also race to give answers in writing

Summary: Place sixteen numbered cards on the board, with different weather events (sunny, rainy, cloudy, typhoon etc) on the opposite side, corresponding to different amounts of points received if the question is answered correctly (for example, sunny=20 points, cloudy=10 points, rainy=5 points, typhoon=that team loses all their points).

The students split into groups of five or six and number themselves, so that all the 1s compete to answer the question first, then all the 2s, and so on.

The ALT asks questions designed to test the relevant grammar. The students must answer with correct grammar either in speech or writing. The student who answers correctly first chooses a numbered card on the board and receives (or loses) the number of points assigned to the card.

Hint: students often put their hands up regardless of whether they know the answer or not. I tend to deal with this by setting a short timer of three seconds if the student does not begin their answer immediately.

This game is competitive, fun for the students and familiar to most of them. It can be run entirely by the ALT, to increase interaction between the ALT and the students. It is good for repeatedly targeting specific grammar.

Teacher: Craig Tidwell

BOE/School: Sueyoshi JHS

Title: Quick Q&A

Objective: Learn to answer questions quickly

Grade Level: JHS

Skill Focus: Listening and Speaking

Summary: Students are given a list of common questions, grouped according to grade level (i.e.How are you? Where do you live? Which is larger, Finland or Japan?)

After reviewing the questions the students have learned the grammar for, they line up in two teams. The ALT asks a question, and the first student in each line raises their hand when they can answer. They have 5 seconds

to begin their answer. If they are correct, they can sit down. The student who doesn't answer correctly must go to the back of their line. The first line to sit down wins.

Teacher: Toshiko Togo **BOE/School:** Beppu JHS
Title: Typhoon **Objective:** Reinforce any structure taught/Review
Grade Level: any **Skill Focus:** Speaking, Writing, Listening
Summary: 1. Split the class into 5-6 groups.

2. Draw a grid on the board, making one row with points(10-50), one with letters.
3. A team can choose a square on the grid by specifying its coordinates.
4. Read out a question or instruction from a list of questions.
5. If a team successfully answers a question, they receive that points. However, if the square contains "Typhoon"(It's in your secret grid), they lost their points.(You can make your own event squares besides typhoon)

Teacher: Hitomi Tojo **BOE/School:** Taniyamakita JHS
Title: Target Sentences **Objective:** Use the target sentence in a variety of ways to learn the grammar
Grade Level: JHS **Skill Focus:** Speaking/Listening
Summary: The idea of Communicative Activities

1. Typhoon Game

Students must answer quiz questions in groups. Quiz questions can be based on target grammar.

2. BINGO

Students have to pick present perfect sentences questions on the work sheet. They must ask the ALT the question. If ALT answer "yes", students can write " a cross".

3. Interview test (Speaking Test)

The ALT asks students questions using present perfect sentences. For example, "How long have you lived in Kagoshima?" and "Have you ever been to America?" Students have to answer correctly. The ALT judges the students' speaking attitude and competence in answering the questions.

4. Line Game

First, ALT chooses one line students. They have to stand up. The ALT asks students questions using present perfect sentences. If they understand, they raise their hands and say their answer. Then, if they answer correctly, they can sit down and choose different students. When there is only one student left standing, the opposite direction line (horizontal/ vertical) must stand.

Teacher: Kana Tokunaga **BOE/School:** Koniya JHS
Title: Compare Countries
Objective: Comparing things between two countries will help students to understand different cultures and be a good opportunity to have interests about other countries.

Grade Level: 2nd grade JHS **Skill Focus:** Listening / Speaking

Summary: The JTE asks ALT to show some pictures or tell information about the highest mountain, longest river, the most popular sport in ALT's countries. The ALT shows pictures or tell stories about the highest mountain, longest river, the most popular sport in the country. The JTE makes students tell ALT about the longest river, the highest mountain in Japan, the most popular sport in Japan or at their school. The ALT listens to the students' information and help students to make sentences.

Teacher: Aya Tottoribe **BOE/School:** Tanegashima JHS
Title: Comparative Competition **Objective:** Review and apply grammar patterns
Grade Level: JHS **Skill Focus:** Speaking/ Grammar

Summary: Form groups. Place pictures on the board that contain comparative elements (e.g. a short girl with long hair, a boy of medium height with short hair, and a tall boy with medium length hair). Give teams one

minute to discuss and create as many sentences as possible with the given picture. One student from each group will participate in a round. Each round will be one minute. When the teacher says “start,” the student who raises their hand first can say their sentence (e.g. Tom is taller than Sally), which if correct, will result in one point. After a one minute round, a new picture is put up on the board. The process repeats until the competition ends. Teachers decide the length of the game.

Teacher: Andy Tran

BOE/School: Kanoya City BOE

Title: English Shiritori

Objective: Review vocabulary words

Grade Level: ES/JHS

Skill Focus: Vocabulary Words

Summary: Form teams. Students play the English version of “shiritori.” The game starts with one word and students try to create more words based on the last letter of the previous word (ex: Apple -> Egg -> Good->Dog).

Teacher: Jaimee Trembearth

BOE/School: Ibusuki BOE

Title: Time

Objective: Practicing times

Grade Level: JHS

Skill Focus: Listening

Summary: Teach the students times; hours plus minutes. (They should already know numbers). Teach AM and PM.

Make 4 digital alarm clock boards (A4 size, laminated) with blank squares plus a small square to put AM or PM. Make 4 sets of black numbers as the hours, 1-12, and 4 sets of red numbers as the minutes (00-55; 5 minute intervals). Laminate everything and put into zip lock bags.

Move all of the chairs and desks to the side of the room and have students hop into 4 groups (5 in each group), sitting at the back of the room. Bluetack the alarm clock boards to the blackboard and ensure each group knows which clock is theirs. Call out a time such as “It’s 6:35 in the morning” and the students need to grab the correct numbers, put bluetack on the back of the numbers, run to the front of the room and stick the numbers and AM/PM on their clocks. The first group with the correct answer gets a point for their team.

It takes a long time to prepare the game but it’s great practice for the students to get used to hearing times and they really enjoy it. It’s something fun to do and breaks the monotony of sitting at their desks.

Teacher: Nicholas Tsoi

BOE/School: Kagoshima City BOE

Title: Typhoon Game

Objective: Questions can be constructed to target areas of focus

Grade Level: JHS

Skill Focus: Grammar/Spelling, Counting, Reading Comprehension

Summary: Form 5-6 teams of 5-6 people depending on class size. Place numbered cards from 1-20 on the blackboard. Behind each card, there is a picture which represents a weather pattern and its corresponding points.

For example, (you can customize the point system any way you want)

Sunny = 3 points

Cloudy = 2 points

Rainy = 1 points

Typhoon =steal other team’s point

Hurricane =you lose all your point

Prepare around 20 questions corresponding to each numbered cards on the area you would like to focus. For example, you can do...

reading comprehension questions about the current unit (A magic Box, Homestay family, Midori City...etc.)

spelling questions of difficult words like suggestion, beautiful, necessary..etc.

counting questions where you put up a large number on the board like 64,867 and have the student read it out in English. I think it is important for student to at least count up to 100,000 thousands unit in English by JHS and to get them aware that counting system in English is

different from Japanese/Chinese system.

general conversation questions from Q&A like what did you do last weekend? What time did you get up this morning? What do you want to do in the future?... etc.

The team with the most points at the end of the session wins. The trick to keep your student's attention in this game is to make your point cards unpredictable so you would want to add a good ratio of typhoon/hurricane cards in the mix to keep their motivation level up.

Teacher: Kaori Tsuda

BOE/School: Osumi JHS

Title: Comparative form and Superlative form

Objective: To compare familiar things / persons

Grade Level: JHS

Skill Focus: Listening and speaking

Preparation: One set of T or F Sign Cards per group and the T or F Sentences

Summary: Divide students into lunch groups.

Distribute a 'T or F Sign Card' (to be separated into T sign and F sign) to each group.

Read out one of the T or F sentences, slowly and repeatedly. Have the group decide if the statement is true or false and show either T sign card or F sign card. Give the answer together with the facts, and give 1 to 3 points (depending the difficulty) to the groups which answered correctly. Have the class repeat a "correct" sentence. Move on the next sentence.

When revealing the answer, you might as well write on the board the facts (numbers) and if necessary, simple drawings, to ensure students' understanding. When those groups that made a mistake understanding why, go on to the next sentence. Continue until the time expires.

You can also create your own true or false sentences.

Teacher: Takero Tsukada

BOE/School: Minamisatsumashiritsu Dairyu JHS

Title: Skit for the Introduction of new grammar.

Objective: To enable the students to understand the new grammar.

Grade Level: JHS

Skill Focus: Listening/Grammar

Summary: Make skits before the class. Try the students to listen to the skit using new grammar. Let the students think the meaning of the sentence. If the skit is funny, they will have interest and understand the meaning of new grammar easily. Following is an example.

<two students are in the classroom.>

T2: Good morning,

T1: What are you doing?

T1: I am studying now. I have not finished my homework yet.

Have you finished your homework yet?

T2: Of course. I have already finished my homework....

Teacher: Kana Tsurunishi

BOE/School: Higashiamagi JHS

Title: Exchanging Experiences of a Trip

Objective: Review and apply opportunities to speak English using phrases students have just learned

Grade Level: JHS 3rd grade

Skill Focus: Speaking/Grammar

Summary: Write about countries and cities that students have been to. Practice phrases to ask where the other students and teachers have been to and how many times they have been there. Ask at least 7 students and teachers including an ALT. Share what they have interviewed in the class using the sentence: "Mr./Ms. ○○ has been to..."

Teacher: Michiyo Tsuyushige

BOE/School: Uchinoura Junior JHS

Title: Ranking game

Objective: Review

Grade Level: JHS

Skill Focus: Speaking / Grammar

Summary: This activity is to research what dishes are most popular among students. Give each student the menu (10~12 dishes are best depending on the number of students). The students guess which three dishes are most popular among the rest of the students, rating them accordingly. Then, each student chooses their own three favorite dishes, rating them. The students will then exchange their personal favorites with each other. They have to use the comparative degree and the superlative degree. (Ex: I like curry and rice better than sushi. But I like steak the best. How about you?) Students will ask one another what their top three dishes are, and will make tally marks for dishes reported. Make three tally marks for favorite dishes, two for second best, and one for third best. Switch partners and do the same thing. Have them speak with 5-8 other students. After that, ask students which dishes got the most marks, second most, and third most. This is best done by going down the list of dishes and asking for hands. Tally up what is reported and decide the most popular dishes in the classroom. Students can then compare these results with their original guesses.

Teacher: Hidetaka Uchida

BOE/School: Sato JHS

Title: Which is the longest?

Objective: Review grammar patterns

Grade Level: JHS

Skill Focus: Grammar

Summary:

1 Students make some teams.

2 ALT asks a question to the students. (Use comparative or superlative.)(example) “Which is the longest river all over the world.”

3 Students answer the question. (example) “The Nile River!”

4 If someone gets the question right, the team gets points.

5 Then ALT reads the correct sentence, and students repeat that. (example) “The Nile River is the longest river all over the world.”

6 Repeat 2 ~ 5 several times.

7 JTE makes the list of the correct answers, and students practice writing at home.

Teacher: Ayako Wakinosono

BOE/School: Tarumizu-chuo JHS

Title: Gambling Game

Objective: Practicing comparative sentences

Grade Level: JHS -2nd grade

Skill Focus: Speaking / Grammar

Summary: Form teams. Give each team some fake money. In advance, teachers prepare some interesting questions using comparative sentences. For example, “Which is taller, Tokyo Tower or Eiffel Tower?” “Which can run faster, an elephant or a rabbit?” and so on. Teachers present a question and give students 1-2 minutes to choose A or B and decide how much money they bet. All students have to pronounce the comparative sentences when they answer the questions. We’d better set maximum bet to half of total except at the final question. Use many adjectives to practice comparative forms. Prepare interesting questions and pictures, then student will be excited.

Teacher: Matthew Weidner

BOE/School: Kanoya City BOE

Title: English Team Battle

Objective: Learn grammar patterns

Grade Level: JHS

Skill Focus: Writing creative sentences

Summary: Form teams. 4 teams for each class works best. Tell each team to come up with an english team name. Provide a handout with a list of verbs that can be used with the target grammar pattern on one side, and a collection of example `filler` words on the other that can be used in the creation of complete sentences. Give the teams 3 minutes to come up with as many sentences as possible. When time is up, each team should send a representative to the board to write the sentences. Allocate 1 point for every word used, and 2 points for every correctly conjugated verb (varies with target exercise). Correct the sentences in front of the class, and award

bonus points if students can successfully point out mistakes. The team with the most points by the end of the class period is the winner.

Teacher: Paul White

BOE/School: Minamikyushu City BOE

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

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

Children forms 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.

Name Timothy White

BOE/School: Makurazaki BOE

Title: Whose hat is this?

Objective: Introduction or review using the target grammar form of who and whose.

Grade Level: JHS **Skill Focus:** Writing /Grammar

Summary: Whose is the possessive form of who. This lesson can be adapted as an introduction or a review. First a series of picture will be shown to the students. Note using pictures of famous people works well for the first part. Students will answer the question of who is this man/women. This is a bell ringer warm up review before this activity. Student will then be handed a worksheet which they will fill out. Using one of two methods of flash card pictures or power point presentation student will be shown pictures of a clue object. Student will then guess the answer by writing down the answer they think is correct on the worksheet provided. The bottom of the worksheet will have a list of possible hints such as characters names which they can choose from. Two pictures will be shown for each question. One will be the hint picture for example just a straw hat. The next picture will be the answers picture for example a picture of Monkey D. Luffy a well-known character that students know. So the question would be "Whose hat is this?" and the answer would be "It's Monkey D. Luffy's hat." For the first question the whole class together with the instructors will answers it to demonstrate the activity. The objective is for the students to write down the answer using the form while understanding the meaning. The use of well-known characters works well and gets the students excited and more into the activity.

Teacher: Claire Williams

BOE/School: Kirishima BOE

Title: Culture Awareness / Halloween

Objective: Understand Halloween and Terms associated with Halloween

Grade Level: Junior High **Skill Focus:** Speaking / Listening / Reading / Writing

Summary: Introduce Halloween by asking students what happens in October in English Speaking Countries, encourage discussion about what they already know about Halloween.

Introduce Halloween words using Flashcards with pictures and words. First show picture and ask what is this? Then show picture and word and ask students to pronounce.

Teach Trick or Treat Song and get students stood up singing

Monster Mash Activity – on a sheet of paper have Halloween Images on one side and Halloween Words on the other – ask students to match the pictures to the words.

Halloween Word Search – Get students to find hidden words

Gesture Game – Put students in teams. Act out a Halloween Character and 1st team to answer wins a point. A person from that team then has to act out another character. All answers must be in English. Any Japanese words result in the team losing a point.

Have a Q&A about Halloween

Teacher: Elissa Wu

School/BOE: Minamisatsuma BOE

Title: Ball Toss

Objective: Review and practice desired grammar, vocabulary, etc.

Grade Level(s): ES/JHS

Skill Focus: Speaking and using grammar/vocab

Summary: Get the class to form groups. Each group decides who will participate in the rounds, and the groups compete to be the first to answer a question or make a sentence; for example, they have to make a sentence using “that~”, “which~”, or “who~”. Whoever raises their hand first and answers correctly gets to try to toss a ball into a box. If they get it in they are awarded double points. Good for breaking up the monotony of class and getting students to participate more actively. This can be adapted for varying skill levels and grades.

Teacher: Rumi Yamaguchi

BOE/School: Seiryō JHS

Title: Setting a Schedule

Objective: Review and apply auxiliary verbs

Grade Level: JHS

Skill Focus: Speaking

Summary: It is an activity using information gaps. Make 3 or 4 type of agenda. Each agenda has different schedules. Fill in the blanks following the agenda and make a conversation. Talk to many people and set a new schedule for the weekend as many as possible.

Example: <Pattern 1>A: Are you free on (Friday night)? B: Yes, but why? A: I will (take a spaceship to the moon.) Can you come with me? B: Of course! → Write down a new schedule on the worksheet.

<Pattern 2>A: Are you free on (Saturday night)? B: No. I must (go to America to see the President.) → Try to find again someone free on Saturday night.

Teacher: Yuko Yamaguchi

BOE/School: Izumi JHS

Title: Word Scramble

Objective: Review for auxiliary verbs

Grade Level: JHS

Skill Focus: Writing/Grammar

Summary: Make groups. (A group has 5-6 members) Each group has to prepare a pencil and a piece of paper. Each group will get an envelope which has some cards written English words. Members spread all cards from the envelope and make a sentence with all cards on the desk.

One of the students in a group writes the sentence on the paper and shows it to the teacher. If it's correct, the group can get 1 point and another envelop.

After time is up, the group with the most points is the winner.

Teacher: Yukari Yamaji

BOE/School: Yakushima Municipal Chuo Junior High School

Title: Present perfect

Objective: To be able to review 'present perfect'.

Grade Level(s): JHS

Skill Focus: Speaking / Grammar

Summary: The teacher(s) will prepare name cards using student's and teacher's names as well as a worksheet with a chart of every student and teacher's profile (3-4 facts or topics per person). Students will be given a card, which is not their own name. Students will pretend to be the person who is written on the card, and then, using the information on the chart, go around the classroom to ask their classmates questions: “Have you~?” “How long have you~?” Students will answer the question(s) using “I have~” with facts from the chart. (Of course, students can take notes.) A student will then complete the activity when they find the person who is pretending to him/her.

Teacher: Chigusa Yamamoto

BOE/School: Izumi JHS

Title: Which is stronger?

Objective: Activity using comparative sentences

Grade Level: JHS

Skill Focus: Grammar

Summary: Make pairs. Choose the card which you guess win, and compare it with your partner. When you compare, you have to say “I’m stronger than you,” or “I can run faster than you,” in English. The cards have some information about the strength, age, fitness, fast, and so on. If you are stronger than your partner, you can get the point.

Teacher: Izumi Yoshihara

BOE/School: Kiire JHS

Title: Guess Who

Objective: Review grammar patterns

Grade Level: JHS

Skill Focus: Writing/Speaking/Listening/Grammar

Summary: Make groups. Each row is OK. First, teachers give students a quiz on the “comparative” Form.

Ex. This is an anime character. She is younger than you.

She is the youngest of her family. She lives in Shizuoka.

Students try to guess who the character is. If they answer correctly, they earn points.

Next, students prepare their own comparative sentences for other groups. Teachers rules based on students’ ability. Teachers prepare a worksheet for the ability. Teachers go around the classroom to check sentences.

Finally, groups attempt each others sentences to earn points.

Teacher: Ayumi Yoshinaga

BOE/School: Konan JHS

Title: Guessing Game

Objective: Auxiliary Verb

Grade Level: Year 2 JHS

Skill Focus: Speaking and Listening

Summary: 1. After telling students that this is a guessing game so they should not show other students around them their selections, have them select one pet from the top portion of the worksheet by putting a circle in one of the boxes and one adjective from the bottom portion of the worksheet by putting a circle in one of the boxes. These are their answers. 2. Show the students how the games plays with ALT. 3. Have students make partners, stand up, and janken to decide who goes first. 4. The winning students asks their partner the top question (Level 1), “Are you looking for a ()?” If they guess their partners selection correctly, the partner responds with, “Yes, but I don’t like this one.” Then they can advance from Level 1 to Level 2 and guess the adjective that their partner selected by using the target grammar of, “Shall I show you a () one?”, which they also review the grammar the comparative degree –er at the same time. (After they have passed Level 1 they don’t have to say the Level 1 part again with their partner for this round.) * If they guess correctly again on Level 2, their partner says, “Yes, please.” They then receive a point and both students find a new partner. * If the students guesses incorrectly on Level 1, their partner says, “No, I’m not.” Then it becomes their partners turn to try guess their partners selected pet and adjective. 5. If both students have reached Level 2, they simply keep on taking turns with the target grammar on Level 2 in order to find their partners selected character. Once one of the students finds both of their partners selections, they find a new partner and repeat the cycle. 6. After they finish with their partners, they have to play it with ALT or JTE to finish. The seven fastest students can get stickers.

Teacher: Jimmy Yu

BOE/School: Setouchi Town BOE

Title: Sports Karuta

Objective: Learn the name of various sports and (do you like~?) sentence pattern.

Grade Level: ES

Skill Focus: Speaking/Listening

Summary: Form 2-3 teams. Scatter picture cards across the floor on opposite end of room. ALT says a name of a sport and students in the front of the line compete to get the card first.

The competing students ask each other questions pertaining to the card (e.g. do you like to play baseball?). The students then go to the back of the line and repeat. The points are then tabulated to determine the winning team.

This game can also be played with pictures of hobbies.