

2013 ALT Skill Development Conference

Kagoshima

SHS Idea Share Handbook



2013 SDC 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: Takahiro Arimura

BOE/School: Kinkowan High School

Title: Whose name is on your forehead?

Objective: Get used to the usage of relative nouns

Grade Level: SHS

Skill Focus: Speaking/ Grammar

Summary: Have the students get into groups of 3 or 4 people. Give each student a piece of paper. Each student writes a person's name on it (any person will be ok). Then, each student gives the piece of paper to the student to his or her left in the same group. In this case, they have to take care not to see the name of the person on the given piece of paper. They put the piece of paper on their forehead so that everyone else can see the name. They take turns to ask the other students for hints to find out whose name is on it. When asking, the question form must include relative clauses: Is this the person who~?; Is this the person whom~? and so on. The first student who has found out the name of the person on their forehead is the winner.

Teacher: Terrance Brown

BOE/School: Okuchi SHS

Title: Sentence Hunt

Objective: Review grammar patterns

Grade Level: JHS/SHS

Skill Focus: Reading/Writing/Speaking/Listening

Summary: Before the class prepare a series of sentences that are either based around a grammar point or a format that you are looking to teach your students. Each sentence needs to be written on a paper or sticky note that will be placed around the classroom.

Students will need to be placed in teams at the start of the lesson and janken with each other to determine who will write down the sentences. The rest of the students will be tasked with finding one of the sentences placed around the room. They have to read the sentence, memorize it and then go back to their group, where they will relay it to their team's writer who will then write it down. Make sure the students realize they need to do this as fast as possible! Decide on a time limit beforehand and encourage the students to finish within that limit.

Once all the sentences have been written down the teams will need to try and arrange the sentences in the correct order. Once they think they have the correct order they will present their worksheet to the ALT or JTE who will check it. They'll then get 5 questions handed to them about the sentences which they'll need to correctly answer to complete the activity.

Comments: Adjust the sentences to match a recently taught grammar point for review purposes or to practice reading comprehension. You can also change the difficulty of the sentences to match your students' English level. Keep your students enthusiastic by encouraging them to beat their peers. Friendly competition will make them try harder!

Teacher: Adam Carter

BOE/School: Meiokan High School

Title: Brain Based Learning

Objective: Collaborative Learning

Grade Level: SHS

Skill Focus: any

Summary: There is an innovative teaching style based on recent advances in neuroscience called brain-based learning. This means designing classes around the way children learn and retain knowledge and eschewing the traditional lecture approach many of us endured in high school. There is a model, which is the "I do it, we do it, you do it together, you do it alone" framework. I based a lesson about "the differences between high school in America and Japan" into this model. I explained that we would be learning how students in the US learn in high school, and explained that each of the 4 groups would be studying one aspect of this theme in depth: similarities, differences, school day schedule and homework. Here is how it works. Keep in mind that this approach can be tweaked for any topic or grammar form you are dealing with. The approach centers around allowing the students to process the material together as a group and then present their findings to the class. By interacting with the material and discussing it together, they retain the information more readily than if they were just sitting

in rows listening to the teacher. Here is how it works: First of all, introduce the lesson, explaining what will take place.

“INPUT”

1. Direct students how to arrange desks into 4 circles in an orderly manner
2. Distribute different learning materials (written material and photo collages or “glogs” you have created from glogster.com) to each group
3. Instruct each group to read over the material and take notes to understand it as best as they can. Urged them to talk amongst themselves to help each other understand vocabulary words they might not all be familiar with.

“COLLABORATIVE LEARNING”

4. Circulate through the room, assisting groups.

“GUIDED INSTRUCTION”

5. Then hand over responsibility to the students, directing them to prepare their presentation to the rest of the class to explain what they learned.

“INDEPENDENT WORK”

6. Assist as needed, respond positively to their presentations, encourage all students to participate, and evaluate their performance.

Teacher: Topher Chavis

BOE/School: Iwagawa High School

Title: Word Recognition Listening Quiz

Objective: To work on listening skills using phonetically similar sounding words such as 'lock' and 'rock'.

Grade Level: SHS

Skill Focus: Phonics

Summary: This is a listening activity that can be done at the beginning of class as a warm up. It takes roughly 8 to 10 minutes to do. Each student is given a handout with 4 questions on it. Each question contains 2 phonetically similar words, and an accompanying picture for insight into the word. The ALT chooses one word for each question and recites it in front of the class, making sure to properly enunciate while still speaking in a normal cadence. Each student circles the word they think they have heard.

At the end, the students check each other's answers. After marking the quizzes the ALt and the JTE can practice pronunciation with the students for each of the words. Give extra instruction for particularly difficult word sets. As an added option, each of the words can then be reviewed to make sure the students know the vocabulary on each quiz.

Teacher: Vikki Clark

School: Kushikino SHS

Title: The Typhoon Game

Objective: Review chosen topics using questions.

Grade level: any level.

Skill focus: Listening and speaking.

Summary: You will need to draw a grid on the board - I use 5x5 so there are 25 squares in total, labeled A-E vertically and 1-5 horizontally. You'll need to have a corresponding question for each square on the grid. Divide the class into groups of 4-6 students and tell each group to think of a group name. The first group must then pick a square (e.g. A3). They then have a certain period of time (I usually give no longer than a minute) to answer the question. If they get it right, they win what ever is hidden within that square (which only you are aware of). If they cannot think of the correct answer then the other teams have the chance to answer in order to win what ever is hidden within the square. Hidden can be a certain amount of houses (1-5 depending on the difficulty of the question) which will then be awarded to the group. A broom, which allows the group to steal three houses from any/a mixture of the other groups. A typhoon wipes out all of the houses from the winning group. And a volcano, which removes all of the houses from all of the teams. You can also have "umbrella cards" (no more than two per game) that allow that group to cancel out a typhoon should they land on it. The team with the most houses at the end of the game wins. However, rather than prearrange which square hides what, I tend to manipulate the game as it goes in order to keep it competitive – if one team is far ahead then I'd use the typhoon on that team, or give the broom to another team, to prevent the other teams from losing interest.

Teacher: Sarah Cole

BOE/ School: Ijuin Senior High School

Title: Monster Flooba (フルバ = “Fruit Basket”)

Objective: Practice describing features in English and pronunciation/aural comprehension.

Grade Level(s): Trade High School / SHS **Skill Focus:** Speaking/Listening

Summary: This game is based on the game “Fruit Basket.” Either draw monsters on the blackboard or magnetize printouts of monsters onto the board (example: witch, werewolf, vampire, mummy, ghost, skeleton. Good for a Halloween lesson). Ask the students to describe the monsters in English (or write full sentences about the monsters, depending on the level of the class), and write the student descriptions on the board next to the picture of the monster they described. For the example monsters, the ALT can also tell the students that two of these monsters are “undead” (vampire and mummy), two are “living” (werewolf and witch), and two are “dead” (ghost and skeleton). JTE can add descriptions/ sentence patterns they would like the students to review.

Distribute monster identities evenly amongst the students, so there are about the same amount of students who will answer to each monster name. Arrange the chairs in a circle around the room so there are enough for all students to sit down except one. One student stands in the middle first. Explain to the students that all monsters are afraid of the word “flooba,” and it causes them to go into a panic. So when one student stands in the middle, he or she can call out a monster name, describe a monster, or yell “flooba!” If the student calls out a name or description, all monsters of that name or description only must get up and find a new seat. If the student in the middle says “flooba!” all monsters must vacate their seats and find a new one. The student in the middle must try to steal a seat so a new student has to stand in the middle. Students are eliminated from the game if they are stuck in the middle two turns in a row, or if they fail to stand up when their monster name or description is called. Continue until there is a winner.

Teacher: Odain Cunningham

BOE/School: Tanegashima SHS

Title: Spelling Bee

Objective: To practice spelling, pronunciation, asking and answering basic questions.

Grade Level: SHS

Skill Focus: Speaking

Summary: First divide the class into two teams and allow students to select a name for their teams, and then ask all the students to stand up. Next give the members of each team a worksheet with letters of the alphabet in brackets eg. (A) (M) (Y) etc. The role of each team member is to find a word that begins with the letter in brackets. One student from one team will select another student from the other team and ask that student in English to spell one of the words from his/her list. The other student must answer in English and proceed to spell the word that was asked. If the student is correct he/she will ask the other student to spell a word from his/her list. Whoever spells their word correctly will get to sit down. The activity continues with two new spellers from each team. The JTE is suppose to select one student from one of the teams and that student in return will select another student from the other team to compete against. The first team to have all its members seated will win the round. You can play as many rounds as possible.

Teacher: Iona Dubieniec

BOE/School: Kaseda Technical High School

Title: FLY SWAT GAME

Objective: To get students to learn pre test vocab,

Grade Level: SHS

Skill Focus: Vocabulary

Summary: Write textbook vocab on paper and put on the board (with magnets works best). In teams (lines) give a fly swat to the first student make them come up to the board and face you (you are at the back of the class). Call out a japanese word or english word. Then the first student to hit the correct word gets a point (do this 3 times then have students pass the fly swatter onto the next person in their team).

I normally get a student near me to yell out word and they seem to love to have the control!

I give a point to the first person to hit the word and the team at the end with the most points wins, beware, it can get really rowdy!

This is a good game for revising vocab, at the end I take the words down and get them all to yell out the meanings.

NB, If your with a JTE they can call out the Japanese, but mostly you are there to supervise and let the students do most of the talking and moving.

Teacher: Peter Duncan **School/BOE:** Shibushi High School

Title: "Debate Challenge"

Objective: Preparation for Centre Test "debate" style questions. Improving students' oral communication skills

Grade level(s): SHS **Skill focus:** Speaking, listening

Summary: The ALT produces a lot of laminated cards. Each card has a picture and a resolution on one side.

These resolutions are all entertaining and/or relevant to the students' lives (eg: "Do you think it is a good idea to have a girlfriend/boyfriend when you are at high school?", "Do you think money is the most important thing in life?", "Do you think Japanese students cleaning their schools is a good idea? Why?" etc).

The students are in teams of about four students. One student from each team goes to the front to get a card.

Each team has to have a debate about the card for 5 minutes. The JTE and ALT watch the debates. If the teams' debate is good, they get a point/keep the card. A student from each team then takes another card, and has a new debate. A different student from each team takes and reads out the card each time. The team with the most points/cards at the ends is the winner.

Alternatively, the best teams could compete in semi-finals and then a final, to decide the overall winners.

This activity works best with small classes, particularly English course students.

Teacher: Kazuhiro En **BOE/School:** Kagoshima Commercial SHS

Title: Present Perfect Practice **Objective:** Review and apply grammar patterns

Grade Level(s): SHS **Skill Focus:** Speaking/ Grammar patterns

Summary: Distribute prepared cards. Every student has a card on which the answer to a question(written on a card somebodyelse has) and another question are written. They don't know who has the answers to their questions. Not to mention, the sentences on the cards include the grammatical patterns of present perfect tense. See to it that not the sentences should be complete answer, such as "Yes, I have./No, I haven't.", but "Yes,I have been there twice./No, I've never been there.") The first person stands up and read the question aloud and sit down. The next person who has the answer stands up and it goes on. We teachers measure the time and have them try to make good scores. After that, make them do the same thing without looking at the cards they have.

Give teams 1-2 minutes to correct any errors on paper and bet their grammar dollars according to their degree of confidence. This can be used with 600 Basic Sentences if you use the same grammar pattern but change the words(since students memorize the sentences).

Teacher: Hisanori Enomoto **BOE/School:** Sendai-Shoko SHS

Title: Introduce him/her **Objective:** Grammar (relative pronoun)

Grade Level: SHS **Skill Focus:** Speaking

Summary: Make a pair. Introduce his/her family to the other student. The listener take notes. They must not write a sentence. They take turns at this family introduction. After the introduction, a student introduce the other student's family to the class by using Relative pronoun 'who/whose/which.'

Teacher: Daniel Gray **BOE/School:** Shibushi High School

Title: Warm-up game **Objective:** Use the students' knowledge and get them thinking in English

Grade Level: JHS/SHS **Skill Focus:** listening/speaking

Summary: This warm-up game is good for large classes. Ask the students what the date is today and write the answer on the board. Since every student is assigned a number, one student should have the same number as the date. Have all the students in that person's row (from front to back of the class) stand up. The ALT and JTE

proceed to ask simple questions and standing students must raise their hand and answer correctly to be allowed to sit down. Questions can be ‘How is the weather today?’ or ‘How old are you?’ The last student standing in that row becomes the start of a new row (side to side) where all the students must stand up. It’s up to the ALT and JTE how many rows (front to back, side to side, or diagonal) to make stand up, but for the last one, the last student standing needs to introduce himself and say three things, like ‘My name is ____,’ ‘I’m from ____,’ and ‘I like ____.’

Teacher: Tomoko Haruyama

BOE/School: Oshima High School

Title: Interview

Objective: Asking, Answering and Telling information

Grade Level(s): JHS / SHS

Skill Focus: Speaking / Grammar

Summary:

Step [1] Give students an interview sheet (cf *1)

Step [2] Students fill each blank in a table excluding blank in the “How long” line.

Step [3] Students ask three different people “How long” questions using the interview sheet and ask two questions each person.

Step [4] Students get the answer for the blank in the “How long” line from the people they interviewed.

Step [5] After all students complete the table, Teacher asks a student to share the information they got in front of the class.

Step [6] Teacher writes the sentence on the blackboard the student mentioned.

Step [7] Teacher asks all the students to read aloud the information on the blackboard.

Grammar points:

in Step [3] Students have to use “present perfect continuous” form when asking questions to other students.

in Step [7] Students have to use “third person singular” to read out the sentence on the board correctly.

Conversation skills:

in Step [3] Students have to use the sentence: “Hi, how are you?” or “Can I ask you some questions?” to start the interview smoothly.

cf 1 Table

	Who	Action	What	How long
1	Mr. X	play	the piano	
1’	Mr. X	stay	in Kagoshima	
2	Ms. Y	sing	songs	
2’	Ms. Y	play	tennis	
3	Michelle	study	English	
3’	Michelle	teach	English	

Teacher: Yuka Hidaka

BOE/School: Shoyo SHS

Title: Pre-debate Activity

Objective: -make students speak about their own ideas

Grade Level: SHS

Skill Focus: Speaking

Summary:

1) Introduce the topic to the students, and ask them to form two groups, which will be Affirmative and Negative. The ALT and JTE also separate into AFF and NEG to support the students. (It would be nice to have two boards saying “Affirmative” and “Negative” to show them where to sit, which can make students move fast and feel more involved.)

2) Ask both teams why they chose that side. Make the students speak up; help them take turns to speak and write the ideas down on the white board. Students can point out their advantages or disadvantages. They can also attack their opponents’ ideas.

3) When the time is up, ALTs and JTEs count the advantages and disadvantages. The team which has more advantages / disadvantages will win the match. ALT can give some comments afterwards.

< Fun Topics for SHS students >

-The characteristics of a person are more important than how they look.

-Friendships between men and women exist.

Teacher: Christopher Ho

BOE/School: Kaiyo SHS

Title: Victim of a crime!

Objective: Encouraging students to speak and participate in class

Grade level(s): All levels

Skill Focus: Writing/Speaking

Summary: Can be played in teams, pairs, or individually depending on class size. Tell the students to imagine being victim of a robbery, and they must describe the criminal (man or woman) to the police officer (ALT). Next, teach and ask students to come up with adjectives describing a person's face, clothing, and body parts. Making 3-4 (or more) sentences in each category, the students will describe their imaginary criminal's face, clothing, and body. When they are finished, draw a wanted poster on the board and ask one of the students from each team to be the sketch artist. One student will read the description and another student will draw. If the students are quiet or shy then the ALT must also play the role of sketch artist.

Optional: Ask students to also tell you what the criminal stole. For example, she stole my heart!

Teacher: Shawn Hodge

BOE/School: Kanoya Senior High School

Title: Who are you?

Objective: To build confidence and reinforce expressing interests

Grade Level(s): SHS

Skill Focus: Speaking

Summary: Using the "Who are you?" handout, students make pairs and discuss an interest they have. A sample dialogue section goes like the following:

Student A: What _____ are you interested in?

Student B: I am interested in _____.

Student A: Why are you interested in _____?

Student B: I like _____ because _____.

When they finish one dialogue section, they should switch roles and repeat the section. After completing this, the students should each make a new pair and move on to the next dialogue section. The time for the activity can vary depending on the English ability of the class and on the amount of time that the class is allotted for; however, at the end of class, a few students can be called upon to describe one of their partners as shown in the bottom section of the handout.

"This is my friend_____. He/She likes _____ because_____."

Teacher: Gayle Hume

BOE/School: Makurazaki SHS/Kagoshima Fisheries SHS

Title: English Whispers

Objective: To challenge students to use their listening skills and to encourage them to work effectively in teams.

Grade Level(s): JHS/SHS **Skill Focus:** Listening

Summary: The students form teams in their current seated rows (in a typical high school classroom this will be 5/6 teams). The first student from each row comes to the front of the room. The ALT/JTE will whisper a sentence in English to the students twice. This sentence can vary in length and difficulty depending on the class level. Each student then goes back to their seat and whispers what they can remember to the student behind them. The process continues with each student until the last student in the row has heard the sentence. The last student will then come to the blackboard and write their answer. Once all teams have finished the ALT/JTE will then say the answer out loud and will then write the sentence on the board for all to see. The row with the closest correct answer (in terms of sentence content) wins. This is a fun activity for students and usually results in laughter when the ALT/JTE reviews each answer and compares it to the correct sentence. It can be used as a warm up or wind down activity.

Note: Be prepared with some scrap paper and magnets to cover up each team's answers as students will sometimes copy another team's words. These can be removed when each team has finished writing their sentence. Also, it is helpful to allow students to use dictionaries to check spelling.

Teacher: Ryuichi Imamura

BOE/School: Kagoshima Gyokuryu Senior High School

Title: Put yourself in the other person's shoes

Objective: Practice using the subjunctive

Grade Level: High School

Skill Focus: Grammar/ Writing

Summary: Form pairs. Each student writes a couple of sentences about what he or she does (did) or doesn't (didn't) do on a sheet of paper. After writing the paper, exchange the paper with the partner. They add new sentences under the original ones using the expressions such as "If I were you, I would go to Africa to see a lot of animals." or "If I had been in your place, I would have asked my brother to help me with my homework."

The student who wrote the new sentences reads them out and gets the comment on them from the partner.

Teacher: Hiroya Imayoshi

BOE/School: Takeokadai SHS

Title: Subjunctive Mood(Grammar) @ Persuasive Writing

Objective: Write persuasive essays using specific grammatical point(s)

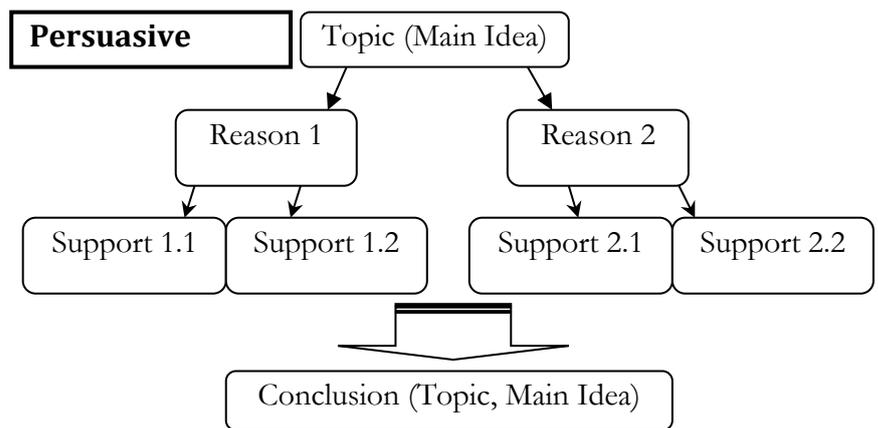
Grade Level: SHS (an introduction to academic writing in university entrance examinations)

Skill Focus: Persuasive Writing/Grammar

Summary:

1st period

1. Give the students an example of persuasive essay and have them read it.
2. Instruct students how to write a persuasive essay in English, using the chart below.
3. Show them an example topic and writing, easy enough for them to try. "Dogs and Cats" may be an easy starter. (We've done it.) Or the starter topic could be based on themes that force them to use subjunctive mood.
4. Have them analyze the example essay according to the chart. The JTE and the ALT walk around the classroom, allowing them to ask questions.
5. Have them write their own essay on the same topic.
6. Collect their essay and give some comments to each essay.



2nd period

1. Return the paper, and they'll read the comments.
2. Give them another topic(s) to write an essay.

Example 1 : If you were to meet two historical people, who would you like to meet? Give two reasons. Use about ○ words.

Example 2 : "If you are to read other people's minds, what do you think would happen? Use about ○ words."

3. Have them write.
4. JTEs and ALTs walk around, offering some help.
5. Don't forget to collect them and give comments. Students will be happy to see your comments.

Teacher: Shuichi Ishikubo

BOE/School: Yakushima SHS

Title: Oral Reproduction

Objective: Review a lesson and grammar patterns

Grade Level: JHS/SHS

Skill Focus: Speaking

Summary: This activity should be conducted after students finish learning whole one lesson. On worksheet 1, you can see some keywords in English and Japanese. Students reproduce the content of the lesson in English using these keywords. It doesn't have to be the same sentences of the textbook. The keywords are chosen based on specific grammatical items. In this case, most of the keywords are the past participles. It means students must use "the present perfect" or "the passive voice" to match the context. You can apply this to any grammatical targets (...maybe). It depends on what words you select as keywords. For example, the past tense of the auxiliary verbs are available to let them use the "subjunctive mood." Relative pronouns for sentences including "relative clauses." Here is a procedure of worksheet 1 and 2. (1)

Give worksheet 1 to students. With this worksheet, JTE explains the contents of the lesson in Japanese to remind them of the story. At the same time, students understand how to use the worksheet.

(2) In pairs, students take turns and try oral summary. Tell them to show the worksheet to their partner and try to convey their English. It is also necessary for them to be a good listener while their partner is trying. JTE and ALT walk around and support them.

(3) Pick up some students and let them present their summary. ALT stands by the student and support him or her. Errors of grammar or pronunciation should be corrected instantly and let them say the correct sentence again. ALTs are in a much better position to do this because they take no time and can judge if students' English is appropriate or not in terms of grammar, pronunciation, word usage, etc. Or ALTs can also show them other useful expressions.

(4) ALT shows a model.

(5) Give students worksheet 2. Now they write the contents in English. Of course without the textbook. Done, collect the papers. ALT corrects them and gives some comments. Visible feedbacks are necessary to improve their English. Sometimes it takes students much time to finish writing. So you can give this worksheet as homework, too.

Teacher: James Johnston

BOE/School: Kokubu SHS

Title: Battle Royal

Objective: Review and apply Infinitive (to + verb) grammar patterns through written competition.

Grade Level: JHS/SHS

Skill Focus: Writing /Reading

Summary:

Time: 30-35 minutes

Prior to class prepare one verb for each student in the class. Also, write down and place numbers into a box corresponding to each student's class number. When class begins pass out one verb to each student in the classroom. If time permits, review the uses of infinitive (to+verb) grammar. Give students two minutes to think of an original infinitive sentence using the verb they were given, and then pull two random numbers from the number box. Have the corresponding students come to the front of the room and stand ready. At the teachers signal each student has twenty seconds to write their sentence on the board. At the end of the twenty seconds, check each student's sentence, the student with the least mistakes is the winner. In the event of a tie have the class vote on which sentence is more creative. The losing student then gives the winning student their verb. The winning student can now use this verb the next time they are called to the board. The winning student's number is added back into the number box. The losing student's number is removed. Repeat this process until you have one champion.

Suggestions for lower level classes: Allow more time for the students to write their sentence on the board. Give students another verb such as want, need, or have in addition to their starting verb.

Break students into pairs or groups and have them collaborate together on sentences before going to the board.

Teacher: Atsuko Kawazoe

BOE/School: Ijuin SHS

Title: Introduction of the Subjunctive

Objective: Make students familiar to the subjunctive and communicate with the ALT

Grade Level: SHS

Skill Focus: Speaking/Listening

Summary: Summary: ALT and JTE demonstrate a short skit using the subjunctive and write sentences on the blackboard. Students guess what form they use for the subjunctive. Explain about the subjunctive using a worksheet. They fill in blanks on their worksheets listening to ALT's questions.

(examples: If you had a million dollars, what would you do? If Doraemon were here, what would you want?) Students make their answers in full sentences and ask each other questions. They make some groups. They guess the ALT's answers and ask her the same questions.

Teacher: Catherine Kenny

BOE/School: Konan Senior High School

Title: Guess Who

Objective: Use the relative pronoun 'who'

Grade level: 1st grade SHS

Skill Focus: Speaking

Summary: Students play 'Rock, Paper, Scissors' with their neighbour. The winner (or loser) guesses first. Decide on a category, for example, jobs. (If your students are a little weak on job vocabulary, print a list of easy jobs and include it on the lesson's worksheet.) The winner (or loser) must pick a job on the list and their partner has to guess what job they are thinking of by asking as many questions as possible in 1 minute. They must use the relative pronoun 'who' in their question: Are you a person who...? After explaining the task, give an example of the game with the JTE/a student (e.g. Are you a person who makes a lot of money? Are you a person who helps other people? Are you a person who works with children?) Students then ask questions for 1 minute. Unsuccessful questioners can exclaim 'I give up' at the end of the time limit to find out the answer. Change roles. This same game can be played using places, with the relative pronoun 'where.' Time limit can be extended for students with very low fluency.

Teacher: Ayaka Kimura

BOE/School: Kagoshima Special Needs SHS

Title: Chinese Whispers

Objective: Use the subjunctive mood

Grade Level: SHS

Skill Focus: Grammar/ Speaking/ Listening

Summary: First, an ALT explains the difference between Japan and their country. For example, popular sports, playing and food. The ALT talks a lot and uses many photos.

The JTE makes a worksheet consisting of a list of half sentences. "If I were an American elementary student..." "If I were an American high school boy..." "If I were Bill Gates ..."

The students work in groups and make up the other half of the sentence.

The ALT could have each group stand up and give their most imaginative answer for one of the questions. Alternatively, ask the students to draw a picture in response to the questions and then have some students stand up and explain their drawing

If I were an American high school boy...	
If I were an American elementary student...	

Teacher: Tyler Kinkade

BOE/School: Kagoshima Technical SHS

Title: Classroom Baseball

Objective: Review new information

Grade Level(s): JHS/SHS

Skill Focus: Speaking/Listening

Summary: Form teams. Each team makes 4 questions (or 4 hints) ranked in order of difficulty. (For example: (1) Who is the prime minister of Japan? (2) Who is the president of the United States? (3) Who is the president of China? (4) Who is the prime minister of the United Kingdom?)

Each team picks a leader for the first round using rock, paper, scissors (janken). Team leaders stand. Designate half the teams as batting teams and half as fielding teams. Choose a fielding team to ask the first question. (If you are using hints instead, they should give their most difficult hint first.) Any team may answer. Continue until the correct answer is given. After the correct answer is given, all team leaders sit down and, in clockwise rotation, the next person stands. Another fielding team asks a question.

When a fielding team answers, it's an 'out' if they are correct, or a 'ball' if they are wrong. When a batting team answers, it's either a 'strike' or a 'run.' The most difficult question is a 'homerun,' the second most difficult is a 'triple,' third most difficult is a 'double,' and the easiest is a 'single.' (If using hints, if only one hint was given, it's a 'homerun,' if two hints were given it's a 'triple,' etc.) 'Outs' and 'strikes' are counted against all batting teams collectively. All 'base on balls/walks' are given to all batting teams. As 'umpire' you may judge any unfair question ('pitch') as a 'ball.' After a 'run,' write the letter of the team beside the equivalent base. When a team reaches home, they earn a point.

Hint: It's better to switching fielding and batting teams after 2 outs instead of 3. You could also grant a 'walk' after 3 'balls' instead of 4. Invent ways to incorporate other baseball rules like 'foul balls' and 'stealing bases.' Please share your ideas and adaptations with me so I can learn too!

Teacher: Rhiannon Knecht

BOE/School: Kajiki Technical High School

Title: Telephone Game (Race)

Objective: Review grammar and pronunciation

Grade Level(s): JHS/SHS

Skill Focus: Speaking/Grammar

Summary: This game is useful for learning sentence structures, pronunciation and new vocabulary. It is a great way to get everyone speaking and listening. For an interesting and fun class, use short tongue twisters.

Prepare 5-10 sentences that cover the topic/structure you want to use. Make 2 copies, one for yourself and one for the JTE. Divide the class into groups of 5-6 students. Have them sitting in rows, one behind the other.

Explain to them how the game works.

The first student from each row will go out into the corridor with the ALT and be told the first sentence. They must then return to their row and tell the student behind them the sentence. That student will then repeat it to the student behind them and so on until it reaches the final student in the row. The final student then goes to the JTE, at the front of the class, and tells them the sentence. If it is correct they can move onto the next sentence. If not the students need to repeat the procedure until the final student gets the sentence correct.

When the group moves onto the next sentence a new student must go to the ALT to hear it. So for the second sentence the second person in the row, the third sentence the third student etc. This insures that each student experiences retrieving the new sentence from the ALT and delivering it correctly to the JTE. The team that finishes all of the sentences first wins.

Note: when the students retrieve the first sentence from the ALT repeat it a couple of times and have the student repeat it back to you to insure they are delivering it, to their team, properly from the start.

Teacher: Yoko Kosugi

BOE/School: Kagoshima girls' high school

Title: Wake up, Go to sleep

Objective: apply grammar patterns (Relative)

Grade: JHS/SHS

Skill Focus: Writing/Grammar

Summary: You may already know this activity, but I found this activity worked really well when teaching grammar, so I would like to share it.

Divide the students into groups of six and give each student a number from one to six. Pre-teach the three commands 'Go to sleep', 'Number one, wake up' and 'Go back to sleep'. Tell the students to place their heads on the desk and go to sleep. Then, ask the students numbered 'one' to wake up. Show them a word on the blackboard and have them memorize it. Tell them to go back to sleep. Repeat this process with all the other members, but show a different word each time. If your sentence has more than six, rotate through the students again. When you have finished, tell everyone to wake up. Within each group, the members tell each other their words and try to put them in the correct order. The first group to correctly arrange the sentence receives the points.

Teacher: Kazuyo Koyashiki

BOE/School: Ibusuki Commerical SHS

Title: Subjunctive mood

Objective: Review and apply grammar patterns

Grade Level: JHS/SHS

Skill Focus: Writing

Summary: Practicing conditionals: Set desks up in groups of 6. Hand out a worksheet with 6 half sentences on it like “If I had a million dollars,” “If I were famous,” etc. Put various printed pictures on the groups of desks (explain which answer are for which sentence) that could be possible answers to the half sentences on their sheets.

Have the students walk around to each group of desks and try to construct their answers by looking at the pictures. Go through answers afterwards to see how the pictures were interpreted and which answers were the most popular.

Teacher: Momoko Kumamoto

BOE/School: Meiokan SHS

Title: Subjunctive activity

Objective: to reiew the subjunctive

Grade Level: SHS

Skill Focus: writing, grammar

Summary: This is a writing activity. First, ALT gives some example of the subjunctive expressions as reviews of subjunctive format. Give the students a piece of paper. Have them describe one activity they would do if they were the particular noun I gave on the paper.

For example, “If I were a bird, I would fly.”

“If I lived with Doraemon, I would use Docodemo door wherever I want to go to.”

After writing, ALT chooses the interesting sentences and share them with a whole class. Next, give them another piece of paper. It is written only sentence format.

“If I were _____, I would (could)_____.”

Have them write a noun in the first blank on it. They can write any words, jobs, animals, proper noun and so on. Then exchange each paper with the other students and have the students describe an activity in the second blank. In writing, ALT and JTE help the students write the sentence they want to write as necessary. After writing, get the papers back to the students who write in the first blank and have them make presentations of the interesting and funny sentences.

Depending on the level of the students, we can change the sentence structure as follows.

“If I had _____, I would have _____”

“I wish_____.”

Teacher: Kumiko Kurohara

BOE/School: Kanoya High School

Title: The Subjunctive mood

Objective: Review and apply grammar patterns

Grade Level(s): SHS

Skill Focus: Speaking/Grammar

Summary: Review what the students learned in the previous lesson. Demonstrate a model conversation with ALTs. Let the students memorize the pattern of the subjunctive mood. Make pairs. Each pair has 10 questions and answers card. Student A will ask the questions to student B using the subjunctive mood based on their cards. Student B will answer the questions to student B using the subjunctive mood based on their cards. If they go through all the questions, they should switch their roles. Student B will ask questions and student A will answer. In the end, they will have learned how to use the Subjunctive mood.

Teacher: Marika Kurose

BOE/School: Kagoshima Fishery SHS

Title: Scrambled Cards

Objective: Review and apply grammar patterns (relative pronouns)

Grade Level: SHS

Skill Focus: Grammar, Speaking

Summary: Divide a class into some teams of 4 people. They put desks together. T gives S the instruction. T gives one set of ‘scrambled cards’ to each team. They try to arrange the cards correctly. (Ex. This /is/ a house /which/ my father/ built. 2010 /is /the year /which /the Olympic Games/ is held /in Tokyo, Japan in.) The team which can arrange it fastest gets points. Afterwards S read the sentences together. Repeat several times.

Teacher: Rachel Little

BOE/School: Kagoshima Minami SHS

Title: Winter Castles

Objective: Review important textbook points and independent skills

Grade Level(s): JHS/SHS

Skill Focus: Listening/Speaking

Summary: This game is my wintery take on the popular ‘Castles’. Students create groups (3-6 students in a group depending on class size). Assign each student in the group a number. This number designates who will be the spokesperson (choose point values, give the answer) in each round. For each group, the ALT draws a funny snowman on the board (western style with three snow balls). Each snowman should be wearing a hat. The teacher gives each group a set of point values that correspond to question difficulty (two sets of ten points, two sets of twenty points, one 30 point value etc.), either by writing them on the board, or handing them tokens. To play, the spokesperson chooses a point value and the group must answer a question or perform an action. If they respond correctly, they can erase one or more snow balls from the snowman of one or multiple groups in correspondence with the points earned. 10 point is one ball, 20 points is two etc. They can also use these points to rebuild their own snowman. Once a point value is used by a group, it is gone and cannot be used again. When a group successfully erases another group’s snowman, they take the hat and their snowman wears it. A group that has had their snowman completely erased can rebuild and take back their hat once the snowman’s body is complete. The winning team has the snowman with the most hats.

Teacher: Kumiko Maki

BOE/School: Tsurumaru SHS

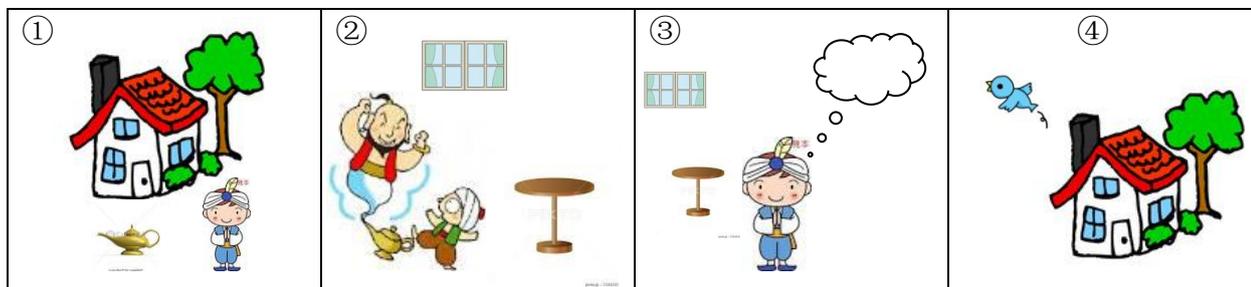
Title: Subjunctive Past/Subjunctive Past Perfect

Objective: Learn about grammar patterns

Grade Level: SHS

Skill Focus: Writing/Grammar

Summary: Show a four-frame cartoon and tell a short story including subjunctive mood. Give a few questions about the story. Focus on one expression of subjunctive on the story and explain about grammatical construction. Add some explanations in Japanese by JTE as needed. Show another four-frame cartoon and let students think about a story including subjunctive mood. Give some hints as necessary. Share their stories in pairs or class.



Teacher: Alberto Martinez

BOE/School: Sendai Shoko Technical High School

Title: Last Person Standing

Objective: Improve retention and recall of new vocabulary words.

Grade Level: ES / JHS / SHS

Skill Focus: Listening / Speaking

Summary: This activity will require participation from all students. To begin all students must stand next to their desk. The JTE/ALT will then select a category such one of the following: Name something that is blue, Name a country, What is _____ in English. In order for a student to give a response he must raise his hand and wait to be called on by the JTE or ALT. If the student give an adequate response then he may sit down. The last three students standing must proceed to the front of them room. Each of the three students will choose another student from the class to ask a question in English. This cycle will repeat until all three of the students have asked a classmate a question in English.

Teacher: Carson McBain

BOE/School: Koniya SHS and Kikai SHS

Title: Katakana English Game

Objective: Practice natural English pronunciation of words that have a close “katakana cousin” in Japanese

Grade Level(s): JHS/SHS

Skill Focus: Pronunciation (Speaking, Listening)

Summary:

Materials Needed: Chalkboard, A4 “Katakana English” cards and category cards, lots of magnets (or you can attach a magnetic backing to the cards), prizes for the winning team optional

Use magnets to arrange the cards on the board under 3 categories, with the \$ amount side facing the students. On the opposite side, hidden from them, there is a photo and English word on each card, with the difficulty corresponding to the \$ amount. Choose words that have similar “katakana-ized” pronunciations in Japanese; for example pudding [“purin” in Japanese], personal computer [“pasokon” in Japanese], etc. The questions with higher money values are more difficult. The chalkboard should look like this:

Food	Technology	Misc.
\$100	\$100	\$100
\$200	\$200	\$200
\$500	\$500	\$500

Students form teams of 3-5 people. One person from each team stands up. Then the ALT asks them an easy English question, such as “What is your favorite ~?” The first team to correctly answer chooses the next category and \$ amount.

The ALT turns that card over to reveal the photo, and covers the word with his/her hand. The JTE then pronounces the katakana version of the word, and the students must correct the pronunciation. The first team to answer correctly wins that \$. If everyone is stumped [for example my kids usually don’t know microwave = “renji”], the ALT can slowly reveal more and more of the word until a team guesses it.

A new student from each team stands up, and repeat. If you want you can reward the winning team with prizes.

Teacher: Matthew Miller

BOE/School: Hayato Technical SHS and Kirishima SHS

Title: The Telephone Game

Objective: Remembering important sentences through memorization.

Grade Level: SHS

Skill Focus: Listening/Speaking/Vocabulary/Grammar

Summary: Students are split into even groups. The members within each group then choose who will go outside the classroom with the ALT (My JTE and I usually have them Jan Ken, and the loser of each group will go outside). The ALT then tells the students the chosen sentence multiple times until they have it memorized. The students then return to their teams and, after the teacher says “Go!”, whispers the sentence to the next student (if the teams are not even, then the teams with more members start first, and the teams with fewer members start later). This repeats until the last student knows the sentence. The last student then tells the ALT the sentence. If the sentence is correct, the team is given points. The fastest team gets the most points and the slowest team the least points. This process then repeats until every student has gone outside with the ALT. My JTE and I usually then write the sentence on the board after each round and check if the students understand the meaning of the sentence. Also, we usually use key sentences that will be on the test, but any sentences will work.

Teacher: Makiko Mori

BOE/School: Kajiki SHS

Title: Let’s get familiar with the subjunctive mood (仮定法) **Objective:** Review subjunctive mood

Grade Level: SHS

Skill Focus: Writing/Grammar

Summary: Review the rules of subjunctive mood. Make groups. Give each team a card written just the first part of different subjunctive clauses (仮定法節). Students write the rest of the sentence and copy as many times as there are groups, changing the tense of the clause. Students give the copies to other groups. Each team should have only the incorrect clauses of all groups. ALT reads the first parts of the subjunctive clause. Students choose the correct card and raise their hands.

*can choose the correct card---1 point

*can say the correct subjunctive sentence---1 more point

*can translate the whole sentence into Japanese---1 more point

※Each sentence has three points. If the first group fails, the right to answer moves another group.

※Students are given points towards their term grade (平常点) depending on their group’s total points in class.

Examples of what ALT says:

(The first part of subjunctive sentences)

If Osaka were the capital of Japan,

If I got up early this morning,

Examples of what each card says:

(The rest of the sentences each group write)

the Kansai dialect (may be) standard Japanese.

I (won't be) late for school.

Teacher: Hiromi Morimitsu

BOE/School: Izumi Technical SHS

Title: "Have you ~?" Bingo

Objective: Review and apply grammar patterns

Grade Level(s): JHS / SHS

Skill Focus: Speaking / Listening

Summary: Hand out bingo sheets that have pictures in each square illustrating different actions such as skiing, swimming, fishing, and cooking. Have the students go around the classroom and ask each other questions using the expression "Have you ever ~ ed?" They will then write each other's names in the one of the "Yes / No" name blanks in one of the squares. It is important that the students can only use a name one time.

After filling in all the name blanks. The teacher will draw the students' names out of a box saying "Who has ever?" and asks the class "Has (Name) ever ~(action)?" Students will raise their hands and say "Yes, (Name) has ~(action). / No, (Name) has not ~(action)." The students who crossed out all the Yes / No name blanks first will win.

Teacher: Mayumi Moriyama

BOE/ School: Kushikino SHS

Activity title: "We are actors and actresses!"

Objective: Review and apply grammar patterns

Grade levels: JHS/ SHS.

Skill focus: Speaking and listening.

Summary: Students practice conversation using four different pictures. At first the JTE and the ALT have conversation time similar to the conversation below. Teachers try to have the conversation happily.

A: I have seen a ghost.

B: Really? When did you see it?

A: I saw it five years ago.

B: What did it look like?

A: It looked scary. Do you want to see one?

B: Yes, very much.

Students need to change the underlined words according to each picture. After practicing the conversation for a while, students can choose one picture and show their conversation to other students without looking at the script.

Teachers encourage the students to enjoy the conversation like actresses or actors using gestures and speaking in a loud voice.

Teacher: Mami Nagata

BOE/School: Koniya High School

Title: Flyswatter Game

Objective: Review relative pronoun phrases

Grade Level(s): JHS/SHS

Skill Focus: Speaking / Grammar

Summary: First attach picture cards of nouns to the blackboard. Make some teams, 10-15 students per team, or fewer if you have a smaller class. Write some relative pronoun patterns on the board, such as "~ that/which/who is/are adjective/noun" and "~ that/which/who have/has noun." Review relative pronoun phrases. Then give one student from each team a flyswatter. The teacher says one of the vocabulary words on the board. Students compete to hit that picture. The first student who hits it wins one point for their team. Then the loser(s) should say a relative pronoun phrase that starts with that noun. For example, if the word was "fox" they could say, "the fox that is hungry" or "the fox which has food." If the word was "airport" they might say something like "the airport that has Joyfull Junior" or "the airport that is white." The next student from each team takes the flyswatter, and repeat until the end of class. You may give prizes to the winning team if you want.

Teacher: Aiko Nagayama

BOE/School: Kirishima Senior High School

Title: Guessing Game “Who Am I?”

Objective: Speaking drills using the present perfect tense

Grade Level: SHS

Skill Focus: Speaking/ Grammar

Summary:

① Make groups of three.

② Demonstration with the ALT.

1) The ALT wears a hat with a picture.

2) The JTE gives him/her some hints in English using the present perfect tense.

ex) ALT: “Who am I?” (with a picture of lion)

JTE: “I have seen you at a zoo.”

“You have come from Africa.”

“You are the king of animals.”

ALT: “ Oh, I know. I am a lion!

③ Game in groups.

1) A student wears a hat with a picture.

2) The other two students give him/her some hints.

3) He /She will answer who he/she is.

4) Take turns

* The ALT and JTE encourage students to use the present-perfect tense.

Teacher: Ai Nakagawa

BOE/School: Kawanabe SHS

Title: Interview

Objective: The Second Conditionals

Grade level: SHS

Skill focus: Listening/Writing/Speaking

Summary: JTE displays some tools that Draemon uses to help Nobita-kun through either power point or some picture cards. ALT checks with students what those items are called in English and when and how Draemon uses them. JTE shows one scene from the comic to students, and ALT asks “What would you do to help Nobita-kun if you were a Draemon in this scene? Give students some time to think of what an answer would be and encourage them to share it in the class. JTE and ALT show some possible answers for the question. JTE explains the second conditional sentences and keeps showing some scenes from the comic. Students write down a couple of things that they would do to help Nobita-kun if he or she were Draemon in those given scenes. Have students interview each other and find other students who would help the same way as they would. If they find someone, they should write his or her name down in the boxes of the sheet. JTE and ALT ask students to write some more sentences, evaluate their participation in the class on the sheet, and submit. JTE and ALT check grammar and return in the next class.

Teacher: Nanami Nomaguchi

BOE/School: Kokubu SHS

Title: Conditional Toss!

Objective: Review grammar patterns through oral communication

Grade Level: SHS

Skill Focus: Grammar/Writing/Speaking

Summary: In the first 5 minutes, the ALT and JTE do a demonstration talking by using conditional sentences.

(ex.) JTE : James, what would you do if you won the lottery?

ALT: Well, I would travel around the world to see many beautiful places!! How about you?

JTE: umm.... If I won the lottery, I would buy a big house and eat whatever I want!!

ALT: Oh!! Sounds like we are in heaven!!!

Next, the ALT checks the function and grammatical point of conditional sentences quickly. (It shouldn't be long. He or she could check the students' understanding by asking question, like ‘Win the lottery and get much money.... Is it easy? Is it true? Is it a hope?’) The ALT lets the students focus on ‘would’ and the verb's past form ‘won’. The JTE adds an explanation if they need it.

Next, let the students write part of a conditional sentence like below on each paper. The ALT and JTE help the students write the sentences if they need it.

(ex.) If I got magical powers, I
If I could become an animal, I

After the students finish writing, they write their name on the paper, and then, crumple it into a ball and throw it away on the floor. Then, ALT and JTE shuffle them. Each student picks up a piece of paper on the floor and reads the part of sentences on it. They think about their own expressions and complete the sentences. After they finish writing, they find the person who wrote the paper and tell them their answer.

Finally, ALT and JTE pick up some students and let them present their conditional sentences.

Teacher: Kazue Obara

BOE/School: Konan SHS

Title: Around-the-World Trip

Objective: Simple past and present perfect

Grade Level: SHS

Skill Focus: Speaking/Writing/Grammar

Summary:

1. Explain to the students about the difference between simple past and present perfect. Make pairs. Have them take turns describing some pictures by using simple past or present perfect. Choose some pairs and have them demonstrate in front of other students.

2. Show the students some pictures of the famous sightseeing spots in the world. Ask them the name of the spots and in which countries they are. Have them write down a place they have visited or a place they haven't visited. In addition, have them write down a place they want to visit. Form groups. Have them share their experience and opinions with other group members. Have them discuss why they want to visit those places.

Teacher: Matt O'Boyle

BOE/School: Kagoshima Higashi SHS

Title: Present Perfect Interview

Objective: Apply a grammar pattern

Grade Level(s): SHS

Skill Focus: Writing/Grammar/Speaking

Summary: Have the students' interview one another using the present perfect tense in order to learn more about one another and practice using the grammar point.

Procedure:

Small Talk- 5 minutes

Ask the students if they have ever done something outrageous. (Gone skydiving, scuba diving, snowboarding, etc).

Making Groups – 10 minutes

1) Form groups of 4 and ask the students to sit within their groups. Next, introduce the following sentence structures:

Ex. "Have you ever been to France?"

Ex. "I (have been) to France."

Ex. "Has he ever had a medical check?"

Ex. "He has had a medical check."

2) Explain that the present perfect is generally used to talk about people's experiences. Draw a timeline on the board to demonstrate that the present perfect tense occurs sometime between the past and the present WITHOUT being specific about when exactly it is you are talking about.

Explaining/Performing the exercise- 20 minutes

3) Ask the students to gather information about each other using the present perfect tense. Distribute worksheets with 3 "Has/Have you ever" sentences similar to the ones in the above example. Leave space on the worksheet for the students to come up with 2 of their own original sentences. Have the students interview each other within their groups and list who has and has not done these activities before.

Sharing with the class- 10 minutes

Have the students report who has and has not done their 5 sentences to the class one at a time. This is an excellent exercise for classes that are just getting to know each other to learn more about each other!

Teacher: Alex O'Brien **BOE/School:** Kinkowan SHS

Title: Envelopes **Objective:** Review grammar

Grade Level: SHS **Skill Focus:** Reading

Summary: On the teachers desk are 10-15 envelopes with mixture of words on cards that when assembled, make up both difficult and easy sentences, students from groups come up and take an envelope to bring back and solve.

when a team thinks it has solved an envelope they must have a teacher check to make sure it is correct. only then can they have that envelope marked as completed on the board.

timed; after 25-30 minutes, team with the most correct envelopes solved wins (scores need marked on the board and tallied) - if an envelope is too hard a group can swap it.

Teacher: Pierce Oka **BOE/School:** Oshimakita High School

Title: Sentence Builders **Objective:** Teach proper sentence structure

Grade Level: SHS **Skill Focus:** Grammar

Summary: Prepare several sentences ahead of time, around 6-8 words long each. Write each word down on a piece of paper or large flashcard so that it will be visible to the whole class from the front of the room. Split the class into teams, or randomly hand out the word cards to the students. Call the students with cards up to the front, and ask them to arrange themselves so that their words are in the proper order to form a sentence. Advise them as you see fit during this process. Once this is done, have the class read the sentence out loud a few times. If you want to make it more difficult, once they are done you can switch out words and ask them to rearrange themselves, or you can throw in 'dud' words that are unnecessary.

Teacher: Aya Osako **BOE/School:** Minami SHS

Title: Present Perfect Practice **Objective:** To use present perfect tense verbs

Grade Level: 1st grade SHS **Skill Focus:** Speaking

Summary:

Key Expression:

How many times have you~?

I have~. (never / once / twice / ~times)

At first, show the students a model conversation with the ALT and JTE. Teachers use the expressions with present perfect tense verbs. Then, break the students into 4 groups and have them play the board game. When they land on the space, have them make the sentence "How many times have you ~?" In order, one student asks another the first question. Based on other student answers, the student gets to move that many places forward. (When another student has answered "many times", the student can move three forward.) Finally, the student who has reached the end first will win the game.

Materials Needed

- one game board and a dice per group
- a token for each student (their own eraser would be ok)

This game referred to Englipedia (<http://jhsenglipediaproject.com>)

Teacher: Kosuke Otani **BOE/School:** Kagoshima Higashi SHS

Title: Lost on an Island with Subjunctive mood

Objective: To get to know when you use subjunctive mood and its typical form

Grade Level: 2nd or 3rd year SHS **Skill Focus:** Speaking/Grammar

Summary: Tell the students that you personally going to be deserted on an island 1 year from today. You can bring nothing with you, but you will have time to learn skills before you leave for the island. Ask the students to list which skills they think it would be best for you to learn.

Give them the following sentence model with example.

i.e. "If I were you, I would learn to..."

After, list the skills the students come up with on the board and ask the students to vote on the three abilities they think would be most useful in surviving on the island.

Teacher: Taylor Pearce

BOE/School: Kanoya Technical high school

Title: Draw that Scene

Objective: Review

Grade Level: JHS/SHS

Skill Focus: Reading/Grammar/Vocabulary

Summary: Write a unique sentence or multiple sentences describing an event or scene for each student in the class (EX: My cat loves sushi. His favorite restaurant is Sushi Tora). Have each student figure out what their sentence means using their dictionaries or textbooks. Once they understand what their sentences means, have them draw the scene on a piece of A4 paper. When they finish, assign each student a letter of the alphabet to write on their paper and collect all the drawings. Post all the drawings on the blackboard for everyone to see and give students a worksheet containing all the sentences made for the lesson. Have them match the pictures on the blackboard with the sentences on the worksheet. Once they finish, review the answers and have students explain the meaning of the sentences to the class. This activity is good in that the level of difficulty and rules can be easily adjusted for each class' English ability and size. It usually works best for classes with twenty students or less, but in larger classes you can make them do this activity in pairs. The more interesting the scenes they have to draw, the better the activity usually goes.

Teacher: Andrea Petersen

BOE/School: Kanoya Agricultural High School

Title: Directions for a guest at Noko High School

Objective: Learning how to give directions in English

Grade Level: SHS

Skill Focus: Reading & Speaking

Summary: Students are given an introduction and examples for 'Telling the Way' as according to Lesson 8 of Select Oral Communication 1 textbook. They are then put into pairs, given a detailed map of the school (which has a key and **starting points** highlighted), a counter (e.g. a die) and the following *worksheet* (summarized version).

An English speaking guest is visiting Noko and needs your help finding places!

*Put your counter at the **starting point** on your map and follow the directions. Fill in the blank spaces (underlined) using these phrases:*

your left your right turn right turn left down pass inside

1. **Starting point:** The visitor is at the school office. (Student puts die at this point):

Visitor: 'Hello! I am looking for the principal's office, please. Where is it?'

Student: 'Hello. Please go ____ the passage, ____ the stairs. It is the third door on your _____. (Student uses die to help them trace out the path).

2. **Starting point:** Visitor at side entrance 1 (Student puts die at this point):

Visitor: 'Hello! I am looking for the toilet, please. Where is it?'

Student: 'Hello. Please go _____ the school building. Turn _____. Walk down the passage, it will be at the end, on your _____. (Student uses die to trace out the path).

Other questions will be asked which allow the students to use 'across the street', 'go around' and other directions used in Lesson 8 of Select Oral Communication 1 textbook.

Teacher: Edward Pickering

BOE/School: Izumi Technical SHS

Title: Karuta Vocabulary Card Game

Objective: Review or Introduce new vocabulary

Grade Level(s): JHS/SHS

Skill Focus: Vocabulary Builder

Summary: Form groups of 4 to 5 students. Give each group an envelope containing cards which have both English and Japanese printed on each side. Help familiarize the students with new vocabulary words by reading them aloud and giving them the Japanese translation. Ask the students to arrange the cards with the Japanese translation facing up. Start the game by reading the English words aloud (you can modify the speed and how many times you say the word depending on the English level). The student who selects the correct Japanese translation wins the card. Once the first round has finished, have the students count their cards. The students

who have the most cards from each group will then move to a "1st place table". Students with the second most cards will move a "2nd place table", etc. You would then reshuffle the students the same way after the second round has finished. This reshuffling of groups by skill level will make the students more competitive with each other. In the third round you can have your JTE read the Japanese translation and the students must find the English word that matches it.

Teacher: Saqib Qayum (QTS)

BOE/School: Tsurumaru SHS

Title: Word Tree

Objective: Pupils listen carefully to identify different phonic sounds.

Grade Level(s): JHS/SHS

Skill Focus: Listening

Summary: The handout for this activity lists words with similar sounding phonemes and syllables, which are displayed like the roots of a tree. Distribute the handout with the word tree to the pupils. Read words from the top of the word tree and work progressively down. Pupils will carefully listen to hear the pronunciation of the word said (for example "rake" and "lake") and circle the word that they hear to follow the branches to the bottom of the tree. Continue to do so until the teacher and pupils reach the last line on their handout. Finally, ensure that all pupils have reached and circled the correct picture at the bottom of the word tree.

Hot Tip – Pupils will be more engaged if the pictures at the bottom of the word tree are of pop-culture and reveal something about their teacher. You can contextualize this by putting forward a question (for example, 'Who is my favorite One Piece character?') and making pupils 'detectives' - asking them to listen carefully and work their way down the word tree to solve which picture at the bottom is the answer.

Name: Terry Rozmus

BOE/School: Sendai SHS and Satsuma Chuo SHS

Title: Get the Message Through

Objective: Explaining why communication can be difficult.

Grade Level(s): SHS

Skill Focus: Writing and Spoken expression.

Summary: This activity was intended for a lesson on focused on the topic of literacy problems in developing countries. However, it can be adapted for use in other lessons, and also simplified for use as a warm up game. It is a combination of the game Pictionary and the Whispered Message game. **1.** Form teams of about six in lines. **2.** Give each student a piece of paper. **3.** Explain that we will secretly be telling the first person an object which they must draw while hiding their paper. Have a different object for each group so the groups can't spy on each other to improve their chances of getting the message right. They must ensure they draw within a time-limit. **4.** They will then pass it to the next person who will write what the previous person drew. This continues, alternating between people who draw and people who write until the message gets to the end of the line. **5.** Get the last person to write on the board what is written or drawn on their paper. In this first round where the topic is only a simple object the final result will probably be similar to the original topic. However, subsequent rounds can be made more difficult by, for example, adding actions to the topic. Once you have gone through a round where all the teams have had at least one experience where their final message was unlike the original message, have them discuss in their group why this happened, and then have them explain it to the whole class. One variant version I would like to try sometime is one where there is no drawing, just copying a message written in an unfamiliar script. The idea is to share a message with the students written in English, but converted into a different alphabet. They have to get the message to the end of their line by copying it as accurately as possible. The easiest alternative alphabet to use is probably Greek, because you can type your message in a Word and then change the font to 'Symbol'. This gives you instant Greek!

Teacher: Angelica Sather Hodgetts

BOE/School: Ibusuki SHS

Title: "Fill in the Blanks" Scene!

Objective: Create English content and practice speaking it.

Grade Level: SHS

Skill Focus: Writing, speaking

Summary: Before class, create a short dialogue with a scenario that can be funny or interesting (example: one person is going to the store and asks the other what they need to buy, etc). If possible, the dialogue should use grammar points the students have recently studied. The JTE and ALT perform the dialogue for the students, twice, asking them to pay attention to the story. Then hand out the dialogue to the students with many key

words or phrases removed. Students should work together in pairs to fill in the blanks with *their own* choice of words. Encourage them to be creative and funny! Tell them they may perform their scenes at the end of the class, so that everyone practices the dialogue, and in the last 5-10 minutes of class, have volunteer pairs show theirs, or choose pairs to perform (the ones who seem the most ready). Collect dialogues at the end of class, and make encouraging critiques and comments to be returned to students in their next lesson! The length of the dialogue and the number of blanks can be altered depending on the level of the class.

Teacher: Tomoko Sato

BOE/School: Tarumizu SHS

Title: Subjunctive Past

Objective: Apply grammar patterns

Grade Level: SHS

Skill Focus: Writing/Listening/Speaking

Summary:

1. Form pairs.
2. Give students this worksheet.

ALT&JTE	もし（ ）たら、（ ）だろうに。 実際は（ ）だ。
Group 1	もし（ ）たら、（ ）だろうに。 実際は（ ）だ。
Group 2	もし（ ）たら、（ ）だろうに。 実際は（ ）だ。

3. ALT and JTE give them a demonstration skit.

JTE: Hi, Taylor, what will you this weekend?

ALT: Oh, probably nothing.

JTE: What's wrong?

ALT: My car broke down.

JTE: Oh, no!

ALT: If my car worked well, I could go to Kirishima with my girlfriend.

4. Students fill in the first blank on the worksheet.

5. ALT and JTE write the key sentence "If my car worked well, I could go to Kirishima with my girlfriend." on the blackboard, and make sure they understand the grammar points.

6. With their partner, they make a skit using the grammar pattern.

7. Each group demonstrates their skit and other students fill in blanks on their worksheet.

8. After all demonstration, each group write their key sentence on the blackboard.

9. With the worksheet, make sure students understand the key sentences.

10. ALT chooses the best skit.

Teacher: Misato Shigeta

BOE/School: Kanoya Nogyo SHS

Title: Have you...?

Objective: Review and apply grammar patterns (the present perfect form)

Grade Level: SHS

Skill Focus: Speaking/Listening/Writing

Summary:

< front side >

< back side >

Have you finished your home work?

(※ Picture eating lunch)

Have you eaten lunch?

(※ Picture doing homework)

- ①ALT will make cards as in the example above, as many as there are students.

- ②The students will circulate around the class and start conversations, in order to find their partners who have a matching picture illustrating their sentences.

ex) “Have you eaten lunch?”
 → Yes, I have. (If they have the matching picture.)
 → No, I haven’t. / No, not yet. (If they don’t have the picture.)

※Each student has to initiate a conversation with the ALT at least once during the activity.

Teacher: Tomoko Shimoide

BOE/School: Sendai SHS

Title: Shipwrecked!

Objective: Practicing subjunctive grammar patterns

Grade Level: SHS

Skill Focus: Writing/Speaking

Summary: Form groups. Have them listen to the dialog with ALT and JTE.

Explain the situation (“You are on a sinking ship. You can take only 3 things with you to the deserted island. What items will you take?) and grammar points. Show some items which they can take to the deserted island. Have them choose three items and write their reasons for their choices. Have them make an announcement about their ideas. Get them to write down their writings on the black board and repeat it

Teacher: Ryoko Shimotakahara

BOE/School: Amami SHS

Title: Let’s explain the original pictures in English!

Objective: Apply grammar patterns

Grade Level: SHS

Skill Focus: Writing/ Speaking / Listening

Summary: Form teams. Each group draws pictures on a piece of drawing paper such as a picture below. Each group explains the drawing in as many English sentences as possible. Each group then expresses the sentences using relative pronouns. ALT or JTE help them make English sentences.

ALT or JTE check their English explanations and give them a score. The representative of each group show their pictures and describe the pictures in English to the other groups.Using relative pronouns, he or she writes the sentences on the board. Other students write the sentences in their own notebooks and repeat.Each student evaluates each group’s work and gives them a score.



I know a boy whose parents are teachers. His name is John Brown. The woman who is holding a girl in her arms is Mrs. Brown, a music teacher. The man who is holding hands with his son is Mr. Brown, a P.E. teacher. The family (whom) I met in the park was the Browns.

Teacher: Kouji Shinoda

BOE/School: Kaiyou SHS Day Course

Title: Sentence Match

Objective: Review and apply grammar pattern of relative pronoun

Grade Level: SHS

Skill Focus: Grammar

Summary: Form teams. Hand out the cards of single sentences and the sentences concluding relative pronouns to each team. Give teams about 5 minutes to make an impressive story or a funny story by matching the cards. Have one of the students in each team write the sentences on the board. JTE will check the grammatical error of the sentences, especially mismatching an antecedent and the relative pronoun. If there is one mistake, give the team minus 1 point. Show the right sentences on the board and have all students repeat. Add up each team’s minus points. ALT will give each team points of the impression about each sentence. ALT’s impression points minus grammatical mistake points is the points for each team. The team which gets the highest points is the winner .This can be used with 600 Basic Sentences if you use the same grammar pattern but change the words (since students memorize the sentences)

Teacher: Tara Suprunowicz

BOE/School: Amami Technical SHS

Title: Brainstorming Vocabulary

Objective: Review Old/New Vocabulary

Grade Level(s): SHS (applicable to all)

Skill Focus: Writing

Summary: Divide the class into teams of about 5 or 6 students. Each team uses a piece of paper for their answer sheet or students can use the blackboard. The ALT/JTE gives the class a word prompt or general topic (e.g. school). The students then work together to come up with as many related words that they can think of within the time limit (3-5min). Afterwards each group writes their words on the board (e.g. club, class, pencil, desk, test, study, homework etc.). Points are awarded for correctly spelled words and ranked in difficulty. If a word is spelled incorrectly the student gets one chance to fix the error for the word to count. If more than two groups have the same word no points are awarded. Extra points can be rewarded at the end if the students can make sentences out of their words. The group with the most points wins.

Teacher: Kiyotaka Taguchi

BOE/School: Kajiki Technical SHS

Title: “My Dream” Expressed in Subjunctive Mood

Objective: To review some grammar patterns of subjunctive mood; express one’s own ideas using subjunctive mood

Grade Level: SHS

Skill Focus: Speaking/Grammar

Summary: Form teams. ALT presents students simple model sentences using subjunctive mood and explains their usage. JTE, if necessary, supplements this explanation either in English or Japanese. → ALT lets students read these model sentences aloud and students try to memorize them. → ALT and JTE present some dialogue. Then they ask students some questions about the dialogue. This is a way to check their understanding and to consolidate this knowledge. → Students make some sentences. Teachers can facilitate this task by showing some English expressions students may use. According to students’ English levels, we can choose one of the activities as follows: (1) Students match the former and the latter parts of each sentence from the alternatives and complete it. ; (2) Students fill in the blanks of each sentence from the alternatives. ; (3) Students do the crossword puzzle in which some words applicable to their composition are included. Then they fill in the blanks of each sentence with the words they have found. → Students can also present their own innovative dialogues. ※ Teachers can introduce one of these activities with some interesting games so that students become competitive and enthusiastic.

Teacher: Mizuho Tanaka

BOE/School: Kanoya Girls’ High School

Title: Definition Game

Objective: using relative pronouns and clauses

Grade Level: SHS

Skill Focus: Speaking /Listening

Summary:

1. Demonstrations by instructors

An ALT or an instructor reads some definitions (ex. animals / food / traditional events in the world etc.). Students guess what they are and write the answers on the handout.

2. Definition Quiz

[Task 1]

Students write a definition of one thing (ex. animals / food / their friends / things around them etc.) in a sentence. After that, each student reads his or her definition in class and the other students guess what it is and write their answers on the handouts. The student who has read the definition calls the name of one student. The student who is called answers the question.

Ex) St○A: This is a fruit whose outside is red and inside is white.

(After students write the answer, ↓)

St○A: Mr. ○○, please answer my question.

St○B: Is it an apple?

St○A: Yes, it is.

(St○B starts his or her presentation.)

[Task 2](pair work)

Students are given a list of traditional events or things in Japan. After that, Students are going to introduce one of the Japanese cultures to the ALT from the list. They have to explain it in sentences using relative pronouns and clauses. After the ALT listen to the students, she or he must guess which Japanese events they are talking about from the list.

Ex) Sts: This is a kind of festival which falls on August 13 to 15. Many Japanese people take vacation and return to their hometowns.

ALT: Is it OBON Festival?

Sts: Yes, it is!

*If students have difficulty making definition, an ALT and an instructor help them.

Teacher: Samuel Tanaka

BOE/School: Takarabe SHS

Title: This is for you!

Objective: Speaking and listening using “which”(relative pronoun)

Grade Level(s): JHS / SHS

Skill Focus: Speaking and listening

Summary: Make groups of 4 (3 or 5 would be okay). Have the group members janken (rock-paper-scissors) so that there is only one winner. The 3 (2 or 4) group members who did not win must present a gift to the winner using “which”. They should hide the gift before they present it. See the Example.

Example:

A: Here is something for you.

B: Oh, what is it?

A: It’s a pen which I bought on our school trip.

B: Thank you.

Once everyone finishes giving a gift to the winner, the winner has to choose one gift which he or she likes the most and say a sentence using “which”. See the Example.

Example:

B: My favorite gift is this pen, which my friend bought on his / her school trip.

Once everyone finishes their role, we can do another round or move to next activity.

Teacher: Satoshi Tanaka

BOE/School: Satsunan Technical SHS

Title: Line Game "Rows and Columns"

Objective: Review and apply "the Present Perfect"

Grade Level(s): JHS/ SHS

Skill Focus: Listening/ Speaking/ Grammar

Summary: Have all the students stand up at their desks and find a student to answer the first question. Ask the student a question, it can be true or false, multi choice or anything related to what they're currently learning, for example, the grammar using "the Present Perfect."

If the student answers correctly they can choose either their row or column to sit down with them, if they answer incorrectly nobody gets to sit down. Continue the game until everyone sits down. We can control the game as we see fit by giving lower level students plenty of chances and asking bright students more difficult questions.

To make things more challenging we can introduce a penalty system where a wrong answer forces either the row or column of that student to stand up again and keep on the game until everyone sits down. The examples of the questions are as follows.

- Have you already done your homework? / • Have you ever been to Hokkaido?
- Make a complete sentence using "the Present Perfect."
- What is the past participle of "go"? / • Spell "have taken."
- Read this aloud, (as you are pointing out the written words or sentences.)

Teacher: Yumiko Tanaka

BOE/School: Nodajoshi SHS

Title: If I were ...

Objective: To familiarize with the subjunctive mood and use it

Grade Level: The second grade of SHS

Skill Focus: Writing / Grammar

Summary: An ALT and a JTE show a conversation which contains the subjunctive mood. Make students guess the contents of the conversation. Write the sentences with the subjunctive mood from the conversation on the board. Explain how to make the sentences of the subjunctive mood. Form teams of four. Give teams time to write sentences to express one's wish and supposition. Choose some good examples. Let the students write the sentences on the board. Share them in whole class.

Teacher: Ruiqi Tang **BOE/School:** Tokunoshima High School
Title: Grammar Game **Objective:** Review and apply grammar patterns
Grade Level(s): JHS/SHS **Skill Focus:** Writing/Grammar

Summary: (I usually review/introduce the grammar structures beforehand. It also helps to prepare copies of grammar explanations for distribution before the game)

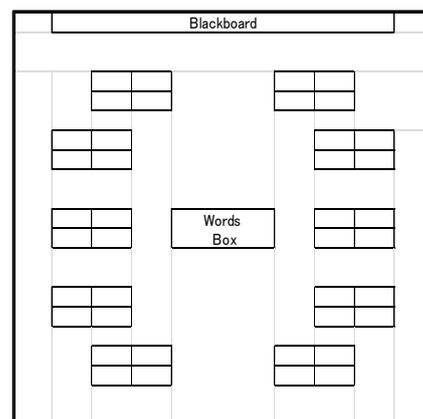
1. Form teams. Each team starts with 100 points (I write this on the blackboard).
2. Give teams 5-10 min to write as many (original) sentences using target grammar pattern.
3. Together with your JTE, go around and count how many complete sentences each team has written (in their scrap paper, notebook, etc.). Don't mind the spelling errors—count them if they are complete sentences.
4. Add each team's sentence count to their score.
5. Give each team 3-5 min to pick their two best sentences. Then, have one student from each group write their best sentences on the board.
7. Score time: Correct sentences get no points. Sentences with wrong usage of grammar or spelling are penalized (-5 pts per error). Particularly well-crafted/long sentences are rewarded (+5 points)

Teacher: Hannah Tomalin **BOE/School:** Shoyo Senior High School
Title: Consequences **Objective:** to review and practice using the past tense
Grade Level: Senior High School **Skill focus:** Writing and grammar

Summary: Distribute blank sheets of paper. Tell each student they are not to show their paper to the people around them. Ask students to write a girl's name at the top of the page; this can be another student, a teacher, a famous person, or their own name, as long as the name is known to the rest of the group. Ask everyone to fold the paper down twice to completely hide the name, and pass their paper to the right. The next person will then write "Met..." and a boy's name; again, this can be a student, teacher, famous person, or their own name. They must then fold the paper in the same way, and pass it to the right. The third time, the students must write "At the..." and then a place name. Fold down and pass to the right. The fourth time, the student writes "She said..." followed by a line of dialogue. Fold and pass. The fifth time is the same but "He replied..." followed by a line. Fold and pass. Finally, the last student writes "and in the end they..." followed by any action, for example, "and in the end they bought ice cream". The stories are not supposed to make sense, so they are usually hilarious to read out to the class at the end of the lesson, especially if the stories involve teachers or students. This is a fun game to play at the end of the lesson, if you have been using the past tense. The students can practice using any past tense verbs they have studied in the class.

Teacher: Juri Tomita **BOE/School:** Kaseda SHS
Title: Describe what it is.
Objective: Relative pronouns/Listening, Speaking
Grade Level: JHS / SHS **Skill Focus:** Listening, Speaking

- Summary:**
1. Divide the class into groups of 4 students. Have the students in each groups move their desks together. Groups should sit around the perimeter of the classroom. Put all of the words cards in a box and place it in the center of the class room
 2. Each group must choose a representative. Divide the blackboard into columns so that each group has its own column in which to write.



3. START. The representatives from each group must go to box and take one word card. They return to their groups and begin to describe the word in English. They must use sentences with relative pronouns. (Ex. "This is who / which / that / whose-----.") They must stand up and cannot use gestures while speaking.
4. When someone in the group has guessed the word, he or she goes to the blackboard and write the word in that group's column. Then, a new representative goes to the box and picks a new word to describe to the group.
5. The team that writes down the most words during the time limits wins!

Teacher: Ellie Toyoshima

BOE/School: Ibusuki SHS

Title: Conditional Sentence

Objective: Using conditionals

Grade Level: SHS

Skill Focus: Writing / Speaking

Summary: Explain the grammar point using some examples. ALT gives some examples for it to make the explanation clear.

Then, put students into a pair. Each pair gets a card which has a picture on it. (Like a cat, a man, etc) and a worksheet to write down their idea. Students make a simple story using "if I were..., I would/could/..". JTE and ALT give students demonstration so that students understand the activity clearly.

When they make a simple story first, they don't have to work with their partner. JTE and ALT mingle in the class and see the all students are doing OK.

After they make their own story, introduce the story to their partner showing the picture.

Then, after that, the pairs share the story with other pairs. "This is my partner ○○, if she were..., she would...."

When you see the all students finish introducing their story, choose some students to share their story with everyone in the class.

The end of the class, you should collect all the paper, then give them feedback later.

Teacher: Rob Turner

BOE/School: Kawanabe SHS

Title: Articulate

Objective: Review vocabulary/warm up

Grade Level: SHS

Skill Focus: Oral Communication

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

Teacher: Dai Uetani

BOE/School: Okierabu SHS

Title: Definition Game

Objective: Review and apply grammar patterns

Grade Level(s): SHS

Skill Focus: Speaking/ Listening/Grammar

Summary: Students pair up and stand face to face. Student 1 looks at the blackboard, student 2 must not look at it. The JTE or ALT writes a word on the blackboard. Student 1 defines the word. This definition must include a relative pronoun (that, which, etc.) Student 2 guesses what the word is.

ex. Answer --- a rabbit "It is an animal which has long ears."

Teacher: Alexandra Valdez

BOE/School: Kagoshima Chuo Senior High School

Title: Picture Descriptions

Objective: Practice using articles/Encourage spontaneous use of English.

Grade Level(s): SHS

Skill Focus: Grammar/Speaking

Summary: There are many grammar/vocabulary points that will arise during this exercise, but it was designed to focus on the correct usage of English articles. If you so chose, this activity can be used to highlight other grammar points. Divide the students into groups. Pass out different pictures to each group. Ask the students to describe the picture as though they were describing it to a person who cannot see the picture. Ask them to come up with as many sentences as possible, but set a specific goal based on the level of you students. [7-10minutes]

The JTE/ALT should describe a picture as a demonstration and provide prompt questions to help the students have a clear idea of the task. Sample questions: What is in the picture? Where is it located in the picture (in the middle, on the left side, next to a tree, etc.) Who is in the picture? What are they doing? What do they look like? What are they wearing? As the student are thinking of their sentences, the JTE and ALT should go around the room to check on their sentences, paying special attention to the usage of articles. Ask the students to orally present their descriptions. After the presentations, recurring problems and lingering questions can be addressed. I think this activity works best if it is used periodically during the term to reinforce the proper usage of articles, as this is a particularly difficult aspect of the English language for Japanese students to master.

Teacher: Junichi Wada

BOE/School: Makurazaki SHS

Title: Let's ask your friends in English!

Objective: Review and apply grammar patterns

Grade Level: SHS

Skill Focus: Writing/Speaking/Listening

Summary: Hand students a worksheet like a bingo sheet. ALT writes two example sentences like "Have you met a TV personality?", "Have you been to America?" JTE has students remember what they learned in the last class. Students write their original questions which begin with Have you on the worksheet. Students walk around the classroom and ask ALT and their classmates. The person who are asked must say "Yes, I have." or "No, I haven't." If he / she says "Yes", the person who asked writes his / her name. After they can make a line, they show their sheet to ALT/JTE.

Teacher: Jonathan Wieser

BOE/School: Oshima Senior High School

Title: Sentence Battleship

Objective: Grammar practice

Grade Level: 3rd year JHS / 1st year SHS

Skill Focus: Speaking and listening

Summary: Battleship in this example may be used to have students practice various versions of a grammar point in pairs. Prepare a game board consisting of two tables on the same side of a sheet of paper. The title row and column contains corresponding parts of an interchangeable sentence containing the target grammar item, such as, (Row 1 heading) "Have you ever ~" (Column 1 heading) "~ played lacrosse?" Continue filling in the headings with various conjugations that may be used in all row/column configurations. For example, row 2 heading might read, "Has she ever ~" and column 2 heading, "~ seen a whale?" Note that the cross configuration of the above two examples forms coherent sentences. Read through the example sentences with the class. Explain the rules giving an example of game play with the JTE. An enlarged version of two game boards posted on the blackboard or screen for a visual example may be useful for efficiency of explanation. If unfamiliar with the rules, they may be found at: <http://boardgames.about.com/od/battleship/a/Rules-of-Battleship.htm>. This game can be modified to have students practice various other grammar points using interchangeable portions of sentences, and may therefore be used for a variety of ability levels.

Teacher: Greg Wipf

BOE/School: Takeokadai High School

Title: Battleship

Objective: Students practice grammar structures/conversation while having fun

Grade Level: JHS/SHS

Skill Focus: Grammar/Conversational

Summary: This activity is based off of the board game Battleship. You or your students will draw a grid (5x5 or 6x6). They will then label the rows and columns with whatever grammar/conversational point you want to practice. For example, when practicing "Let's meet at the place at time ", different places would be listed for the rows and different times would be listed for the columns. The students then secretly draw 4 boats of different sizes on the board. Students then go back and forth asking questions to try to sink each other's boat. Using the example above, students might say "Let's meet at the library at 6:00" and 2 responses: (miss) "That's too (late/early) for me." or (hit) "Sounds good. See you there." Students will practice the grammar/conversational point many times while enjoying competing.

Teacher: Natalie Wissler

BOE/School: Kakusho SHS

Title: Conversation Scramble
grammar/vocabulary

Objective: Improve understanding of conversation flow, review

Grade Levels: JHS/SHS

Skill Focus: Grammar, reading comprehension

Summary: Prepare a 6-10 sentence conversation appropriate for the students' skill level. Print out multiple copies and cut each sentence into separate strips. Mix them up, but keep them bound together with a clip or in a small bag. Tell the students to form groups and hand out a conversation to each team. They must arrange the sentences in the correct order and when they finish, they must raise their hands and say "Finished!" The first team to arrange the conversation correctly wins. Then the remaining teams must demonstrate the conversation in front of the class in pairs of two (or more if you created a dialogue between 3+ people).

Notes and suggestions:

- This activity is very easy to prepare on a short notice and also incredibly flexible. You can base the conversation around any kind of grammar point, vocabulary, or theme that you like. You can also create a separate version with blanks in it for the students to fill in with whatever they want when they demonstrate in front of the class.
- For a little extra motivation, I like to hand out prizes to the team that wins by completing the conversation the fastest. Then if anyone else wants a prize, they have to demonstrate for the class first.
- Remember not to make the conversation order too vague.

Teacher: Kizuna Yamamoto

BOE/School: Kagoshima Technical SHS

Title: Bucket Lists

Objective: Apply the present perfect

Grade Level(s): SHS

Skill Focus: Speaking /Grammar

Summary: Have the students brainstorm several activities they have done before or would like to do in the future. Explain the term 'bucket list' with examples and encourage the students to consider what they would include in theirs. Then, in pairs, let the students take turns asking if their partner has done each of these activities. They should start with the phrase 'have you ever' and answer the questions with the present perfect. Encourage your students to share any surprising answers with the class after their discussion time is complete.

Teacher: Aya Yanagita

BOE/School: Kagoshima Chuo Senior High School

Title: Dear Abby; Advice Column

Objective: Practice using the subjunctive mood

Grade Level: SHS

Skill Focus: Grammar/Writing/Speaking/Listening

Summary:

Advance preparation:

Tell the students to write down a problem or worry that they have; they will be able to keep their anonymity.

Tell them that they will give some advice for other students' worries.

In class:

1) Explain the subjunctive mood.

2) Ask the student to make pairs and hand out the paper with the students' problems/worries. Tell the pairs to give some advice using the sentences below:

If I were you, I would ~

In your place, I would ~

3) Share the advice with the whole class and talk about the sentences and exchange ideas.

Examples:

1) I know I have to try hard to study, but I always fall asleep soon after I start studying. I'm so tired after the club activity.

→ If I were you, I would go to bed earlier and wake up early in the morning to study.

2) I want to get better at English, but it is too difficult to understand and learning vocabulary is boring. What should I do?

- In your place, I would listen to slow English songs. It's fun and helps improve your listening skills.
- 3) I don't like fighting with my brother, but he is really annoying. He always bothers me when I am trying to study.
- If I were you, I would play with him for a little bit before you start studying.

Teacher: Tamaki Yoshinaga

BOE/School: Konan SHS

Title: What is your wish?

Objective: Familiarize students with 'the subjunctive'

Grade Level: SHS

Skill Focus: Grammar/Writing/Speaking

Summary: Ask students what their reality is and their wishes are. Explain how to make a sentence in the subjunctive mood. (e.g. I am not rich. → If I were rich, I would travel around the world.) Ask them to make a sentence. Tell them to check their sentences in pairs. Let them practice in pairs. (e.g. Student A: I am not rich. Student B: You are not rich. Then what would you do if you were rich? Student A: If I were rich, I would travel around the world.) Tell them to walk around the class and talk to at least 5 different people.