LIVE ACTION WHEELCHAIR QUEST
Submitted by Allison Lanthrum (Nara Prefectural Institute for Educational Research)

Target Group: All grades of JHS (Physical & Mental) Special Needs (designed for wheelchair use)

Difficulty Level: Fundamentals

Activity Objective:
To enjoy learning and practicing directional vocabulary

Procedure:
1. Begin by introducing directional vocabulary using Vocabulary Cards, using movement, pictures, and language. Practice saying each word in English, and again using movement.
2. Next, watch the video “The Directions Song” found on YouTube. Watch the video with students. After showing the video once, watch it again, this time inviting students to move their wheelchairs with the directional vocabulary in video or ask students’ aids to move the wheelchairs, creating a “Dance/Sing Along Experience”.
3. Invite students to play the game, themselves becoming the game pieces! On a small game board, students begin at a designated point outside the board. On a large game board, students begin within a square on the game board. One by one, students roll the die by knocking it off their wheelchair tabletop. Then, they ‘move’ according to the die. Once they arrive at the GOAL square, they win! Play as long as time allows.

Materials and Preparation:
Over-sized Die: Use a cardboard box and resize it to make a cube with each side measuring .3 meters. Then, cover the cardboard with kid-friendly, soft felt. Next, write a different directional vocabulary word and a matching, simple picture on each side of the die. Game Board: Use (approved) colourful, wide tape to create an over-sized grid directly on the floor. Each square should be large enough to accommodate a student’s wheelchair. Use brightly coloured paper to indicate the students “START squares” and the “GOAL” or winning square within the game board. TV/Internet Access: Cue the video “The Directions Song” found on YouTube and use the video to help introduce and practice directional vocabulary. Vocabulary Cards: Create and laminate large cards featuring each directional vocabulary word in English, Japanese, and Katakana. Also include a matching, simple picture to help comprehension.

Division of Labour for ALT and JTE:
ALT: Creation of materials and preparation. Introducing English pronunciation of vocabulary words. Checking comprehension and assisting students as needed. Introduce song to students. Sing along with video. Assist student movement during Video Dance. Assist students to game board. Place die on students’ wheelchair tabletop as needed. Assist students in game as needed. Assist in class closing.
JTE: Reservation of TV/Internet hardware. Describe class plan to students. Repeating vocabulary words with class after ALT. Showing movements to compliment and reinforce new vocabulary words. Checking comprehension and assisting students as needed. Sing along with video. Assist student movement during Video Dance. Explain game to students. Assist students to game board. Place die on students’ wheelchair tabletop as needed. Assist students in game as needed.

Suggestions and Advice:
*When making the die, an ‘extra’ face could be assigned a “Roll Again” or “No Move” function.  
*The game board should have at least 9 squares.  
*On a small game board, students “start” at a designated point outside the board. On a large game board, students begin within a square on the game board. Adjust as needed.  
*Because the goal is to teach and practice directions, consider the direction that each student’s wheelchair is facing. Students may try to turn their wheelchair within a square before moving to another square to make their roll more advantageous. Advise students that once they enter the game board, the direction they face should align with their rolls.
**BLIND SNAP**

Submitted by Soon Lai Teoh (Nagahama City BOE)

**Target Group:** JHS Special Needs  **Difficulty Level:** Fundamentals

**Activity Objective:**
To practice listening and speaking of numbers and letters

**Procedure:**
Divide cards into equal amounts for each player.
Players close their eyes and take turns putting cards out on the table (card pile).
Teacher reads each number/letter out loud.
When players hear the same number/letter called out, they "snap" the card pile.
The first player to correctly "snap" earns the card pile while incorrect "snaps" give the pile to the opponents.
Play until one player has all cards.
First to lose all their cards must read for the next game.

**Materials and Preparation:**
For numbers: A deck of cards with picture cards removed
For letters: A deck of alphabet cards - can be either upper or lower case depending on focus.

**Division of Labour for ALT and JTE:**
JTE and JET must first teach students letters and numbers until students are proficient.
JET should be explaining the activity in English while demonstrating it with the JTE.
JET and/or JTE must then be the first to read the cards. After the first game, one can join in while the other monitors the new reader and game.

**Suggestions and Advice:**
A practice round with eyes open helps students to figure out how to play the game and the order.
Things get confusing if there are too many players as it becomes hard to distinguish whose turn it is. Try and avoid playing with more than 5 players and a reader in a group.
The JTE CAN help translate the instructions IF NEEDED, but it hasn’t been required so far in any classes I have done.
WORD PUZZLE
Submitted by Jeff Windham (Seika Town BOE)

Target Group: All grades  Difficulty Level: Fundamentals

Activity Objective:
To practice/reinforce good spelling

Procedure:
Divide the students into groups. Anything is fine.

Write a word/sentence on the board, but only use dashes where the letters would normally go. For example, write “__ __ __ __ __” for “hello.” The groups will take turns guessing letters. If they correctly guess a letter, they get as many points as there are letters in the puzzle. In the previous example, a group that guessed “e” would get one point. A group that guessed “l” would get two points. There is no penalty for a wrong guess. The students can raise their hands at any time if they want to take a shot at the whole thing. Guessing the entire puzzle correctly gets that group five points (or whatever denomination of your choosing).

The game can last for as short as five minutes, or as long as fifty minutes. It depends on how many puzzles you give the students.

Materials and Preparation:
None

Division of Labour for ALT and JTE:

<table>
<thead>
<tr>
<th>ALT</th>
<th>JTE</th>
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<tr>
<td>Write the puzzles on the board and fill in the letters as they are correctly guessed.</td>
<td>Keep track of scoring.</td>
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Suggestions and Advice:
Only allow the groups to guess one letter per turn, regardless of whether they were right or wrong. If you let a group with a right answer continue guessing, you will have one group constantly getting points while all the other groups look on in boredom.

Avoid using sentences taken straight from the textbook. The students will figure this out, and then just count spaces to figure out the answer. You will end up with groups guessing the right answer without guessing any letters at all, which defeats the purpose of the game. You can use textbook sentences, but be sure to change things around to throw them off (for example, take the textbook sentence “I have rice and miso soup for breakfast” and make it into “I have pizza and chocolate milk for dinner”).

You may want to keep an answer sheet to help you keep track of the letters. In puzzles with long sentences, it is very easy (easier than you think) to accidentally miss a letter.

You may notice that this game is just a barebones version of the American game show “Wheel Of Fortune” (or, depending on your point of view, an expanded version of the game “Hangman”). You can turn it into Wheel of Fortune by bringing in a spinning wheel and some game money. As per the show, have the groups spin the wheel first. After they land on a number, let them guess, then multiply their winnings by whatever number they landed on. For example, if a group spins the wheel and lands on 4, then guesses the letter “e” and there are three of them, three “e” ’s times four will net that group twelve game dollars (if your game money is in $1 bills). For a game wheel, you can make one, find one in a novelty store, or yank one from the Game of Life/Jinsei Game. You can also use a big stuffed novelty dice as a substitute for the game wheel.
'GUESS WHO!'
Submitted by Dylan Adam Joffe (Toyoka City BOE)

Target Group: All grades  Difficulty Level: Fundamentals to Conversational

Activity Objective:
To review questions and vocabulary that are commonly used in everyday English communication

Procedure:
After the activity has been explained to the students, each team in each group selects which character they are for the game, but does not tell the other team which character they selected. The other team must 'guess who' the character they selected is. That is the goal of the game. The students can only answer 'yes' or 'no', if asked a question about their character. Any question that can be answered with a yes/no answer is permitted during the game. Each team member takes turns in asking the questions about the other teams' character. Each team takes turns asking questions of each other, in the order of one question at a time each time. Examples of questions that can be used include, 'Are you a boy?' 'Do you play soccer?' 'Can I see a ball?' etc.). If the answer to a question is 'no', then the team that asked the question crosses out all of the characters that the 'no' applies to. If the answer to a question is 'yes', then the team that asked the question crosses out all of the characters that the 'yes' does not apply to. The final question is 'Are you [Character's name]? The team that guesses the correct character of the opposing team first/the fastest wins the game. In order to decide which team gets to ask the first question, the teams conduct 'Rock, paper, scissors ('Janken'),' with the winning team allowed to ask the first question.

Materials and Preparation:
Students are separated into groups of four, made up of two teams consisting of two students each. Each team will be provided with one 'Guess Who!' game board to share between team members. The boards can either be laminated and a black marker and a cloth used, or the students may write on the paper and use an eraser and a pencil. While original boards can be created by ALT, at present free downloadable game boards created by the makers of the 'Guess Who!' game are available a http://www.hasbro.com/games/discover/guesswho/upload/GWc_Sports-en_UK.pdf. These boards are given to the students to use for the game. I like to use this particular game board (SPORTS) as it incorporates English vocabulary already learnt by the students, and combines this with a number of foreign names for people from various countries around the world. This allows for the activity to be broad based, be able to used for many levels of students at JHS, and incorporates both internationalisation and English language communication components (reading, writing, listening, and speaking).

Division of Labour for ALT and JTE:
The activity is explained first in English by the ALT, and then in Japanese by the JTE (if required). Before beginning the game, the students practice pronouncing the foreign names and the sports being displayed (in the characters dress). The students also record any difficult/unfamiliar sports in katakana for pronunciation and in kanji for the meaning. The students are given time to ask questions. For example, “Is Gary a boy's name or a girl's name”? The JTE and ALT monitor the groups while they play the game to ensure that they are only using English, to support the students with lower level English abilities, and to assist students in asking questions that they may not have learnt yet but that they want to ask in English about the other teams' character.

Suggestions and Advice:
In order to make the activity run smoothly it is useful to include the katakana pronunciation of the characters’ names on the game boards before handing the game boards to the students. Translation of the sports and their pronunciations may also be provided to the students before handing them the boards too, if the students have not yet learnt how to pronounce the sports. Explaining how to play the game in English and Japanese before beginning the activity will help facilitate the smooth running of the game. Students should be supervised to make sure that they are only using English to ask each other questions. At ninensei and sannensei level, this activity takes about 20 minutes to complete.
complete. This includes the explanation of the activity, pronunciation practice, and time for two
games to be played. The timing of each game with a stopwatch is recommended so that students
and teachers are aware of how much time they have left to complete each game. This activity is a
good activity to show students that English can be fun to learn, and that it is fun, interesting and
easy to speak “everyday English” in “real-life” situations. It is also a good activity as it demonstrates
to many students how much English they have already learnt, without being aware of it. This gives
them more confidence in using English everyday and in motivating them to continue to study
English and communicating in English. It is a great way to review a lesson or a series of lessons,
and the students always enjoy playing the game.

MARIO KART BOARD GAME
Submitted by Arran Chambers (Takamatsu City BOE)

Target Group: All grades   Difficulty Level: Fundamentals to Conversational

Activity Objective:
The goal of this activity is to promote oral and written skills in English within a group, in a
competition based atmosphere, offering prizes as incentives to work hard.

Procedure:
Instructions for Mario Kart board game activity
The activity is a blackboard based game, playable for any amount of time, but I find that the
optimal time is one 50 minute session.

Students are divided into groups, usually of six students each, but this depends on total class
numbers. Before the class, the teacher will draw a race track of small squares in any design on the
board. A variation on this is to allow students that have played the game before to design the track
themselves. At the front of the class, magnet-backed character cut outs are placed on a table, and
one student from each group is then invited to come and choose their group’s character. These
students then place the character they have chosen on the starting grid of the race track. One A4
piece of paper is given to each group, and from this point the game begins.

Each round of the game begins with the ALT asking a question in English, questions being
adjusted to the class ability level, and then telling the students that they have a certain amount of
time, usually 30 seconds, to answer the question in their groups. Before starting the answer time for
each round, multiple choice answers, usually three, are written on the board, of which only one is of
course correct. Students must write down their answer in English on the paper provided, in the
allotted time. Here then we can see two of the educational aspects of the game, students practice
reading the possible answers from the board, discuss these answers orally in their groups, and
practice writing in English at the time of submitting their answers. Questions are usually tailored to
the material that students have covered in class, but also include more interesting, popular culture
related questions from video games, sports teams, popular music, movies, and anime. This
concludes the first stage of each round.

Once the time is up, one student from each group submits the team’s answer to the front and then
the correct answer is called out by the JTE.

In the second stage of each round, the teams with the correct answers send a representative to the
front, and the teams that answered incorrectly are out of play until the next round begins. Students
at the front then roll a dice (I downloaded a digital iPhone dice app so as to bring a little modern
technology into the classroom), and the number they roll represents the number of spaces they
advance on the board. Each group that answered correctly advances on the board after rolling the
dice and passes to stage three, staying at the front.

In stage three students get to compete for the chance to get a special power up card.
The one remaining winner then gets to choose one of a selection of face-down cards. I chose to make cards that have varying degrees of utility, some effecting the player negatively, for example causing them to go back spaces, others advance the player forward squares, and others can be used to attack the other players sending them backwards. These cards are very specific to each teacher, and I will outline my own personal choice of cards in the advice section below.

Stage three ends when the winner of *janken* has taken their card and used its effects.

The game returns to stage one again using different questions for each subsequent round.

**Materials and Preparation:**
1. One piece of paper for each group the class will be divided into.
2. One pair of die.
3. Enough cut out, magnet-backed characters to allow one for each group the class will be divided into.
4. A magnetised black board.
5. A selection of different special cards, each offering different bonuses or penalties.
6. A series of questions, to allow for the time intended for playing, for one, 50 minute class I suggest twenty questions.
7. Some small prizes as rewards, such as stickers or badges of popular cultural icons

**Division of Labour for ALT and JTE:**
The ALT will be responsible for preparing the materials outlined in the above section. Both ALT and JTE can be involved in the creation of questions, or this can be assigned entirely to the ALT/JTE. In class time I found it best that the ALT take charge of reading out questions, thus allowing the students to hear questions in a clear, native level of English. The JTE should translate to a minimum in Japanese and only when completely necessary, such as in those cases when there has been a very low comprehension of the question asked. The ALT can be in charge of the die and special cards. The JTE can be in charge of getting the students to count along as they progress on the race track. The JTE will be in charge of reading out the answers to the questions, but again this is flexible and can be changed according to the situation of the individual ALT/JTE relationship. Prizes can be given out by the ALT to boost the relationship with students.

**Suggestions and Advice:**
To make the lesson go far more smoothly, I recommend taking 5 minutes at the start of the lesson to clearly explain the rules of the game and how to play. Students will likely require more clarification throughout the lesson for the first time they play, but having the initial introduction in my experience makes for a better lesson flow. The special cards I use are
1. A red mushroom: giving one extra role of the dice
2. A golden mushroom: giving two extra roles of the dice
3. A three red mushroom: giving three extra roles of the dice
4. A green turtle: shell allowing the player to attack one other team by rolling the dice, sending the chosen team back the number of spaces rolled
5. A blue turtle shell: working in the same way as the green shell, but giving the attacking effect to all other players
6. A banana: this card is placed on a square chosen by the player, and has the effect of slowing down the next player to cross it by sending them back by the number of their dice throw remaining after having touched the banana.
7. Star card: this puts the player into first place regardless of their position on the board. If selected by a player already in first place, they should choose again.
JEOPARDY REVIEW
Submitted by Alexandra Zindel (Yosano Town BOE)

**Target Group:** All grades  **Difficulty Level:** Academic

**Activity Objective:**
Engage students in a review of material prior to an exam in a fun and interactive manner

**Procedure:**
Jeopardy is a popular trivia game in America. For this activity, a board with categories and points is displayed for the class to see (either on PowerPoint or on the blackboard.) Students get into groups of around 4 people (there can be more or less depending on class size). Groups 隅肯 to see who goes first. The winning group chooses the category and the point value. The ALT clicks on the category and point value (PowerPoint), or turns the appropriate paper over (Paper) to reveal the question. The ALT reads the question out loud. Groups raise their hand as fast as they can with the answer. The first group to raise their hand answers the question. If they are wrong, the question goes to the next group. If they are correct, they get the points and can choose the next category and point value. Anyone can answer the question. Points are kept track of on the board. The group with the most points wins.

**Materials and Preparation:**
High Tech Version: Requires Computer, PowerPoint, and a TV or Projector in the classroom. A Jeopardy board with categories, points, and links is created following instructions found online. Each point value will be able to be clicked on revealing a question.
Low Tech: Paper, Blackboard, Magnets. One side of the paper has a point value, and the other side of the paper has the question. The papers are arranged on the board, points facing the classroom, in Jeopardy fashion and held up with magnets, and the categories are written directly on the board.

**Division of Labour for ALT and JTE:**
In preparation for this activity, the ALT and JTE work together to choose the material that needs to be reviewed. Then together or separately they generate questions for the activity. If using PowerPoint, the ALT prepares the Jeopardy Board following instructions online. If using the low tech version, ALT prepares paper with the point value on one side, and the question on the back of the paper.
During the activity, the ALT acts as host and asks the students questions. JTE keeps tracks of the points and also helps students with translations or hints.

**Suggestions and Advice:**
Jeopardy is a popular trivia game in America. It may be beneficial to provide a brief cultural introduction at the beginning of the lesson. The Jeopardy board consists of 6 categories with 5 questions each. The number of categories and questions can be altered as needed. Each question is assigned a point value. The questions get progressively more difficult in each category as the point value increases. This game is very versatile and can be used with any grammar point that the students will be tested on.
Using PowerPoint is a fun and professional way to run this activity. Please allow time for the creation of the game board. There are instructions regarding how to do this available online. I recommend ehow:

Make sure to test out the board beforehand and make sure you are able to display it in class.
The low tech version of this game can also be used as an effective study tool and is less likely to cause technical difficulties.
Because of the interactive nature of this game, an entire class of 45 – 50 minutes is recommend to play, particularly if this is the first time you are playing it with the students.
EASTER EGG PREPOSITION HUNT
Submitted by Ruth Rowntress (Kumamoto City BOE)

Target Group: All grades  Difficulty Level: Fundamentals to Basic Conversation

Activity Objective:
To practice prepositions (under/on/in/by) & target question (Where is/are?) while reviewing grammar (blue egg)

Procedure:
Find the (paper) eggs and fill in the blanks (using prepositions) on worksheet to show where they are.

Materials and Preparation:
Approx. 10 coloured (or patterned) paper eggs - they should be laminated for reuse. Blu-tack for sticking eggs to surfaces. Worksheets with target sentences/vocab./key words. Pictures of Easter/Eggs for introduction. Item(s) for practicing target question/grammar (Where is/are?)

Division of Labour for ALT and JTE:
Preparation: ALT and JTE discuss class and worksheet content and structure together. JTE prepares worksheet and prints copies after displaying preview to ALT for amendments/advice. ALT makes as many paper eggs as required once colours/patterns are discussed. In accordance with the worksheet, ALT hides the eggs in the classroom/gym/yard prior to class, if possible. Activity: During class, ALT and JTE introduce the notion of Easter, focusing on Easter Eggs and Easter Egg Hunts. ALT explains that there will be an English Easter Egg Hunt later for coloured paper eggs and displays some pre-made eggs and worksheet. JTE briefly explains how the activity will involve new grammar (prepositions). JTE and ALT review colours (blue egg) and then introduce prepositions using Q&A dialogues: “Where is the blue egg? It’s under the chair”. In pairs, students verbally translate the dialogues to check their understanding. JTE writes target sentences on the board and students subsequently practice by filling in the blanks (and copying into their notebooks/worksheet space if desired. This creates a chance for ALT to hide the eggs). ALT & JTE split the class to check students’ self-made Q&A dialogues with own items - erasers, pens, etc. JTE talks through Easter Egg Hunt worksheet, telling students to locate coloured eggs and match them to their appropriate sentence (10-12 works well if activity is over a whole class period). When students find a coloured egg they must complete the corresponding sentence with a prepositional phrase (The red egg is on the chair). ALT introduces key word box (chair/shelf/bin). While the game is underway the ALT writes the unfinished worksheet sentences on the board while JTE roams around checking English usage. Upon completion of the game the JTE picks students to answer the ALT’s question about the whereabouts of the eggs: Where is the green egg? The green egg is under the window. The student who answers correctly writes the answer on the board. End class with review of target Q&A dialogue.
Extra time: JTE can expand on this grammar point for other (fixed) items, places or people in various locations. ALT answers JTE’s questions and then students in turn answer ALT’s questions: Eg., 1) Where is Ms. Harada? She is in the library. 2) Where is New Zealand? It is near Australia. This addition can be integrated on the reverse side of the worksheet with illustrations and examples.
After class: The ALT and JTE discuss how it went and share suggestions for future classes.

Suggestions and Advice:
Carrying out the activity: Pupils can work in pairs for this activity. To ease congestion in the classroom only one student per pair should be up from their seat. They must return to relay the information back to their teammate who writes it down. They should swap duties after every two sentences. Students can also communicate their answers across the room but if noise is an issue either students do the game individually or it can help to state that it is a competition. Remind students that they can find the eggs in any order!
Practical Tips/Adaptability: Laminate the paper eggs. Using origami sets from the 100¥ store lets you work with a variety of colours. You can also play with patterns too if it is within your student’s ability. Having one side of the egg plain and the other side patterned means it is an easy swap (but
remember to alter worksheets and prepare the students) Where is the spotty blue egg? Regarding using this game for 2nd/3rd Graders as a team warm-up: Introduce an example sentence: The red egg is under the TV. As a warm-up - with no worksheets, students can memorise the locations of the eggs (perhaps just 5/6 depending on time/no. of students in each line) and verbally recall their answers as per above. Also, giving each team a mini whiteboard once the game has ended provides an opportunity for more writing practice on top of spoken practice. Extra Advice: If you make a LOT of paper eggs (different sizes too) you can also use them for elementary classes: colours/numbers/basic conversation: I have two yellow eggs.

TRASH CAN GAME
Submitted by Mamiko Oman (Shikokuchuo City BOE)

Target Group: All grades  Difficulty Level: Fundamentals

Activity Objective:
To review any material previously covered in class (grammar, vocabulary, etc)

Procedure:
1. Students are split into teams and given their designated coloured paper.
2. The trash cans are placed at the front of the room (one on a desk-1 point, and the other on the chair which is on top of the other desk-2 points)
3. Teams are then split into shooters, writers, and picker-uppers. So if there are nine people on a team, then four people are writers, three people are shooters, and two people are picker-uppers.
4. ALT will ask/show a question (show: fill in the blank, unscramble the sentence, etc.). The writers will get 1 minute to write the answer on the paper.
5. The shooters will then get 1 minute to crumple up the paper and try to get the paper into either the 1 point or 2 point trash cans.
6. Then for 15 seconds the picker-uppers will get to pick up the paper that had not made it into the trash can.
7. Finally, the last minute is a combination of steps 4-6, where everyone can do their tasks.
8. At the end of the minute, the game stops and points are counted. Of course, only correct answers will get points.
Repeat steps 4-8 until class time is up

Materials and Preparation:
Two trash cans, two desks, different coloured paper per team (approximately 15), a chair.

Division of Labour for ALT and JTE:
Generally the ALT will be responsible for all the preparation as well as asking the questions during the game. The JTE will be responsible for clearing up any misunderstanding of the rules and for the logistics of the game itself (keeping track of time and of the points, etc). Both the ALT and JTE will look through the papers that entered the trash can and verify that they are correct. These roles can be changed if desired (my JTE was more involved in preparation because I would bring him/her the questions beforehand to make sure they were at the appropriate difficulty level).

Suggestions and Advice:
This can use up a lot of paper, so the teams should write relatively small and reuse the paper for all the questions.
This game can take a while to explain to a class for the first time. Usually the second time onwards is much more productive.
User discretion is advised: Though this game is really fun, if a class is typically rowdy they will be even more boisterous while playing the game.
WHAT ARE YOU DOING CIRCLE
Submitted by Katelyn Schwartz (Edo Town BOE)

**Target Group:** All grades  **Difficulty Level:** Fundamentals– Basic Conversation

**Activity Objective:**
To practice using verbs in the present progressive while using various conjugations of the verb to be

**Procedure:**
Create an initial list of ten words, six familiar words and four new words. On the board write the present tense of the verb and then the present progressive tense. Ex: Play=> Playing. Review the list with the students and have them repeat the words after the teacher while also making an action to go with the verb. While repeating the words, teacher should say the verb in the plain form followed by “I am…” with the verb in the present progressive form. After students have become familiar with the words, repeating them in random order about 5 or 6 times, have students stand and form a semi circle around the teacher. On the board write “You are…” explain to the students that the teacher will say the verb in the plain form while doing the action, then the students need to use the present progressive form in the sentence, “You are (running).” The teacher will say one of the plain form of the verb and the students need to repeat the “you are…” sentence while performing the gesture. At random the teacher will go through the list of verbs with students repeating the sentence. When student are familiar with the activity outline and structure, trade places with a student and have them call the plain form of the verb and surrounding students repeat the present progressive sentence. When students are familiar with this structure, on the board the teacher should write the sentence structure, “Mieko is…” and “He/She is…” The teacher explains now, going around the circle each student will choose an activity. They will do the gesture and say “I am (running).” The rest of the class in the circle will repeat, “He/She is running.” then use the student’s name, “Mieko is running.” The activity finishes with all the students saying an activity and their classmates repeating their activity. At the end the students and teacher together can say, “We are having fun!”

**Materials and Preparation:**
Chalk/whiteboard, chalk/markers… If unavailable, prior to class, write large word cards with the chosen activity words to put on the wall as reference for the students.

**Division of Labour for ALT and JTE:**
ALT and JTE will work together to introduce the activity. Together they will model the desired sentence structures and game outline. With small classes JTEs and ALTs will join students in the circle and alternately lead the activity. With large classes students should be divided into two groups with ALT leading one group and JTE leading the other. In the start of the activity the JTE should write the selected words on the board as the ALT says them and the students repeat. If the words are more unfamiliar the JTE could also write the Japanese meaning or pronunciation. There should also be significant interaction between the JTE and ALT during the activity, for example asking and telling each other what they are doing and occasionally bringing the activity back to each other before throwing it out to the students again.

**Suggestions and Advice:**
Have fun! Be crazy! It really hooks the kids in when the gestures are big and crazy. Do not be afraid to turn the activity over to the students and have them lead. They will gain confidence by having their peers listen and understand them and they will all have an enjoyable time making each other do silly gestures.
BROKEN TELEPHONE
Submitted by Amoy Pilliner (Sendai City BOE)

Target Group: All grades  Difficulty Level: Basic Conversation to Academic

Activity Objective:
To practice listening and speaking skills for any particular grammar point.

Procedure:
Each row of students is a group, meaning there are will most likely be 6 groups in your class. One of the teachers take the last student in each row into the hallway and has them memorise a word, phrase or sentence (WPS). It should be based on the grammar point currently being studied, or it could also be some type of review WPS. When the teacher shouts "Go!" students race to whisper the WPS to the next student in line. They can repeat it as many times as needed, keeping in mind the 'whisper' part so that other teams can't hear. When the WPS has reached the last student, you can have the student either write the WPS down on a scratch piece of paper or have them come and whisper it into a teacher's ear. If they are correct their team receives points. Points are awarded for speed: 5pts, 4pts 3pts, 2pts, while the last two groups receive 1pt. If a WSP is incorrect, the person must go back to their group and figure out they went wrong. Each telephone line rotates so there is a new 'last person' and the game is repeated.

Materials and Preparation:
The only material needed will be a list of sentences that will be used to practice/review the grammar point.

Division of Labour for ALT and JTE:
The JET would be responsible for providing the lead student with the sentence while the last student will provide the JTE with their answer in order to gain the required points.

Suggestions and Advice:
When a team incorrectly says a WSP, watch to make sure they don't try and get the answer directly from the 'last person.' Instead, direct them to work down the telephone line backwards until they find the mistake. There will be students who will use Japanese instead of English during the whispering. There will also be students who do not know what they are saying. The only remedy is practice, practice, practice. The teachers can walk around the classroom to ensure students are using English rather than Japanese.
MEMORISATION GAME
Submitted by Winwit Li (Kikai Town BOE)

Target Group: All grades  Difficulty Level: Fundamentals

Activity Objective:
To test their listening and memorisation skills while practicing target grammar (ex. "I like (verb) ~ing")

Procedure:
All the students stand up and form a circle. One student is given a soft ball and says a sentence with
the target grammar [I like playing soccer], and passes the ball to another student at random. The
second student must say the first student's sentence and adds on their own phrase to the sentence [I
like playing soccer and playing piano.], and passes the ball to another student. The third student
says the last student's sentence and adds their own phrase [I like playing soccer, playing piano, and
swimming.], and passes the ball to another student. This continues until either a student cannot
remember the previous sentence, repeats a phrase that another student has already said, or takes
too much time and loses. The student that loses received a punishment and then has to start new
chain of sentences.

Materials and Preparation:
- Soft ball or stuffed animal
  A ball, stuffed animal, or other soft object is used to indicate whose turn it is and to toss or pass
to the next person. This is optional because the students can simply call on each other, but this
helps them pay attention and is more fun.

- Pico pico hammer (can be bought in a 100円 shop)
  This is a toy hammer that can be used by the teachers to (gently) hit the students as punishment
for losing a round in the game. There are potential liability issues with this, so this is also optional if
you can find another way to motivate the students such as asking them a question.

Division of Labour for ALT and JTE:
Overall, the role of both the JET and the JTE are rather interchangeable. The JET may explain
how to play the game while the JTE may translate the explanation into Japanese if necessary. Both
teachers will act as judges in the game to ensure the game proceeds smoothly, to catch any
mistakes, to determine if a student is taking too long to answer, and to enforce the punishment
when a student loses. The teachers may also participate in the game if they wish. In a large
classroom (30 or more students), the class can be split into two groups and the JET can act as a
judge for one group while the JTE can act as a judge for the other.

Suggestions and Advice:
This is a game where everyone has to listen carefully and pay attention to what the other students
are saying, especially because they are being called on randomly, so it is best played in smaller
groups of students (15 or less). Because students often do not pay attention in larger groups, split
large classes into smaller groups.

The ball should be passed to someone who has not already taken their turn in a given round, but
once everyone has had a turn, tell them to continue.

In this game, there are no clear winners and only clear losers, but if there should be a winner, then
it should be the person who remembered the longest chain by the end of the game.
**SPELLING RACE**
Submitted by Sarah Hall (Miyakomachi Town BOE)

**Target Group:** All grades  **Difficulty Level:** Fundamentals

**Activity Objective:**
To practice listening and improve students ability to connect English letters to English sounds.

**Procedure:**
Students are divided into teams of 4-6 and given a set of cards with letters printed on them. An English word is called out. Students must spell the word. Points are given to the team who answers the the fastest.

**Materials and Preparation:**
Letter cards. Each set of letter cards includes one each of consonants and two of vowels. In addition, the phonetic combinations that are found in the back of the New Crown first and second year books are present. The cards were cut out of colored paper and laminated. Consonants are red. Vowels are yellow. Consonant combinations are blue and vowel combinations are green. Do not give students a full set of cards. Select which ones are necessary for the vocabulary set you are working on. You can choose vocabulary sets based on textbook lessons, categories, or specific phonetic rules. For example, you can choose words that have 'l' or 'r', words that have to vowel combination 'ai', or words with and without a silent 'e'. These cards can also be used to allow students to freely spell words. Give students a set of cards and ask them to spell as many words as they can in ten minutes.

**Division of Labour for ALT and JTE:**
The JET explains the activity and calls out words. The JTE keeps score and helps determine which team was first.

**Suggestions and Advice:**
To keep students calm, do not call on students who are noisy. To help encourage all group members to participate, have all students raise their hands when finished. Have successful groups spell the word for the class. Encourage slower groups by helping them or giving a word for only groups who haven't answered a question.
WHISPER RELAY
Submitted by Valerie Shore (Wakkanai City BOE)

Target Group: All grades  Difficulty Level: Basic Conversation

Activity Objective:
To practice three sides of communication (speaking, understanding, writing) in a fun and competitive way.

Procedure:
Sentences are written on slips of paper, and put face down on a desk/table in the back of the room. The students are put into small groups (lunch groups, for example) and then stand in a line. The student in the back of the line runs to take a random slip of paper. They read the sentence, give the slip to a teacher, and then whisper it to the student in front of them. That student then whispers it to the next, and so on. The last student must write the sentence on the board to the best of their ability. The teacher checks the sentence, and awards a point if it’s correct. Then the last student moves to the end of the line. The game ends when all students have rotated and everyone has written on the board, when there are no more slips, or after a preset time limit.

Materials and Preparation:
A blackboard and chalk, slips of paper with sentences written on them.

Division of Labour for ALT and JTE:
Before playing, the ALT and/or JTE write sentences on slips of paper. The sentences should reflect current and past grammar points. Each teacher should cover half of the groups during the activity to make sure that students are not showing their teammates the paper instead of speaking, using Japanese, etc. If the sentences are using a recent grammar point, the JTE may want to put an example on the board as a guide.

Suggestions and Advice:
Since I am a one-shot ALT, I can't always easily fit int a school's ongoing curriculum This game is a good "warm up" activity for one-shots, because it can be created on the fly with limited materials, and can be fit to any level. It uses four skills-- reading, when the student takes a slip of paper; listening, when they hear the sentence; speaking, when they must communicate the sentence; and writing, when they write it on the blackboard. When correcting the sentence, you can judge on a class-by-class basis. For example, 1st year JHS students may be unable to write well yet, so you may disregard spelling errors in favor of a general idea, while in a 3rd year classes you can be more strict.
SLOW GAME
Submitted by David Flynn (Towada City BOE)

Target Group: All grades  Difficulty Level: Fundamentals

Activity Objective:
To practice word categories and/or sentence building

Procedure:
The purpose of this activity is to build vocabulary as well as increase awareness of word categories and sentence structure, if you so choose. That being the case, before you begin anything, make sure that students are familiar with the vocabulary/grammar by teaching/reviewing it. Hand out Work Sheets. These are sheets that have all of the vocabulary being studied on them in Japanese only and already CLEARLY divided by category. Beside each word should be a box or a line for students to write in the English translation. Allow them to work on filling in all the English words for a few minutes. Whether or not they can use a dictionary is up to you.
Once the sheet is completed, this will be used as a template or guide for the game they will now play.
Divide the students into groups and hand out one deck of Vocabulary Cards per group. The number of students per group can ideally match the number of categories you have, but does not absolutely have to. Your Vocabulary Card decks should have 1 card per Vocabulary word only.
Ask the students to shuffle the cards and to deal them out to everyone in the group evenly and face down. The number of cards that each student receives should match the number of words you have per category. 5 is usually a good number.
Now each student should each have the same number of cards, and a mix of Vocabulary Categories.
What they have to do next is discard 1 card, giving it to the person on their left. Everyone discards at the same time, or at least everyone has to have discarded before the group can discard again. The goal is to eventually accumulate all the words from any given category (they can reference their Work Sheets).
Once someone has accumulated a full category, they stop the game by shouting SLOW! They show everyone their cards and if it is in fact a full category that student wins the round.
Losers have to mark down a letter, Hangman style. The word is S-L-O-W. So the first time they lose, they have to write “S”. The second time they lose, “L”, and so on, until they completely spell out “SLOW”.
You can stop the game at any time and check who has no “SLOW” letters, or who has completely written it out already. Conversely you can keep the game going longer by making it so that students have to play until only one student per group hasn’t written “SLOW” out completely and is therefore the ultimate winner, but this would probably take a really long time.

Materials and Preparation:
Create Vocabulary playing cards and Worksheets. Make sure to use a paper for the cards that the students will not be able to see through from the back. Worksheets are used to review vocabulary and as a reference during the game. Cards are used to play the game and collect groups of categorized vocabulary.

Division of Labour for ALT and JTE:
The preparation required for this activity includes the following: Selecting appropriate grammar or vocabulary to study, collecting terms and categorizing them, preparing the worksheets and cards. Once all materials are prepared, required tasks within the classroom are reviewing the vocabulary and assisting all students in translating Japanese terms into English, explanation of the game, monitoring and assisting students during the game. All of these tasks can be divided between JTE and ALT and they see fit but for example the JTE can select the grammar/vocabulary and the ALT can categorize and prep materials. In the classroom the JTE can review grammar/vocabulary and the ALT can assist in helping the students to translate terms. Both the ALT and JTE can monitor and assist during the game while walking around the class.
Suggestions and Advice:
Given that all prep work is completed properly and all activities are clearly explained and executed this game really should run quite smoothly. My suggestion then is for ways to increase or decrease the difficulty of the game. The activity can even be used for Elementary School students by, for example, keeping the categories to nouns only; Colors, Foods, Animals, Days, Months, Sports etc. The kids will have difficulty with reading everything so be sure to include images with your words. For speaking and listening practice, the winners can read out what cards they collected and say what the category is. There are many ways to make the difficulty level higher. One example is to have the students collect whatever words will build a sentence rather than complete their category. The first student to complete a sentence needs to read the sentence out loud. If you have some funny or quirky vocabulary in the mix you might get some really funny sentences.

"JANKEN" TALK: COMEDIAN EDITION!
Submitted by Lawrence Denes (Kurobe City BOE)

Target Group: All grades  Difficulty Level: Conversational

Activity Objective:
To practice modifying adjectives in different degrees

Procedure:
Students do "Rock Paper Scissors" and the number of fingers they throw determines their conversation. They discuss various comedians and how funny they think they are (e.g. "very funny," "kind of funny," "not very funny," etc.). For example, if both students throw scissors, that's a total of 4 fingers; they look at the number 4 and what degree of "funny" that indicates, and share their thoughts ("I think DOWNTOWN is kind of funny").

Materials and Preparation:
The "Janken" Talk worksheet lists possible finger combinations (0, 2, 4, 5, 7, 10) that correspond to varying degrees of funniness, with blanks for students to fill in the name of a comedian they think corresponds to that degree. Worksheet is attached

Division of Labour for ALT and JTE:
The JET and JTE need to work together to effectively explain and demonstrate the activity. It's a little complicated, so it may require some Japanese translation, depending on the level of the students, but with a good demonstration, you should be able to explain it well using mostly English.

Suggestions and Advice:
Students will need some time to fill in the names of comedians and practice in their seats, but during the activity you can let them wander around the classroom and talk to whoever they please (depending on how rowdy the class is). I've generally found that students enjoy talking about comedians or celebrities, but this game can be changed to discuss any topic you like (for example: "I think curry is SO delicious!"). This can also be adjusted for a higher level by including a follow-up question ("Why?") or having the students agree or disagree with their partner's opinion.
**Janken Talk: Comedians**

“I think ___(名前)___ is _(どのくらい)_ funny.”

<table>
<thead>
<tr>
<th>じゃんけんの結果 Results</th>
<th>芸能人の名前 Comedian’s name</th>
<th>どのくらい面白い？ How funny?</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td></td>
<td>so funny</td>
</tr>
<tr>
<td></td>
<td></td>
<td>すごく面白い</td>
</tr>
<tr>
<td></td>
<td></td>
<td>めっちゃ面白い</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>really funny</td>
</tr>
<tr>
<td></td>
<td></td>
<td>結構面白い</td>
</tr>
<tr>
<td></td>
<td></td>
<td>とても面白い</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>pretty funny</td>
</tr>
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<td></td>
<td></td>
<td>まあまあ面白い</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>kind of funny</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(kinda) funny</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ちょっと面白い</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>not very funny</td>
</tr>
<tr>
<td></td>
<td></td>
<td>あまり面白くない</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>not funny</td>
</tr>
<tr>
<td></td>
<td></td>
<td>全然面白くない</td>
</tr>
</tbody>
</table>

Class _____ No. _____ Name ______________________________
WHERE IS PIKACHU?
Submitted by Mason Loch (Nagahama City BOE)

**Target Group:** All grades  **Difficulty Level:** Basic Conversation

**Activity Objective:**
To practice asking questions about a person's location.

**Procedure:**
Small character flash cards are hidden behind bigger location flash cards on a board. The JTE holds up a larger version of the character card and the JET asks, "Where is Pikachu?" Students then take turns answering and guessing which location the character card is hidden on the board. "He's in library."

**Materials and Preparation:**
6 Location Flash Cards; 2 sets of 5-10 character cards (one set must be small enough to be concealed by the location flash cards); Magnets

**Division of Labour for ALT and JTE:**
The JET would be responsible for the production of the materials (3 sets of flash cards), hiding the cards and asking the question. The JTE would be responsible for assisting in the demonstration (ALT asks the question to the JTE first then the students), holding the cards and assisting the students in guessing.

**Suggestions and Advice:**
This game is enjoyable for the whole class but students do tend to get over excited so it's good to make sure they remain calm. It is also important to make sure that all students get a chance. Having a seating list or check sheet is good to make sure that students don't get too many turns. Once students become familiar with the game it is also fun to split the class into two teams and have one team hide the character cards and the other to guess.
WHAT DID YOU HEAR?
Submitted by Jessica Rosa (Tome City BOE)

Target Group: All grades    Difficulty Level: Fundamentals

Activity Objective:
To strengthen and apply listening comprehension skills

Procedure:
Although this is the English teacher’s self introduction presentation, it is important to keep in mind that the main objective is to have students actively engaged and participating in order to apply listening comprehension skills. The lesson plan includes both audio and visual components; the teacher’s presentation is the audio component, and the visual component is the PowerPoint/images displayed during the presentation. To actively have students engaged, the teacher should asked students question during the presentation, such as, what is this? Or do you have any pets?—they may or may not answer in English but any sort of participation is the important point, if students answer in Japanese ask your JTE for the English meaning even though it may seem obvious by the picture being displayed, you as the JTE, want to make sure there is no miscommunication. You should also reinforce the new word by writing it on the board. After the presentation it’s quiz time! The handout you prepared should be given to students before the presentation so that they can take notes of what they heard. This may seem counterintuitive, but it can give students more confidence when it comes time to participate in class. You will orally ask students questions about what they just learned about you. This portion of the lesson is very fun and is a great listening comprehension exercise as well as speaking practice. During this portion do not simply say yes to a correct answer, you should follow-up with a complete sentence, such as, “Yes, I have two brothers.”

Materials and Preparation:
Prepare images that represent your home country, images of yourself, family, pets and home. (In my case, I was born abroad so I started my presentation with images representing the United States, and proceed to show images representing my country of birth and then pictures of my family.) My school has laptops and projectors, so I was able to make a PowerPoint presentation. Make a simple question sheet with two options and then ask your question out loud. I created a very simple handout with six boxes and each box had two options, such as, 25 years or 21 years old and 1 pet or 2 pets. You should also prepare bonus questions as you may find yourself with extra time left.

Division of Labour for ALT and JTE:
In this lesson, the JET and JTE should work together to make sure there is full comprehension. As mentioned above, please ask your JTE to confirm any word translations. Also, you should ask your teacher questions like; have you been to America? How many family members are in your family? It is very important to have a much English dialogue as possible in the classroom. Your JTE should also encourage students that might be hesitant to participate.

Suggestions and Advice:
Just as each person has their own individual personality, each class has its own personality. You may get a class where no one will raise their hand and you may get a class where students may raise their hands or shout out the answers. My advice for a class that is hesitate to participate it to do a class poll— for example ask students to raise their hand if they think choice A is right or choice B. For livelier classes make sure to keep up the classroom energy by rewarding students who participate. In my case, I would give a high five or fist bump to any student that participated and then have the class give that student a round of applause; it helped keep students engaged and willing to participate. Also, when asking the questions I would start of by saying question one and as I proceeded along I would count off and have the students say the next number. Another fun piece of advice would be to have students stretch before you ask them questions, and build up the energy by doing a drum roll and ask them if they are ready. You are introducing yourself to students, but you also want to take the opportunity to have students be active listeners. Lastly, remember to speak slowly, your students might not be accustomed to a native speaker’s speaking rhythm.
SHARK CHASE
Submitted by Damon Mitchell (Takashima City BOE)

Target Group: All grades  Difficulty Level: Academic

Activity Objective:
Various - However I have had good results using this activity for ‘passive’ sentence practice

Procedure:
Students (in teams) complete partial sentences challenge. With passives a challenge might be, '….. was built in…..', for example. Each team can move on a game board, by rolling a dice and moving that many spaces, after they have finished the challenge, by writing a full sentence, and had it checked by a teacher. The move order is decided by how fast they can complete the challenge. Each turn is made up of (1) the presentation of a new challenge sentence (2) teams writing their answers, having them checked by a teacher and moving (3) everybody repeats a model answer after the teachers (4) a bonus quiz where one team can earn an extra move, repetition of the bonus quiz answer. Next turn.

Materials and Preparation:
A ‘race track’ is drawn on the board with equal distant starting points for each team. Each team gets a coloured 'shark' piece to race with on the board, and a sheet of paper for writing their answers on. The teachers has a set of cards with the partial sentences on them which are shown to the students at the start of each turn EG '... was written by...', bonus cards can also be added that require a specific answer - for example, after all the teams have made sentences based on '... was written by...' a bonus card, like 'Harry Potter', can be added. The first student on any team to raise their hand and finish the sentence 'Harry Potter was written by...' wins an extra move for their team. Each move (or bonus move) moves the teams shark 1 dice roll of places around the track clockwise - points are scored for catching the shark in front of you.

Division of Labour for ALT and JTE:
JET and JLT explain, and demonstrate, the activity together in English. The JET reads out the new challenge card each turn, then both JET and JLT check the students answers, dice rolls for movement. Each turn the JET or JLT will give a model answer for the students to repeat. The JET then adds the bonus card for that round. Generally, the JET and JLT are working in tandem throughout the activity.

Suggestions and Advice:
When a shark is caught by another team it is removed from play until the start of the next round. Before the start of the next round, that shark is returned to the board in the centre of the widest gap between the other sharks. This shuffles the order of who is chasing who. When preparing the board I would suggest 6 spaces on the track between each teams starting point, this means that nobody can be caught on the first turn without the extra bonus move. You can see my more detailed explanation of the activity here: http://takashimablockblog.wordpress.com/2011/09/18/lesson-plans-shark-eat-shark-flexi/
MICKEY MOUSE LOOKS HAPPY
Submitted by Andrew Frisa (Kesennuma City BOE)

Target Group: 1st year  Difficulty Level: Basic Conversation

Activity Objective:
To practice describing descriptions of something using “looks,” ex: “Mickey Mouse looks happy.”

Procedure:
The ALT stands in the front of the class showing a picture of “Mickey Mouse” and asks “Who is this?” as a warm up for the students’ listening. As a form of scaffolding the JTE can assist in guiding them towards remembering how to answer the question without giving them the answer if they are unsure.

After showing the picture, the ALT will say “Mickey Mouse looks happy.” After repeating the sentence 3 times, the ALT will put the parts of the sentence on the different coloured construction paper up on the blackboard one by one having the students repeat the parts of the sentence out loud as a class 3 times. The same process will be repeated with Goku’s picture but this time the sentence under Goku’s picture will be “Goku looks sad.” emphasizing the words “looks” and “sad”.

After repeating the sentences as a class the sentences will be taken off the board while the Mickey Mouse and Goku pictures remain. SpongeBob’s picture will be introduced and this time the ALT will change the word “looks” to “look” to demonstrate the third person plural conjugation. The ALT and JTE will ask if any students heard a variance from the original sentence pattern. The same will be done with Goku and the other sad Dragon Ball character. The pieces of construction paper will be held on the blackboard with magnets and the class will repeat both sentences three times a piece. From here the JTE will begin an explanation of how in English “look” can have different meaning depending on the context. From this point a worksheet will be handed out for the students to practice.

Materials and Preparation:
- One picture of a sad Goku character.
- One picture of another sad Dragon Ball Z character.
- One picture of a happy Mickey Mouse.
- One picture of a happy SpongeBob.
- Three types of different coloured construction paper.

The pictures were printed from the Internet on coloured A4 sized paper. The construction paper’s colour will be used to separate the nouns, verbs and adjectives when they are put on the blackboard. Magnets will be used to hold up the pictures and parts of the sentences that are written on the construction paper.

Division of Labour for ALT and JTE:
The ALT will primarily do pronunciation of the sentences and an introduction of the new characters. The JTE will guide the students to the warm up questions in the beginning. The JTE will also help point out parts of the sentences and, during the explanation in Japanese, make connections with the colour of the construction paper and sentence structure. Both JTE and ALT will hand out the worksheet and assist students who may have inquiries.

Suggestions and Advice:
Sometimes I start the class by saying “Mickey Mouse is happy” and ask the students what it means. When everyone understands I will introduce the new grammar and ask them what is different and what they think it means. Another thing that I have found helpful is to take the adjective construction paper cards and review the meaning before entering the explanation so that students know what the adjectives are before learning the new grammar point. I have also made my own character cards like a sad Pikachu with tears and holding a tissue as well as a two sided Mukku character with a happy face and a normal frightened face. Changing the adjectives can give the students a wider grasp of the usage of the grammar point.
HALLOWEEN PARTY
Submitted by Jody Cheuk Wing Pang (Nagasaki City BOE)

Target Group: 1st year  Difficulty Level: Basic Conversation

Activity Objective:
To show students the cultural aspects of Halloween while reviewing recently taught grammar points and vocabulary

Procedure:
First, divide the students into groups of five or six. Within each group, give each student a number. Then, tell the students that they need to switch speakers for answering every question. Next, I begin the game by asking the first question. Only the students numbered 1 can answer the question, but group members are allowed to support their representative speaker. When a speaker knows the answer, they may raise their hand. The fastest speaker to do so may answer the question. Once a student answers the question correctly, he or she will get to pick a card from my "Trick or Treat" bag. If the card says, "trick," the group will get the number of points on the card automatically. If the card says, "trick," then a member of the group must perform the trick to win the large amount of points written on the card. For example, a trick can say, "Wear devil ears." I have a bag of Halloween costume props ready for each trick. The game continues switching speakers for every question. The game ends five minutes before the end of class. Stickers are given to the group with the most points and each student who was brave enough to perform tricks.

Materials and Preparation:
1) 20 trick cards: Make these trick cards in a chart using Microsoft Word. Label the card, "trick" at the top. Explain a different trick on each card and paste a relevant picture or clipart. Print these cards out and cut them. On the back of each card, assign the number of points according to the difficulty of each trick. Tricks should have five points or more. For example, a trick that says, "Wear a witch hat," would have five points whereas, a trick to "walk around and wink at everyone," would have ten points. Laminate the cards to make them reusable.
2) Ten Treat cards: Using a chart in Microsoft Word, label ten cards as "treat" at the top. Make sure these cards are the same size as the trick cards. Randomly assign a number of points to them between 1-4. Laminate these cards to make them reusable.
3) A Halloween bag: This bag can be made or bought at 100 yen shops. Put all the cards into this bag for the students to draw from.
4) Props or costumes for each trick: This depends on what tricks the ALT decides. For myself, I bought or made the following: a witch hat, a Frankenstein mask, a devil ears headband, toy clip earrings, a plastic tiara, a bunny ears headband, a wig, a Miss Japan sash, a cat ears headband, a set of sticky mustaches, a ninja mask, a witch's nose, a pair of funny glasses (toy), a cowboy hat, and a boo-boo cushion. Some tricks do not require props. For example: "Walk around and wink at everyone," "Walk around and say 'I love you' to everyone," or "Say 10 words in English."
5) Stickers or prizes: Depending on the JTE’s reward system, whether it is point cards or stamps, Halloween themed rewards are needed to motivate students. If the JTE approves, small Halloween themed stationary such as pencils, erasers, and clips make students happier on this special day.
6) A set of about 30 questions based on the targeted grammar point. For example, my targeted grammar point was "Who is he/she/this?" and "Who are they?" I made a PowerPoint animated display of different celebrities and characters wearing Halloween costumes. Then, my set of questions become, "Who is/are....?"

Division of Labour for ALT and JTE:
The preparation of all materials are to be completed by the ALT. However, the list of tricks must be approved by the JTE as he/she will filter out anything that is not appropriate in Japanese schools. The ALT should also be able to set up computer and TV if they choose to use PowerPoint. At first, the ALT should explain the instructions in basic English with gestures for students.
Classroom Activities Junior High School

Teach or review the targeted grammar point. For 1st year students in Junior High, the grammar should be easy enough for the ALT to teach. After that, the JTE should make sure all students understand the grammar point by reviewing it again. When the JTE is confident that the students understand the grammar, he/she will break the class into groups. The ALT will start the game by asking questions orally and choosing students to answer. The JTE is responsible for going around with the Trick or Treat bag of cards and letting students draw a card after they answer a question. If students do not understand the trick, the JTE will translate it for them. The ALT will get a prop or costume for the student while the JTE tallies the score. The JTE should also discipline students as necessary.

Suggestions and Advice:
If the ALT chooses to use PowerPoint, he/she should check all materials needed, including TV, computer, and cables, not just the PowerPoint presentation itself. JTEs are often very busy or may not know how to set up a computer to a TV. As class time is limited, the ALT should check everything early or consider asking questions without PowerPoint. This game should not be played with classes where the atmosphere is very quiet or most students are shy. The JTE should be able to assess his or her classes by Halloween, which is in the 2nd semester. Students who are shy will need a little bit of motivation from the teachers and their peers when they perform the tricks. So, say motivational words and encourage the class to applaud when appropriate. If possible, the ALT should ask questions and run the game like a TV game show host to stimulate more energy from the students. Both the ALT's and the JTE's tone, mood, and voice are all very important in controlling the classroom's atmosphere. To make it extra special, the ALT and the JTE can dress up in Halloween costumes to entertain students.

LET'S DRAW A MONSTER!
Submitted by Hai-Lan Helen Yuan (Tadaoka Town BOE)

Target Group: 1st  Difficulty Level: Fundamentals

Activity Objective:
To practice writing simple sentences using third person pronouns (he/ she/ it) with various verbs. Also review body parts, plurals and numbers.

Procedure:
1. Review body parts and check they remember the plural forms.
2. Tell the students they are going to be drawing a monster and introducing it.
3. Show them my example monster, introduce it, and check they understand what the sentences mean. For example: This is Alex. He is 14 years old. He has 4 eyes, 5 ears, 2 legs, 10 arms and 1 nose. He likes apples and oranges. He does not like carrots. He plays the piano and soccer.
4. Hand out the worksheet and explain that they will draw their monsters at the same time. After I announce a body part, they have 30 seconds to draw as many (or as few) of the body part on their monster template as they wish.
5. Draw and announce the different body parts out a hat, and have them draw their monsters, one body part at a time. Continue until you run out of body parts.
6. Explain they need to introduce their monster. They can make up all the information except for the number of body parts they have drawn. Encourage them to be creative.
7. Walk around and help the students.

Materials and Preparation:
• Large sheet of paper with a pre-drawn monster on it. This is to be used as an example of what they will be drawing. Use the same body outline as the one on the worksheet.
• A4 sheets of paper (with magnets on the back) with various body parts drawn on them. This is used to review the body parts.
• Small strips of paper with various body parts written on them. This is placed in hat or small container and drawn out at random for the students to draw their monsters.
• Worksheet with monster template (outline of a body and head), and space (with lines) for writing a description of their monster.
• Timer to keep track of time, especially when drawing the monsters.

**Division of Labour for ALT and JTE:**
The JET is responsible for:
• Preparing most of the material and for making the worksheet.
• Introducing the activity in simple English in class.
• Reviewing the body parts and writing the words under the pictures.
• Showing (and reading through) a sample introduction.
• Announcing the body part to be drawn.
• Assisting students with their writing.

The JTE is responsible for:
• Proof-reading the worksheet to make sure the students will understand.
• During class, checking the students understand instructions and the content in the example introduction (done by the JET).
• In Japanese, going through the JET’s introduction of their monster and emphasizing that ‘s’ needs to be added to verbs when using the third person pronouns ‘he, she or it’.
• Drawing out the slips of paper (with body parts written on them).
• Assisting students with their writing.

**Suggestions and Advice:**
• To save time, make word cards (with magnets on the back) of body parts, and write a sample introduction of your monster on a sheet of paper with magnets on the back (instead of writing it on the blackboard during class).
• To make the drawing part more fun, you could cut out the shapes of different body parts on cardboard instead of just using pieces of paper with the body parts written on it.
• Some students will want to draw masterpieces but that is not the goal of the lesson so be sure to enforce a time limit per body part or for drawing the whole monster. To make it more fun, allow them to draw accessories, hair, clothing etc. if they have spare time.
• To involve the students more, get them to draw out the body part cards and announce it to the class.
WHAT COUNTRY ARE YOU FROM?
Submitted by Henry Ngai (Ishinomaki City BOE)

Target Group: 1st year  Difficulty Level: Basic Conversation

Activity Objective:
To practice asking and answering questions using the "to be" verb (are and am) and to give cultural references

Procedure:
The JTE introduces "Are you from...? Yes, I am. No, I'm not" the class before. First start out with a video of you and your JTE asking each other questions about where you are from and your occupation. You should both pretend that you are from another country, ex: Indonesia and from India. We purposely choose those countries because the first years are learning phonics at the same time, so we chose countries that were alike. After watching the video twice ask the same questions in Japanese Next, use a PowerPoint that shows people from different countries and make the students guess by looking at the clothes of the person (introduce culture). Ask the students to think of the person on the screen as you and use the grammar point "Are you from...?" Next, hand out a worksheet like the "Guess Who" game using the "are and am" and have the students figure out which person their partner had. Lastly the students would write on lined paper and translate sentences into English of the grammar point they just studied.

Materials and Preparation:
1. Video camera: Video using the "be" verb prepared during the week before. (listening practice)
2. PowerPoint: To make a presentation of different people around the world and their countries pop out and having the students ask where they are from. (speaking practice)
3. Guess Who worksheet: Pictures and details of various students with their name, age, gender, and country. (speaking practice, asking and answering)
4. Lined paper: Students write down and translate what they have learned. (Writing practice)

Division of Labour for ALT and JTE:
ALT: Making the video and PowerPoint. During most English speaking parts, the ALT will be asking the questions unless there is a dialogue between ALT and the JLT.
JTE: Making the Guess Who worksheet and writing worksheet. The JTE will converse with the ALT to make show the grammar point used in action. Also the JTE will translate and explain in Japanese when needed.

Suggestions and Advice:
The best tip for giving a video presentation or PowerPoint is to always have a wireless control so one does not need to be close to the screen or TV and have the students pay attention to you. In this activity we found that time was lost by giving out worksheets. We made the mistake of putting it on two separate pieces of paper instead of one. We could have saved two to three minutes of practice time.
INTERVIEW GAME
Submitted by Melissa Reed (Yunomae Town BOE)

Target Group: 1st year  Difficulty Level: Basic Conversation

Activity Objective:
To practice phrases "Do you like ~?" and "Do you play ~?"

Procedure:
Interview Game is good to play when practicing vocabulary or key phrases. Student A will ask Student B "Do you~?" If Student B's answer is "Yes, I do.", then he or she must sign Student A's worksheet. If the answer is "No, I don't," then Student A must ask another student until the line is signed. The first three students with all lines signed must sit down and are the winners. They will receive a small prize.

Materials and Preparation:
After the worksheet is made, the only other materials needed are prizes.

Division of Labour for ALT and JTE:
The ALT is responsible for creating the worksheet and distributing it to the students in class. Once the students have the worksheet, the ALT should explain instructions in simple English. If the students are unsure of the directions, the ALT and JTE should perform a mock dialogue like the following: ALT: "Hello. Do you like ~?" JTE: "Yes, I do." ALT: "Please sign here......thank you." The ALT and JTE should both play the Interview Game with students and move around the classroom to ensure that students are completing their task. The ALT is also responsible for awarding prizes to the winners.

Suggestions and Advice:
It is a good idea for the ALT to read each question and have the students repeat it once to familiarise the students with the words. Also, some students may congregate in the back of the classroom and avoid moving around. They will only ask a few people each question. To avoid this the ALT must explain that one person can only sign each student's worksheet ONCE.
Interview Game

A: Do you ~?
B: Yes, I do.  No, I don’t.

Do you like natto?  Do you play the guitar?  Do you like English?
(*add picture)  (*add picture)  (*add picture)

__________________  ___________________  ____________________

Do you like Arashi?  Do you play basketball?  Do you like AKB48?
(*add picture)  (*add picture)  (*add picture)

__________________  ___________________  ____________________

Do you play the piano?  Do you like milk?  Do you play tennis?
(*add picture)  (*add picture)  (*add picture)

__________________  ___________________  ____________________

Do you like fish?  Do you like Kumamon?  Do you play soccer?
(*add picture)  (*add picture)  (*add picture)

__________________  ___________________  ____________________
ALPHABET PEOPLE
Submitted by Emma Gibson (Shirakawa City BOE)

Target Group: 1st year   Difficulty Level: Basic Conversation

Activity Objective:
This is a consolidating activity for practicing lower and upper case letters and bonding with classmates and teachers.

Procedure:
Students use the attached worksheet (Appendix 1) to draw people using only letters of the alphabet. For example, a face might be an 'O', a mouth a 'P' on its side. After an interactive demonstration on the blackboard, students are given five minutes to create an original person using only letters of the alphabet. Then a break is taken to walk around the room and look at the work done by other students. Finally, another two or three minutes is given for finishing touches. The "people" are a great talking point and are perfect for displaying on the English room walls.

Materials and Preparation:
One worksheet will be provided for each student. Students will also need pencils and prior knowledge of the lower and upper case alphabets.

Division of Labour for ALT and JTE:
After introducing the activity, both the ALT and the JTE will move around the classroom and comment on the people created by the students. This activity is a consolidating learning experience, not direct teaching. It is a lot of fun and gives the ALT and JTE a chance to bond with the new students and have a laugh together.

Suggestions and Advice:
After doing this activity with a few classes I realised that many students are nervous about being creative and drawing something that others might laugh at. For this reason I added in the break for looking at the work of other students. It gives the students who may not have drawn much the confidence to give the task a go because they can, firstly, borrow ideas from others, and secondly, see that it does not matter if your person looks silly because THEY ALL DO! I found this to be a great ice breaking game for the first week of school. Some examples of student work are given in Appendix 2.
Alphabet People

Let's make a person out of letters!
Examples of student work:
'BUT' PRACTICE
Submitted by Thomas Simmons (Takamatsu City BOE)

Target Group: 2nd year  Difficulty Level: Basic Conversation

Activity Objective:
To practice the usage of the word 'but,' as well as review the form of 'like’ questions and responses

Procedure:
Students fill in the subject of the question from the choices listed near the top. Students then ask each other the completed question and write down

Materials and Preparation:
All that is needed is the worksheet and a writing utensil.

Division of Labour for ALT and JTE:
The ALT would be responsible for reviewing, in simple English, how to ask and respond to these questions. The JTE would be a demonstration partner and further explain in Japanese should the students still not understand (which might occur in the differences between the spoken reply and the written reply). During the activity, both the JTE and JTE would be responsible for walking around the classroom, making themselves available to be asked questions, all while checking the student's pronunciation.

Suggestions and Advice:
I use the varying points system to encourage students to talk to people other than their ordinary group of friends (which, inevitably, seem to be divided by gender) and discourage slacking off (which often happens when they band together in cliques). I award the highest points for asking teachers so we can check that they are doing the activity correctly. Emphasize that they get more points for doing this. Further, students are in pre-assigned groups (lunch groups generally work out) and they are given an average score of the group afterwards. Give the students a couple minutes at the end of the activity to sit in their groups and go over each other's work. This system helps encourage students who regularly do not participate (as they affect the group by not participating) as well as a peer support system as they help each other out. Small prizes can be awarded for highest team and individual scores.
‘But’ Practice

Name: ___________________________ Class: ______ Date: ____________
Team: ______________ [トーマス先生だけ Score: ______ Team Average: ______]

<table>
<thead>
<tr>
<th>Ask (聞いて)</th>
<th>Answer (言って)</th>
<th>Write (書いて)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What ~ do you like?</td>
<td>I like ~ but I don’t like ~.</td>
<td>~ likes ~ but he/she doesn’t like ~.</td>
</tr>
<tr>
<td>What food do you like?</td>
<td>I like miso soup but I don’t like umeboshi.</td>
<td>Rui likes miso soup but she doesn’t like umeboshi.</td>
</tr>
<tr>
<td>What subject do you like?</td>
<td>I like science but I don’t like Japanese.</td>
<td>Tadasuke likes science but he doesn’t like Japanese.</td>
</tr>
</tbody>
</table>

food / food / subject / subject / sport / sport / drink / drink

1. What __________ do you like?
   ____________________________ 1 / 2 / 3

2. What __________ do you like?
   ____________________________ 1 / 2 / 3

3. What __________ do you like?
   ____________________________ 1 / 2 / 3

4. What __________ do you like?
   ____________________________ 1 / 2 / 3

5. What __________ do you like?
   ____________________________ 1 / 2 / 3

6. What __________ do you like?
   ____________________________ 1 / 2 / 3

7. What __________ do you like?
   ____________________________ 1 / 2 / 3
SPORTS RULES
Submitted by Oi Yee Claudette Chan (Iyo City BOE)

Target Group: 2nd year    Difficulty Level: Fundamentals

Activity Objective:
To practice listening skills and to acquire an understanding of the use of "must" and "have to" in sports rules

Procedure:
Once students have been organised into groups of four and a set of cards for the game has been distributed to each group, a brief explanation of the game should be given. To start the game, select a sport from those given and read the corresponding passage for that sport. This passage uses a combination of the grammar patterns 'must' and 'have to' to describe the rules of a sport. As soon as students realise which sport you are referring to, they must try to take that card first. The fastest person in each group to take the card keeps it. The person with the most cards at the end of the game wins.

Materials and Preparation:
Depending on your class size, seven or eight sets of fourteen premade game cards are required. Each card has a picture of a sport on them. A list containing a description of each sport and its rules is also required.

Division of Labour for ALT and JTE:
The ALT should be responsible for the preparation of the game cards. The game instruction should be given by both the ALT and JTE. Depending on the abilities of the class, it might be necessary for the JTE to translate the instructions into Japanese. A demonstration, given by the ALT and JTE, of how the game is played often assists with students' understanding.

Suggestions and Advice:
Higher level students may be able to get the cards before the entire hint has been read. It is recommended that a rule should be emplaced so that students can only attempt to grab the card after the ALT has finished giving the description and has said "Go".
SPORTS RULES

Kendo
It has many levels. You can have a match against a person in the same level. You must wear a special set of gear and use a long bamboo sword. When you attack you may sometimes hit the person with a big shout.

Baseball
You must use a bat to hit the ball. Japan has a professional league. It must have 9 players on one team.

Swimming
There are different ways of doing this sport; for example, breaststroke and freestyle. You may love to do this sport in summer. You can do it indoor and outdoor.

Tennis
You must use a racket. You can play this sport softball style or hardball style. You must play it on a court.

Judo
You usually wear a white wear. You can get a point if you can throw the person. Asami Haruna is famous for this sport.

Volleyball
You must keep the ball in the air. You may ‘serve’ or ‘attack’. You must have six players.

Ice Skating
You have to put a pair of specials shoes on. You can play this sport indoor and outdoor. You must play this sport on ice.

Gateball
Japan introduced this sport to the world. You have to use sticks, gates and a goal pole for the game. It is a team sport and it is popular for Japanese old people.

Skiing
You have to wear special shoes and get on two long boards to play. You also must hold two sticks. It is a major winter sport.

Table Tennis
You must use a small racket and a small ball. You have to play it on the table.

American Football
You must wear a helmet and body protection gear. You can tackle and have to run fast. In the U.S., they have a professional league.

Basketball
You must not walk more than three steps with the ball. You can get three points sometimes. Michael Jordan is a legendary player of this sport.

Sumo
You can wear only one thing. You have to use both your skill and power. It is the national sport of Japan.

Soccer
You must kick the ball, but you can use your hands sometimes. It has an international event every 4 years, and the next will be held in Brazil in 2014.
WHAT DO YOU SEE?
Submitted by Heraclio Pimentel Jr. (Shikokuchuo City BOE)

Target Group: 2nd year   Difficulty Level: Fundamentals

Activity Objective:
For students to gradually create longer more descriptive sentences using the grammatical structure 'There BE VERB'

Procedure:
This activity is designed to take up a whole 50 minute class. Students are given a hand-out and are shown a PowerPoint presentation. Simple pictures of 1 thing are shown to the students and the students must respond with a 'There BE VERB...' sentence. For Example, "There is a princess." After a slide or two, students are told to add an adjective to their sentences, e.g. "There is a beautiful princess." After about the 5th slide, students are shown a more complex picture with multiple objects, for example a painting of a park. Students can name all the different things they see: "There are many big trees", "There is a big pond", "There are people eating", etc. The next slide is to be used with the hand out. Students are shown a 'hidden objects' picture, e.g. a picture of a kitchen with a plethora of vegetables, fruits, kitchen wares etc. They spend one or two minutes taking turns with a partner describing things they see using 'There'. Next they spend two minutes writing down as many as 5 sentences. The students are instruction to turn over there hand-outs and put down there pencils so they are not tempted to write while they should be speaking. They are shown a new picture. For this picture students point out objects with location descriptions. For example, "There is an old hat on the table." Students again spend a minute or two telling each other what they see. After the speaking section, students are instructed to write down 5 sentences of things they see. Finally, a last slide is shown to the students and the same instructions are given. This time student are instructed to say two sentence: one 'There sentence' and one 'non-there sentence', e.g. "There is an expensive watch near the lamp" and "An expensive watch is near the lamp". The last time students write the sentences down they must write down both versions.

Materials and Preparation:
Creating a PowerPoint with the slides or alternatively making copies of the photos to be used is necessary. Also so sort of handout needs to be made to give the students a place to write down their answers, and also help them by listing example sentences for each section.

Division of Labour for ALT and JTE:
The focus of this assignment is on the students ability to create sentences without relying on written words or books. The ALT and JTE work together by modeling what the student pairs should be doing, i.e. taking turns describing what the see according to the given section. Either the JTE or the ALT can explain the instructions. Try to avoid Japanese explanations. Students can understand by repetitive modeling. While students are working the ALT and JTE go around helping students express their thoughts.

Suggestions and Advice:
I have found that students do better in classes when the activities are related and reinforce each other. This activity is meant to work with the students text book and expand on the principles they are learning. Also, Higher level thinking is encouraged by showing the students how this sentence structure is connected to other sentences structures. Try to avoid going on to the next section without having fully understood the previous section first. That's why it is recommended to start with easy pictures. First show students a simple picture an tell them to describe what they see. They will most certainly stick to simple word, e.g. 'tree', 'T-shirts', etc. After more students join in tell them to make more complete sentences. Then try to add as many parts as possible to make a decent descriptive sentence. A final sentence should sounds something like this: "There is a pink T-shirt on the bed." If students are not good with adjectives or places a cheat-sheet is advisable. Students will want to describe things they do not know the words for. This activity is a good way to build practical vocabulary. Please make lists, have students use dictionaries, or supply translations for things they want to describe.
"YOU LOOK LIKE A MONKEY" GESTURE GAME
Submitted by Stephen Fujishige (Sumoto City BOE)

Target Group: 2nd year  Difficulty Level: Basic Conversation

Activity Objective:
To practice using the grammar point, "You look (sleepy)"/"You look like a (pro wrestler)."

Procedure:
This activity is meant to help the students practice speaking. The students will make groups of four and take turns trying to correctly guess each other's gestures while using the grammar point. Each group must decide who will go first, second, third, and fourth. Each group will be given fifteen slips of paper with different adjectives and nouns to be placed in the center of the desks between them. The slips of paper must be placed face down so no one can read them.

After each group has received their slips of paper, explain the rules. Only one student at a time may look at the clue and act out the gesture. The student must not speak, but use only gestures to help the others figure out the answer. When one of the students in the group correctly guesses the answer, they keep the slip of paper, which counts as one point. To receive the point, the student must correctly use the grammar point. The student who answers the most clues in their group wins. The game can have a set time limit or be played until all groups have finished.

Before starting the game, the JET and the JTE should go over the clues and make sure the students understand by giving a demonstration. The JET chooses a clue and uses gestures until the JTE can correctly guess the answer.

Materials and Preparation:
You will need paper and a pair of scissors.
For this activity you will need to make a list of fifteen or more adjectives and nouns. For example, an appropriate adjective would be “sleepy” and an appropriate noun would be “sumo wrestler.” Because there are many groups and multiple copies are needed, it is best to type out the words on a computer and print enough copies so that each group has their own set of clues. However, if you do not have access to a computer, words can be hand written as well. Cut the list of words up into individual slips of paper so that there is one word or clue on each slip of paper.

Division of Labour for ALT and JTE:
Because this activity is relatively simple, preparation can be done by the JET. However, the JET should first check with the JTE to make sure the students will have learned the list of words before proceeding with preparations.

Before the activity, the JET and the JTE will demonstrate how to play the game in front of the class. During the activity, both the JET and the JTE should walk around the classroom and check to see if the students understand and are following the rules.

Suggestions and Advice:
Since there are many students, it is important to walk around the classroom and check that students are following the rules. Depending on the energy or motivation of the class, the groups can be made larger and compete against each other. For example, instead of the students competing within their group, they can compete against the other groups to see which group can finish first. Some students may be too embarrassed or shy to act out the gestures, so if needed, the JET or the JTE can help act out clues as well.
FIND YOUR MATCH!
Submitted by Catherine Burgemeister (Himeji City BOE)

Target Group: 2nd year  Difficulty Level: Basic Conversation

Activity Objective:
To practice grammar (...ing) and vocabulary using question and answer sentence structure (Do you like…?).

Procedure:
Each student receives 1 card. The top part of the card has a question: "Do you like ...ing". The bottom part of the card has an answer: "I like...". Students walk around the room asking their question to students until they find their match, write the person's name and then return to their seats.

Materials and Preparation:
Please refer to the attached card print outs. Cards are in sets of 4 per page. Print enough pages for each student to have a different card. The teachers can hold the spares. Full pages must be used to ensure matches exist.

Division of Labour for ALT and JTE:
Preparation:
JTE: Explain grammar (ing) and question construction (Do you like...?) in Japanese.
JET: Get students to practice activity vocabulary. (Repeat after me). Flashcards.
JTE & JET: Ensure students understand the sentence construction and vocabulary.

Execution:
JTE: Explain how the activity will work (refer procedure above) in Japanese. Ensure each student understands how to read their card. Start the activity.
JTE & JET: Ensure students are asking questions. Assist people who can't find their match. Assist with pronunciation, etc.

Suggestions and Advice:
1. Before handing out the cards, sort the cards out so that that pairs are well separated. This ensures that students need to ask their questions quite a few times to find their match.
2. Remind students who cannot find their match to try asking students who are sitting down already too.
3. To finish the activity if it is taking too long, or only a few people remain trying to find their match, ask the remaining people to come to the front, ask their questions to the whole class, then close the activity.
4. For students who are sitting down. Ask them to write a "Do you like...?" conversation in their note books using their card and 'he/she".
E.g. Q: Does _____ like swimming?  A: Yes, he/she does OR No, she doesn't.
Do you like…
Singing

Name___________________

I like…
Reading

Name___________________

Do you like…
Reading

Name___________________

I like…
Writing

Do you like…
Writing

Name___________________

I like…
Cleaning

Name___________________

Do you like…
Cleaning

Name___________________

I like…
Singing
Do you like…
Shopping

Name___________________

I like…
Playing Table Tennis

Name___________________

I like…
Dancing

Do you like…
Dancing

Name___________________

I like…
Running

Do you like…
Running

Name___________________

I like…
Shopping
<table>
<thead>
<tr>
<th>Do you like…</th>
<th>Do you like…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swimming</td>
<td>Jumping</td>
</tr>
<tr>
<td><img src="image1" alt="Swimming" /></td>
<td><img src="image2" alt="Jumping" /></td>
</tr>
</tbody>
</table>

Name ____________________

I like…
Jumping

Name ____________________

I like…
Watching TV

Name ____________________

I like…
Watching the Olympics

Name ____________________

I like…
Swimming
<table>
<thead>
<tr>
<th>Do you like…</th>
<th>Do you like…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eating Lunch</td>
<td>Eating Dinner</td>
</tr>
<tr>
<td>![Lunch Image]</td>
<td>![Dinner Image]</td>
</tr>
</tbody>
</table>

Name___________________

I like…

Eating Dinner

Name___________________

I like…

Drinking Juice

Name___________________

I like…

Drinking Milk

Name___________________

I like…

Drinking Milk

Name___________________

I like…

Eating Lunch

Name___________________

I like…

Drinking Milk
"JAPANESE IS TABOO"
Submitted by Benjamin Anderson (Togane City BOE)

Target Group: 3rd year  Difficulty Level: Basic Conversation

Activity Objective:
To practice utilizing basic words and phrases in order to convey ideas and thoughts in English

Procedure:
The students are divided into groups of 4-6 members. Each group is given a deck of cards. Each card has one vocabulary word, of which the students are already familiar with. One student picks the top card and, without showing the other students, must describe the vocabulary word without using the word itself, or any descriptive gestures or noises. The other students in the group must guess what the word on the card is. The students take turns reading the vocabulary word card and attempting to describe the vocabulary word using different English words and phrases.

Materials and Preparation:
The materials for this activity are basic. The ALT must prepare six decks of 40 cards. I recommend using cardboard or laminating the cards so as to increase durability. Each card must have one vocabulary word printed or written on it, which the students are already familiar with. For example, a vocabulary word from the textbook or from a previous lesson would be appropriate. Those cards are then distributed to each group of students, and as described above, the students take turns reading the top card and describing the word using any words and phrases other than the actual vocabulary word itself. As the students do this, the other members in the group guess the vocabulary word card. Once a student guesses correctly, the next student chooses the next card. Japanese speaking is strictly taboo.

Division of Labour for ALT and JTE:
Before class, the ALT is responsible for creating the vocabulary word cards, and verifying that each word is appropriate to the students' English ability. During class the ALT and JTE are responsible for demonstrating the game so the students understand the task before attempting to play themselves. The JTE and ALT are then responsible for enforcing that Japanese is strictly taboo throughout the course of the game. If students are confused about an English word, the JTE and ALT are to look at the card and offer a hint to the students trying to guess the word on the card.

Suggestions and Advice:
I highly recommend the JTE and ALT demonstrate the game a few times before the students attempt to play. I also recommend writing some key phrases on the blackboard, such as, "This is a..." "This is similar to...," as well as some descriptor words such as, "Close," and "Different." While the game is being played, the students react positively when the JTE and ALT both offer support when needed, and participate when not needed. If the students need an added element of motivation, they can keep score either as individuals or as teams (groups). This makes the game more competitive and instills a potentially increases the students effort.
GRAMMAR AUCTION
Submitted by Christopher Brackin (Kamagaya City BOE)

Target Group: 3rd year  Difficulty Level: Fundamentals

Activity Objective:
To recognise and understand correct grammar in complete, correct sentences

Procedure:
Split the class into lunch groups. Give every group $1000 in fake money. Stick up English sentences on the blackboard; half with correct grammar, half with false grammar. Select one sentence at a time, read it out slowly and ask the students to repeat it. Say "Start the bidding!" and let the groups shout out the amount they want to bid, in English, competing with each other. Either after everyone but one group has given up, or after a set time limit, give the sentence to the highest bidder and collect their money. Once all sentences have been bid for, have students read out their sentences and translate them into Japanese. Give groups 1 point for every correct sentence they have and take away 1 point for every wrong sentence. The group with the most points, wins. In the case of a tie, the group with the most points and most money left, wins.

Materials and Preparation:
Fake money and English sentences. Use online templates for US dollars, split into $1, $5, $10, $20 and $50. The class is split into lunch groups and each group should receive around $1000, which they will use to bid for sentences, competing with the other groups. English sentences should be prepared and printed off, using the grammar that you wish to test or review. These sentences are individually stuck to the blackboard before the activity begins and are bid on, one at a time, until there are none left or until students think that all the correct sentences are taken.

Division of Labour for ALT and JTE:
The ALT is responsible for creating and supplying the fake money and English sentences. The ALT and JTE discuss to determine what grammar they want the students to be practicing. The ALT explains the rules in English with the JTE providing translations if needed. When the activity begins, the JTE selects the sentences and the ALT reads them out for the students to repeat. The JTE runs the auctions while the ALT keeps note of what teams win correct or wrong sentences, awarding points as the game progresses. At the end, the JTE has groups translate their sentences into Japanese, while the ALT explains which sentences are correct and which are wrong, and announces the points for each group.

Suggestions and Advice:
If it seems the bidding for one sentence is taking a long time, the JLT can stop the bids when they deem it appropriate, or set a time limit for the bidding of each sentence. If nobody bids, move onto the next sentence. Sometimes students will keep bidding, even if they do not have enough money to make their bids. In that case, check to see if they have enough. If they do not, give the sentence to the next highest bidding team that actually has enough money. You could also set a penalty if teams try to bid more than they can pay, for example, you can take away a point, or disallow them to bid the next round.
LOST AND FOUND
Submitted by Samuel Buchanan (Takayama Village BOE)

**Target Group:** 3rd year  **Difficulty Level:** Conversational

**Activity Objective:**
To practice giving descriptions and using the different forms of *HAVE:* standard meaning, the imperative, and experiential

**Materials and Preparation:**
Prepare model dialog and note hand-out for students to use.  (See attached)
- Bring unique objects or print pictures for students to describe.  (See attached)

**Procedure:**
/ Means ALT and JTE both participate.

Denotes the parties exchanging information

<table>
<thead>
<tr>
<th>Procedures</th>
<th>Time</th>
<th>Interaction</th>
<th>Purpose</th>
<th>Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greeting</td>
<td>2 min</td>
<td>ALT-ST</td>
<td>Structure</td>
<td>Start with Yes/No questions.</td>
</tr>
<tr>
<td>Warm-up students with questions using the</td>
<td>2 min</td>
<td>ALT/JTE-ST</td>
<td>Review grammar used in</td>
<td></td>
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<tr>
<td>different forms of <em>HAVE.</em></td>
<td></td>
<td></td>
<td>activity.</td>
<td></td>
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<tr>
<td>Explain the activity. Pass out</td>
<td>3 min</td>
<td>JTE-ST</td>
<td>Students will understand</td>
<td></td>
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<tr>
<td>hand-out and the JTE explains the activity in</td>
<td></td>
<td></td>
<td>the task quickly if it</td>
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</tr>
<tr>
<td>Japanese. While traveling, an item was lost.</td>
<td></td>
<td></td>
<td>is explained in Japanese.</td>
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<tr>
<td>In pairs students take the roles of a traveller and receptionist. Students should follow the model dialog, but describe and ask relevant questions about the lost item. Only the traveller will be able see the item. The receptionist may take notes in English or Japanese and draw pictures.</td>
<td></td>
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<tr>
<td>Perform skit.</td>
<td>3 min</td>
<td>ALT-JTE</td>
<td>Confirm students’</td>
<td>Repeat or ask questions if necessary. Be aware</td>
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<tr>
<td>Arrange desks face to face so that students</td>
<td></td>
<td></td>
<td>understanding.</td>
<td>of students that are unlikely to participate.</td>
</tr>
<tr>
<td>are facing the front and back of the</td>
<td>1 min</td>
<td>ALT/JTE-ST</td>
<td>Only half of the</td>
<td></td>
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<tr>
<td>classroom. Show the travellers the item or</td>
<td></td>
<td></td>
<td>students can see the</td>
<td></td>
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<tr>
<td>picture. Then they begin the model dialog</td>
<td>4 min</td>
<td>ALT/JTE-ST</td>
<td>the item.</td>
<td></td>
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<tr>
<td>and give descriptions of the item while the</td>
<td></td>
<td>ST-ST</td>
<td>Maintain the activity’s</td>
<td></td>
</tr>
<tr>
<td>receptionists ask questions and take notes.</td>
<td></td>
<td></td>
<td>structure and help students complete the task.</td>
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<tr>
<td>ALT and JTE walk around to help students and</td>
<td></td>
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<tr>
<td>discourage use of Japanese</td>
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<tr>
<td>Procedures</td>
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<tr>
<td>Show entire class the item. Ask questions and describe the item as a class. Ask receptionists to share their notes or pictures about the item.</td>
<td>2 min</td>
<td>ALT/JTE-ST</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pairs switch roles and repeat steps 6 and 7 with a new item.</td>
<td>6 min</td>
<td></td>
<td>Practice giving directions and asking questions.</td>
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<tr>
<td>Change pairs and repeat steps 6, 7, and 8. Try to change pairs four times.</td>
<td>24 min</td>
<td></td>
<td>Work with a variety of students.</td>
<td>Gradually show more difficult items.</td>
</tr>
<tr>
<td>Spend remaining time addressing any problems or praising spectacular work.</td>
<td>2 min</td>
<td>ALT/JTE-ST</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goodbye!</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(*add cute pictures here)
LOST AND FOUND

While walking through the airport, you lost something. Now you are at the lost and found desk. Tell the receptionist what you lost.

Traveller: Excuse me. I have just lost my _______. Have you seen it (him/her)?

Receptionist: Oh no! No, I have not. Please tell me about your _______.

Traveller: Well, it’s… (tell the receptionist about what you lost)

Receptionist: What brand/color is it? Is it big/small/new/old? How old is it/he/she? What is in it?

Traveller: (answer the questions)

Please write notes here. You may write in Japanese and draw pictures.

Item 1  Item 2  Item 3  Item 4
You Can Travel By Yourself # 6: Lost Item

Name: ______________________

While walking through the airport, you lost something. Now you are at the lost and found desk. Tell the receptionist what you lost.

Traveller: Excuse me. I lost my _______. Have you seen it (him/her)?

Receptionist: Oh no! No, I have not. Please tell me about your _______.

Traveller: Well, it's...（物を説明しましょう）

Receptionist: （物について質問を聞いて）What brand/color is it? Is it big/small/new/old? How old is it/ he/she? What is in it?

Traveller: （質問を答えて、説明をするの続きます）

Please write notes here. You may write in Japanese and draw pictures.

Item 1

Item 2

Item 3

Item 4
"TIME ZONE RACE"
Submitted by Lok Yan Gloria Tang (Kameyama City BOE)

**Target Group:** 3rd year  **Difficulty Level:** Basic Conversation

**Activity Objective:**
I intended for a two-fold goal with this activity: explicitly, the students used present tense and the future tense as well as calculated time differences, while implicitly they learned about the effect time zones have when travelling around the world.

**Procedure:**
1. Arrange the students in groups. Pass each group a time zone map and a set of instructions.
2. Set up the premises for the activity with the JTE’s help. Answer any questions and translate more difficult words if necessary.
3. Practice the two target questions with the class: “What time is it in (name of city) now?” and “When will you arrive in (name of city)?”, as well as grammatically appropriate questions to the questions.
4. The goal is to finish as many assignments as possible. When a group has an answer, they will send a representative to report to the ALT/JTE. The ALT and the JTE will ask the target questions, and the representative will respond as practiced. If correct, the group will be given the next assignment. There are 10 assignments in total.

**Materials and Preparation:**
- Several copies of a world map with highlighted time zones, with famous cities’ names in easy-to-read print.
- 10 envelopes with basic instructions:
  - **Up to envelope #5:** Students are asked to call another country and report the local time when the call will be received. Envelopes #1-5 should state: “Please call (name of city) at (your choice of time).” The time should be given in local Japanese time (GMT+9). Example: “Please call Delhi at 4:00 PM”
  - From envelope #6 onwards: Students receive a promotion, and are asked to fly to another country, stating their arrival in local time after accounting for both time zones and the number of hours spent en-route in the plane. Envelopes #6-10 should state: “Please fly from Tokyo to (name of city). You will depart at (your choice of time, given in local Japanese time). The flight will take (#) hours.” Example: “Please fly to Seoul. You will depart at 9:00 AM. The flight will take 2 hours.”

An interesting premise for this activity is to capture the general students’ initial interest. This is what I tell my students:

“Today, for this one class, you are not junior-high students. You have a new job in a global company, (company of your choice). Your first job is to call other (company of your choice) offices around the world. But, we are very busy people. So, we will only give you a message with your assignment. Please read the message and report back to us with the correct time.”

**Division of Labour for ALT and JTE:**
The ALT will: Prepare the materials before the class. Go over the premise of the activity and the target questions with JTE. During the activity, ALT will ask the target questions to each group representative who reports to them, and will give out the next assignments.

The JTE will: Review the grammar of future tense with students before activity. Translate any words students have difficulty with, and explain how to use the map to calculate for time differences. Depending on the number of groups, JTE will also ask target questions to group representatives. If the class is small or struggling with the assignments, the JTE should wander around the class answering questions and offering tips.

Either the ALT or the JTE should keep track of the groups’ progress on the blackboard, to encourage speed and competition.
Suggestions and Advice:

An enthusiastically-presented introduction for this activity is essential to sustaining student interest. There are usually active participants and inactive participants in every class; by combining math and English (particularly in the second set of envelopes), this activity encouraged those students with other academic strengths to participate. Choosing a Japanese corporation with global operations helps with the believability factor, and should interest the more practically-minded students as well. Another way to encourage participation by every member of the class is to make the rule that the representative reporting to the ALT must change to another member of the group after each assignment.

Most junior-high students in Japan have very little experience with calculating time differences, even though they should already know about time zones. Take the time to point out in the beginning where Japan is, and what GMT+9 means in relation to GMT +8(Korea).
SALES TEAM
Submitted by Amanda Hahn (Kobe City BOE)

Target Group: 3rd year  Difficulty Level: Basic Conversation

Activity Objective:
Students will use persuasive language to sell an object in English

Procedure:
First, the JET explains to the students that the goal of the activity is to persuade the ALT, the JTE, and the other students in the class to buy a product. Then, the ALT and JTE give their own example sales presentation.
Next, students form groups of 4-5. Each group receives a physical object or a picture of an object that they are to sell
Students write their presentations in their notebooks or on a sheet of paper, and the ALT checks them.
Students memorise and practice their presentations.
During the final presentations, the ALT, JTE and every student rank the other sales team presentations. The most persuasive team in each class gets a prize.

Materials and Preparation:
Journals or paper for writing, pictures of objects/objects to sell, points sheet.
It is easiest to have the points sheet prepared with either group names or group member names pre-printed and numbers one to five underneath that students can circle.
If the winning team is to receive a prize, prizes are also necessary.

Division of Labour for ALT and JTE:
The ALT and JTE choose the objects that the students will be selling. The ALT and the JTE give an example of a successful sales speech together. The ALT can explain then what a successful speech will be like, and the JTE can check for understanding and explain in Japanese if necessary.
The ALT and JTE help the students write their speeches. The ALT corrects any major English errors on the students’ sheets in between classes. The ALT and JTE (along with the class) give each sales team a score. The ALT calculates the scores of each team at the end of the activity.

Suggestions and Advice:
Like with any potential long-term activity, make sure to give the students accomplishment goals for each class or part of class. For example, by the end of class one students need to have a group name and a few sentences written down.
The length of this activity will depend on the level of the students and also whether you allot full classes or only parts of classes for this activity, but count on it taking at least 3 classes.
THE BOY WHO LIVED
Submitted by Bradley Ramos (Mine City BOE)

Target Group: 3rd year  Difficulty Level: Basic Conversation

Activity Objective:
To practice recognizing and using relative pronouns through readily-accessible foreign pop culture.

Procedure:
* JTE and/or ALT review use of relative pronouns

* Students form small groups (~3-5 members) and receive group worksheet
* Students watch short English movie clip and attempt to catch use of a relative pronoun within the dialogue
* Replay video clip as many times as necessary for majority of groups to find the use of relative pronoun
* Each group writes the sentence containing the relative pronoun on the group worksheet
* JTE and ALT check group responses, then write the correct English sentence on the board
* Replay the clip 1 more time for students to listen for the sentence.
* Next, instruct groups to translate sentence into Japanese
* All groups (or select groups in a large class) share their Japanese translations
* JTE and/or ALT reiterate correct English sentence and Japanese translation on the board.

* Repeat entire process with another movie clip, time allowing

Materials and Preparation:
* Select 1~2-minute video clip(s) from a movie containing dialogue in which a relative pronoun is used. (I used a scene from Harry Potter and the Sorcerer’s Stone in which Hagrid tells Harry "You are the boy who lived," for example). Be sure to include English subtitles.
* Group worksheets with blanks for students to write English movie lines and Japanese translations. Blank white paper may also suffice.

Division of Labour for ALT and JTE:
JET is responsible for selecting appropriate movie(s) and finding line(s) of dialogue containing use of a relative pronoun.

JTE is responsible for reviewing selected movie clip for classroom appropriateness.

JET and JTE are responsible for reviewing use of relative pronouns with students in English and Japanese. Both circulate around classroom and provide helpful hints as needed.

Suggestions and Advice:
* Select a well known movie that many, if not most, students have already seen. This ensures that students are able to focus on the grammar point and are not left puzzling over the storyline.
* Select a movie that you think will be interesting to students. Besides reviewing relative pronouns, the secondary purpose of the activity is to get students interested in watching English media as a means of improving listening and speaking skills, as well as stimulating interest in studying English overall.
WHERE IS IT?
Submitted by Heidi Jensen (Yoshikawa City BOE)

Target Group: 3rd year  Difficulty Level: Fundamentals

Activity Objective:
To practice using "there is" and "there are" correctly. To use plurals correctly. To give advice and describe a location.

Materials and Preparation:
Two large pieces of white paper. One large piece will have a drawing on it that must be completed before class. Blank paper for all students, list of target vocabulary words either written on board or included on the previously mentioned paper. Worksheet with questions and prompts (prepared previously by JET) to help students describe a location in their town. List of locations in town such as post office, police station, train station, etc. Total English 3 and English/Japanese dictionaries.

Division of Labour for ALT and JTE:

Preparation: JET should draw a picture on large white paper that uses the target vocabulary. JET and JTE should practice the drawing activity together once before showing the class. JET and JTE should discuss topic ideas for the independent practice portion of the activity, as well as the essential target vocabulary for the drawing activity. JET should prepare the handout for the independent practice portion and get JTE approval before making copies.

Warm-up: JET and JTE will model by asking questions such as "Where is the science room?" and responding with "It's next to the art room" or "Where is the library?" "It's across from class 2-1." Then JET and JTE will alternate asking the students similar questions. This activity can be in the "column/row" style, where after a student answers they can choose to have his/her column or row sit down.

Guided Practice: Each student will receive a piece of blank paper. JET explains that students will draw a picture on the top half of the paper. They will leave the bottom half blank for now. The picture they draw must include the target vocabulary, which should either be included on the paper or written on the board. JTE goes over the target vocabulary with students by asking for the Japanese word. JET should then read the target vocabulary and students should repeat the proper pronunciation. The students should be then given about 2-3 minutes to draw a quick picture. The target vocabulary should include a variety of nouns and prepositions, such as: house, cat, dog, car, tree, bird, next to, above, under, in, on, etc.

JET and JTE will model the next part of the activity. JET shows the large white paper with the picture drawn on it. The students should see that the images on the picture correspond with the target vocabulary. JTE shows the large blank paper and tells the students that the JET will explain the picture to JTE, and the JTE will try to draw the same picture. JET cannot let the JTE see the picture while it is being described. JET uses the target language and vocabulary while describing the picture, by saying things such as “The house is on the left. There is a tree to the right of the house. There is a bird on top of the tree. There are two clouds above the tree.” JTE attempts to draw the picture as it is being described. Explain that the students will do the same with a partner. They will take turns doing this activity. They will draw the new picture on the bottom half of their blank paper. Next JTE and JET should review the use of “There is” versus “There are.” JET should write a few examples on the board, such as: three birds, one basketball, two cats. Then JET and JTE should take turns calling on students to tell them if “There is” or “There are” should be placed before the noun. Students will then make partners and have about 3 minutes each to describe the picture and draw the picture. If there is time available, have student volunteers tell either the JET or JTE how to draw a picture. JET or JTE will draw the picture on the board.

Independent Practice: JET explains that he/she needs help learning about their city. The students will help by describing where an important place is in the city. The students will receive a writing practice handout. JET and JTE will individually assign each student a topic to write about. This can
be done by simply telling the student or having the student select a strip of paper with the topic listed on it. Next the student will work on filling out the handout based on the topic they were assigned. There should be some prompts/questions on the handout to help guide this process. For example, “Where is the ______?” (students will fill in the blank with their assigned topic) and then the student must give at least three descriptions of where it is, such as “across from Saizeriya, near the train station, next to a big house. “ Other questions could be: What does it look like? When does it open? When does it close? How can I get there? Both JET and JTE will help explain the process to the students. Some Japanese may be needed in the explanation. Students should use a dictionary or textbook to help describe the location. JET and JTE should walk around the classroom and individually help students as needed.

Suggestions and Advice:
Target vocabulary for the guided practice activity can be changed or modified at JTEs discretion. The most important aspect is the prepositions. The nouns involved can be changed to suit the needs of the students.

When students are drawing their image for the guided practice, they should keep it a secret from other classmates. This way their partner will not know what the image looks like beforehand. You may choose to allow the students to be creative and funny. For example, allow them to put a soccer ball on top of the house or a cat in the car. I also allowed my students to choose the number of things to illustrate. For example, one of the words was “tree” and they could decide to put one tree or 20 trees.

The independent practice should be modified depending on the ability level of the students. It may be necessary to give students additional vocabulary terms, or suggest that they use page 18 and 19 in Total English 3 if they need some help or suggestions. If the ability level is fairly low, it might be a good idea to give the whole class a topic and do it together, or do one topic together as a class and then have the students do one topic individually.