

Game or Warm-Up Ideas

*All Contributions from ALTs and JTEs in
Kumamoto Prefecture, November 2014*

Dice Soccer ES, any grade *Andre Bertel*

Materials needed: a large dice; flash cards (relevant to the English topic being taught i.e. – sports, foods etc.); a black board and preferably at least two different colors of chalk; a soft rubber ball; and a magnet.

Set up: The class is divided into two teams facing each other on both sides of the room. The teacher draws a long centerline on the board and places a magnet on it; then six equidistant (shorter) lines on the left and right side of the centerline. The sixth line on both sides (furthest from the centerline are formed into goals).

How to play 'Dice Soccer': Essentially how the game works is that students practice an English sentence pattern, by chanting it as a collectively i.e. – all the students chant “Which sport do you like?” One by one each student individually answers the question i.e. – “I like soccer”. After answering the student gets to roll the dice; and accordingly, the magnet (soccer ball) moves towards the other team’s goal (based on the outcome of their dice roll). When the magnet reaches the goal a ‘point’ is gained for the respective team. As the game progresses, lines can be erased to speed up the pace; also, bonus points can be awarded for students ‘using a big voice’ etc. Ultimately, the winning team is the team with the most points (once all students have had a turn). Overall, this game it is extremely popular at all of the schools I teach at; moreover, it is very effective for mastering English sentence patterns, comprehension, and pronunciation.

Where are you going? ES *Sara Birnbaum*

Prep time: ~30 minutes to prepare cards

Game time: 5-10 minutes, depending on class size and however long you want it to continue

I first used this game with Hi, Friends II lesson 4 to drill place names. I printed the vocab (place names and pictures) onto small opaque cards and distributed one to each student. There were 2 of every card. Students walked

around and asked each other the chosen question, in this case, “Where are you going?” The partner answered based on the card s/he was holding, “I’m going to...” If the answers were different, the students exchange cards and practiced again with other students. When they found the person holding the same card, those 2 students became a pair, and can move on to another pair-based game (for instance, the Keyword Game). As a warm up, students can continue without looking for a pair and continue the game until the next portion of the lesson starts. This game can be adapted for any question-answer type vocab, such as “How are you? -I’m...,” “What____do you like? -I like...,” and so on. The cards can be used again for other games, and you can switch the vocab with almost anything.

Occupation Game JHS (2nd & 3rd) *Christian Steger*

Me and my JTE at one of my Junior High Schools make use of this activity at the beginning of class after the kids (2nd graders) studied about the several usages of the infinitive (不定詞) in the class before. It is also an activity which requires knowledge about names of several occupations (職業).

Each kid gets one card with an occupation name and also a picture on it (for example ‘*florist*’) and a detailed explanation sentence about this occupation on the backside of the card (for example ‘*I like to arrange flower bouquets*’). Important: there is one kid in the class who gets exactly the same card! Now you give the students 2 minutes to read the sentence on their cards. Go to the students who have difficulties and help them to understand what’s written on their card. When they are ready I usually choose a student who starts the activity. He/she stands up in front of everyone and reads with a loud voice the short sentence on his/her card. The student who has exactly the same card has to respond quickly and says the name of the occupation. When they are done they give me back their cards and I choose another student to proceed with the activity.

At the beginning this activity took 15 minutes but after the students got used to it and its procedure time decreased to approximately 8-10 minutes. Sometimes I also do this game in 3rd grader classes to check their

knowledge and as a repetition.

Shiritori JHS, SHS *Jonny Cornish*

Divide the board up into sections with vertical lines. There should be one section for each line of the class. Write a word at the top of each of the segments on the board, eg. words to do with the lessons, a lesson about food could have the words like egg / apple / beef.

Bomb Game ES *Jim Dalrymple*

I'll put on some music (usually something frantic) and pass a ball around. When I pause, the kid holding the point has to answer a question with the grammar point of the day. This can easily be modified into a team game with multiple balls.

How are you? ES, Kindergarten *Anna Fast*

It's basically London Bridge. Children get in a circle and the teacher holds hands with a student above their head. The students go under the "bridge" singing "Hello, hello! How are you? How are you? How are you? Hello, hello. How are you? How are you?" to the tune of London Bridge. The teacher and student lowers their arms and catches a student. The teacher and student lowers their arms and catches a student. The teacher (or everyone) asks "How are you?" and the caught student answers. They take the teacher's place and the game continues.

Learning names low SHS, but any *Charlie Fieseler*

It's very difficult for me to remember the names of all the students, so I've been playing a game to help me. Every day at the beginning of class two students say something that they like that starts with the same letter as their first name. E.g. "My name is Kouhei and I like Koalas." Then, today's students will pick the next two students.

Daily Questions Row Column Game JHS

Bob George

Using a sheet of daily questions created by the JET's, I ask the students questions. After raising their hands and being chosen (either by me or the JET) the student answers. If correct, they can choose their row-mates or column-mates to sit down with them. The students are tested several times throughout the year on their

knowledge of the daily questions (through conversation tests conducted by me), so making practice into a game acts as a warm-up and as test practice. As an added bonus students often use the daily questions as a starting point for random conversations with me.

I want/I don't want game ES *Julia Green*

This works best for the year 5 lesson on "I want" but I've found ways to make it work for all kinds of things.

I stand at the front of the room and say "I want something blue, but I don't want a pen."

The students then all scramble to find something that fits this description in their desk or in the classroom.

Each time change the colour and the object.

To make more challenging you can use more rare colours or make more restrictions as to what the objects can be (e.g. "I don't want scissors, a ruler or a pen.")

Line Quiz Game All levels *Mana Haleem*

Divide the class into 2 teams and have each team form a line, facing one another. ALT stands in the middle and asks a question, such as "what colour do you like?". The first student to answer, or to answer correctly, gets to sit down in his/her seat, but if they are too slow or they didn't answer the question correctly, they have to go to the back of the line. The team with all their members sitting down first, wins. The ALT can ask questions from a particular lesson they are teaching, or it can be used as a review for everything covered up so far. It is a good warm-up, but can also work well towards the end, as a sort of reward or fun activity. To make it easier for the students, tell them which 5 (or 10, or however many) questions you might ask. Sometimes, if it's too broad, students get confused. At the end, one team may still have quite a number of students still standing. The ALT can just simply continue asking them questions, or the remaining students could ask the ALT a question instead.

Magical Banana All levels *Amanda Monterroso*

-- Split class in half evenly (or arrange chairs in 2 circles), mention Japanese version (バナナと言ったらレモン、レモンと言ったら黄色。。。)

-- ALT writes on board 'You say banana, I say ___'

-- Starting from center, 1st two students fill in the blank

with the word that they think of when they hear "banana." Then continue up and down rows with students repeating the previous person's word plus adding their own: (for example You say banana, I say fruit-->you say fruit, I say grape-->you say grape, I say purple.....) to the last student on each side.

--1st team to finish is the winner.

--I usually have each side then repeat their chain of words for the opposite team to hear and compare if they had similar ideas or not

Zombie Game All levels *Todd Hargrave*

A number of students in the class are turned into 'zombies', they can be selected by having the students put their heads down and the ALT/JTE/HRT go around tapping their heads, boys vs girls, etc.

Students walk around asking the target grammar, (bad) example:

A. Are you a Zombie?

B. Yes, I am! / No, I'm not! How about you?

A. Yes, I am! / No, I'm not!

If both students are zombies/humans, they say goodbye and continue. If one is a zombie and the other a human, they play rock, scissors, paper and the loser changes sides to the winner's side. After 3-5 minutes of this, one of the sides should have gained a majority/the entirety and you can then declare "ningen zenmetsu" (human extinction) or "zombie zenmetsu."

Variation: for patterns with multiple answers, i.e. What do you want?, play with multiple warring zombie factions.

Talking Statues ES *Thanh Hoang*

This is a very useful game that I use with many of my younger classes (1st-4th grade). It is also very good for when you have a little extra time. After reviewing vocabulary, as well as the grammatical point of the day, I give them a minute to go over the poses we used that day, or to think about a pose. The game starts with Rock, Paper, Scissors(RPS). Both have to say the target phrase, or use the grammatical of the day. The winner is free to find another statue to talk to. The loser has to stand in their pose for all eternity, and wait until another person speaks to them (which in reality is only 10 or so seconds.) A

variation is that I have winners only talk to winners, and the statues slowly build up. I usually encourage a sitting pose for those games.

Row Game All levels *Devin Holloway*

Have an entire row stand. I usually start with the first row, but you can begin with any row of students you like. In rapid fine succession, I ask questions that get progressively harder ("What color do you like?" to "Who is taller, me or (JTE)?" to "Is Botchan a book written by Soseki?" for JHS 3rd year, for example.) If a student answers correctly, they may sit. When the last student in the row is left, their column must stand and a new round begins. This can continue until the where class has played or for however long you'd like/have time.

Say 21 and lose ES, JHS *Cody Jones*

I'm pretty sure that this is a fairly common game in Japan. At the very least, my elementary school third graders and above usually know the rules to the game by the time I explain it to them. It's good for practicing numbers, and the "goal" can be changed from 21 to whatever other number depending on what the students are studying that day.

Rules:

1. Students, in pairs, janken.
2. The winner says **up to** 3 numbers. They can say "one, two, three", or "one, two", or just leave it at "one".
3. Their partner continues where they left off, saying up to three numbers.
4. Students trade turns like this, eventually reaching 21, or whatever other goal has been set.
5. Whoever says "21" loses.

I often play this game using normal numbers, counting by tens, and dates (first, second, third... say thirty-first and lose). Simple game with no setup required whatsoever.

Gesture Game ES, all levels *Kristin Kawashima*

This warm up/game can be used as review for almost any vocabulary the kids are learning.

First, create gestures for each vocabulary word and teach them to the students. If there is a phrase related to the vocabulary words (eg, "Happy Halloween" for Halloween

lessons), have the kids practice it. Explain to them that everyone will say the phrase together, and at the end of the phrase, everyone has to do one of the gestures for the vocabulary words.

You will stand at the front and also do a gesture at the same time as the kids. If the kids do the same gesture as you, they have to sit down. Continue until there is only one or two students left. It is up to you whether or not to give stickers to the winners!

Spy Game

ES/JHS

Karen Lam

This game works well with introduction activities and asking questions.

Objective: Find the spy by asking questions and introducing yourself. If you are targeted by the spy, you must fake your demise.

- 1) One student is chosen to be the spy (Teacher chooses and only that student and the teacher knows)
- 2) Students introduce themselves, ask questions and must shake hands at the end. (Nice to meet you)
- 3) The Spy lightly swipes their finger over the palm of their partner while shaking hands to signal that their partner is now a "Victim".
- 4) The victim walks away from the spy and converses with one more student before faking their demise (falling over or going to sit down is just fine)
- 5) The game ends when the spy is found.

Tips:

- > Don't let the students only shake hands, try to initiate conversation. Have them introduce themselves and ask questions before shaking hands.
- > If this game is used in a big class, choose more than one student to be spies. At the end of the game, ask the students who they think the spies are.
- > Explaining how to do the handshake may require some demonstration, squeezing their partner's hand may also work too. (Just make sure the handshake for the Spy is subtle so students do not become suspicious.)

Karuta Spell Game

ES

Lacey Lee

This game is an adaptation of the often relied-upon Karuta game and is a clever way to introduce your students to spelling in English, allowing them to connect

English letters with their phonetic functions. It's a refreshing challenge in the classroom, and even better if you can get your JTE on board to be really supportive, perhaps prodding students in the right direction, while walking among the students as they work.

So basically you have the students cut the letter cards out of the back of the book and ask them to form groups. Then you'll ask the students to only keep 2 sets of the cards and spread them out across their desks. You will then explain to them that you will say one English word, for example, *dog* (because they are just starting out), and as a group they will do their best to spell the word with the cards they have on the desk. You may get a mixed reaction at first, but if you keep score and give a point to the group able to do it the fastest! Also, definitely give the kids the very important hint of how many letters are in the word to help guide their spelling.

Do tell them it's a *challenge* and reinforce it's okay to make mistakes! This is why it's great to have the JTE on board with supportive phrases, and have them going around with you and helping groups that are struggling. If you keep score, the kids get really competitive and into it! So I suggest doing that. But no winners or losers: everyone gets stickers after class! I did this with 5th graders in connection to the "What do you want?" chapter, when they're supposed to first be learning capital letters. This game can be carried to 6th grade as well, adapting the vocab list for skill level. Some words that have higher levels of success are words like *pink*, which have katakana that is very similar to English.

Example words: dog, cat, lemon, pink, red, melon, bat, sun... stick to vocabulary found in the book if you can and keep it short unless they are catching on really quickly, then challenge!

Listen Carefully Activity

All levels

Rich Lee

As teachers, we often use pictures or videos in class as a way to convey certain grammar points or as an introduction for new topics. While a single picture or video can motivate our students, how about letting the students hear only sounds without a picture?

I most recently used sounds in an elementary class where we were reviewing different jobs. All the students

were familiar with the new job names, such as fireman, bus driver etc.

I placed students into groups and gave them each a whiteboard and marker. Students would then listen to the sounds on the CD and write down the job that they thought the sound represented.

The activity can be changed to suit different levels or to elicit certain vocabulary. The sounds can be easy to guess or you could let the students only hear a few seconds and see if they could catch what they heard.

Whenever I have used this activity in class, all my students have had great motivation to participate and answer the questions posed. Downloading sounds from Youtube or other places on the Internet is usually fairly straightforward and there are websites where you can copy and paste a youtube link and immediately convert it to an MP3 file, ready for downloading and burning to a CD.

Blind “Pumpkin Carving” ES (1-4)

Sammuel McDowell

It's not really feasible to carve pumpkins for Halloween, but it is possible to get students really pumped up for a Halloween lesson. To get students really excited, I show many pictures of really cool jack o' lanterns. Then on the board or a pre-made dry erase pumpkin, have students take turns drawing their best jack o' lantern face while blindfolded. The hardest part of this game is managing volume levels as students laugh and scream. For a big finish, invite the other teacher to compete with you for the best drawn face while blindfolded. I use blindfolds with funny eyes on them for extra laughs.

The Lying Game JHS/SHS *Laura McGhee*

I use this, game a lot at my 5th and 6th grade classes. It's good for reviewing/practicing batches of vocabulary and phrases.

You must prepare cards with pictures of your vocabulary target, one per card (fruit, country flags, animals, etc.). Split students into groups, 4-5 per group. Students pull the cards face down in the center. Then one student pulls a random card. They can choose to use the vocabulary term on the card (truth), or something else (lie).

For example, if it's the countries lesson from “Hi, Friends”, they say, “I want to go to [country name, truth or lie]”.

Then, the other students guess if s/he is telling the truth (“Yes!”) or a lie (“No!”).

Students can play independently, so the teachers can check el group performance as they play. Also, kids love to be tricky, so they usually have fun.

Vocabulary Fruits Basket All levels

Kameron Monterroso

Vocabulary Fruits Basket works by

1.) Write vocabulary words that students are currently learning on the board (limit = 4 words)

(English = Japanese) style : impudent = 厚かましい
classy = 上品

2.) Make students for a circle with chairs.

3.) Confirm that the number of chairs equals one less than amount of people:

$$\text{chairs} = (\text{participants}) - 1$$

4.) Assign one person to the middle.

5.) The person assigned to the middle gives names to each person in a seat. The names are the vocabulary: person1 = impudent / person 2 = classy ... etc then repeat

6.) Explain rules:

a.) Person in the middle must say both English and Japanese before moving.

b.) No moving into the seat directly next to you.

7.) After about 15 moves, erase either English or Japanese, and ensure students can still say both.

The Restaurant Game ES (JHS,SHS) *Sam Muller*

This game was place with Hi, Friends! 1, Lesson 9 “What would you like?”. I have also done this as middle school for the grade 2 students. It could probably be done at SHS too.

Materials: Menus, Pictures of food, size doesn't matter.

Method: Divide the class into groups of 4 or 5. One froup is designated the kitchen and waiters. The other groups are the customers.

One person from the kitchen waiter group goes up to the customer group and asks “What would you like?” The customers order three items each. The waiter has to remember the order, no notes. They go back to the kitchen

and recount the order. They gather up the pictures and return the order to the customers. They get one point per correct order. Then groups switch over. Ideally each person should have a chance to be a waiter. At higher levels you can include more complicated grammar.

Blockbusters SHS (JHS too) *Dokken Nakamone*

F	B	H	Q	G
V	I	P	O	R
U	J	A	T	E
K	W	Z	N	S
L	Y	C	M	D

Draw the 5x5 grid on the board and fill it in w/ the alphabet excluding X. Split the class into two teams. Each team must claim each box by answering the question/clue of the box. Answer begins with the first letter of the box. Students pick the box and the ALT and JTE says the question/clue. For example F, what's 20 + 20? Answer: forty. One team must connect a horizontal line eg. FBHQG to win and the other team must connect a vertical line GRESD. But each team can block each other by taking the box the other team needs. If Team B (Vertical) takes H, Team A[Horizontal] has to go around FBIPOR to win. Time to play at least 20-25 minutes

Gesture Pairs Game ES *James Pashley*

With many students language can be intimidating, some students remember better when linked to actions or gestures. Often with name and action vocabulary we will create a gesture to help them remember.

When reviewing previous or current vocabulary in the classroom we often use a gesture game to practice.

Students close their eyes. Students are given a pocket sized card with a word and/ or image on.

(These are prepared before, but may be karuta cards.)

They secretly look at their card, then put it in to their pocket

Students then have to find their pair, in larger classes maybe a group, using gesture alone. No sound is allowed.

When everyone is in a pair, they sit together.

In turn each group demonstrates their gesture and the rest of the class has to call out the correct English vocabulary.

It is very simple, but it can be very effective, gets the kids moving about if they are slowing down during a class, or as a review warm-up activity. The key is the 'no sound' as the kids start thinking about English in 'real terms' rather than just words.

The only preparation is the cards, I often use the same cards for other card games.

Broken Telephone SHS (JHS, ES) *Archana Prasad*

If we have time at the end of class, sometimes we play the whisper game. I will quickly come up with a few sentences using vocabulary that we covered in class that day and write them down on slips of paper. Each row gets a sentence. The first student has to whisper the sentence to the student sitting in back of him or her only once until they reach the last student in the row. Then, the last student says what he thinks the sentence is and the first student will say aloud what the actual sentence was.

This game works pretty well with low and intermediate level students, who find the differences between the first and last sentences to be hilarious. Higher level students, who like to have the right answers, have more trouble with the game. They will often ask for the sentences to be repeated or to see the actual sentence and write it down before telling it to the next student. I haven't quite figured out how to get these higher level students to enjoy playing the game, but it works really well with lower and intermediate levels.

Animal Race All levels *Karmen Rabe*

First, split the class into groups. Cut out about five pictures of animal faces. (Or anime/ characters/food/ celebrities/whatever). Designate each animal face (or whatever) to a team in your class.

This game is a lot like jeopardy. Prepare about four categories (i.e., your country, textbook, school, sport) and four questions to each category.

Place the animal faces on the blackboard, and draw about four or five vertical lines on the board; the final one

marked as “goal”.

Ask a student to pick a category and question number (1~4). Anyone in the class is allowed to answer. If someone in team panda face answers correctly, move the panda face up one line on the board. First team to get to the goal, wins.

You can use this game as a revision to grammar points, e.g., “Have you ever been to South Africa?”; vocabulary, “What’s imagine in Japanese?”, or for any other aim.

Show and Tell SHS *Zachary Repman*

Students write a short script about something special they bring from home. Each week the class breaks into groups and one person from each group presents their show and tell item. The group can optionally evaluate and provide comments to the presenter.

Mike and Mic Every level ever (All) *Valeria Reyes*

I have this microphone I bought in the shape of Elvis (it’s really a dishwashing sponge, but it looks like a mic). I use this to ask questions to at least two rows every time. The first few times I ask the kids to repeat the question after me, then by themselves. By the time I get to the 2nd row, everyone is warmed up and now I’ve been giving Mike the Mic to the outgoing kids who want to do the interview.

I do a “kuchi-no-taiso” or “mouth warm up” and do random letters of the alphabet in their phonetic pronunciations, but as a beat-box song. So that way they can get the rhythm and sounds of English. For example S – S – S – S – A – A – A – A – A – T – P – I – I – I – I – N! You can just do whatever rhythm you can think of and the kids will happily beat box along.

Scramble JHS *Kristina Shatz*

In this game words and sentences are mixed up to help students with vocabulary identification memorization, and to practice grammar structures utilizing practical, real-life sentence situations that reflect those presented in the new Horizons textbook. Activity is adaptable in the amount of time available, your only limit is how many vocabulary words you use and sentences you make. Students are

split into groups each student takes a turn being the group’s “voice” while other students are encouraged to help discover the correct answer.

Example: room = room atomium = mountain
to computer = computer; must in you not the run hospital
= You must not run in the hospital.

Hints are occasionally given when a particular word or sentence proves difficult for the students to solve. I use a blackboard for this activity as it provides me with the ability to choose more difficult or easier words depending on the class’s ability to solve the scrambles. I recommend preparing as many words as possible so as to not become stuck with time to spare and no scrambles to provide.

Answer Relay Race All levels *Christopher Tempest*

Works with all levels that needs no preparation but ES and JHS are recommended to have props.

Students are split into teams based on their column or row, usually about 6 students in one team. The first student in each team stands up and has to answer a question from the teacher or ALT. If they get it correct they can sit down and the next student in the row stands up. This continues along to the end of the row to the last student. If they can answer the question correctly then that team wins.

To make it more interesting for lower levels or younger students, make props that the students pass on when they get a question correctly. I used paper Olympic torches, Super Mario characters, bombs and paper flags. One I used keys as props and each team had to get to the end to escape the dungeon. The team(s) that didn’t escape had to do a punishment like a dance or say something embarrassing.

Fast paced, good for reviews or general questions. Worked at SHS also. I think that if you include props and/or give them an incentive to reach the end it can be a quick and fun warm-up for the class.

Frog Warm Up Conversation All levels

Alice Walter

I have a small frog omamori, ei. Frog game; but you could use any small thing that can hide in your hand. Decide the conversation prompt--- can be adjusted according to

level/content. (What's your name? When is your Birthday?)

What will you do this weekend? Etc.)

Demonstrate with teacher or advanced student

Find a partner

Hello/greeting exchange

Rock paper scissors/Rock scissors paper

Winner asks the key question first

Looser answers and returns the question (thank you, and you? or return the full question)

Winner answers

****Shake hands with the appropriate ending/gratitude statement (Nice to meet you, Happy Birthday! Thank you, Enjoy/ Have fun, etc) ***Here is where the Frog secretly jumps from person to person, (babanuki style)

Goodbye/exchange parting words

Repeat as many times as you can (usually 2~5 mins depending on class/ability)

Teacher says/yells STOP! ----- whoever has the frog is singled out for a solo happyo. Everyone asks the key question, the frog holder answers and then everyone says the gratitude phrase.

It's a nice way to get them moving, acclimating to the natural yaritiri of conversation, good review.

Hot Seat Game JHS *Sam Zimny*

The Japanese teacher is the "Keisatsu" and the ALT is the time keeper. Students ask the "hot seat" student one question and then rotate roles after one minute. If the "keisatsu" hears Japanese, he is arrested.

- Groups of six works best.
- A timer is useful.
- Making humorous topics would help warm-up the kids for "Eikaiwa".

Who am I? Game ES, JHS *Tomomi Nagata*

This is simple, but fun. Each student has to write their favorite celebrities at first. It is approximately five or more sentences. After that, the teachers read them and guess who he (she) is. It is beneficial for all grades, in particular, the beginners of the English learners.

Ukidashimoji Game JHS *Tomoko Honda*

1. Review the subjects which is *the third person* (ex :he

she it)

2. Paint out and find out an alphabet
3. Make a word using the alphabets they found in the group.

we	This bus	it	she	Bob and Kenta
my sisters	Ken	these	they	you
you	he	my mother	This pen	I
I	my father	my friends	my pets	we
Aya and Mei	Aya	they	books	dogs

Simultaneous Reading JHS *Takeshi Matsumoto*

At first, let play Janken in pairs.

One of pairs read passages and other translate English into Japanese simultaneously.

After that, change the roles and do the same thing.

Pronunciation Game SHS *Sakiko Shimada*

Students try to tell others their phone numbers without saying number.

Students should tell them using 10 words as follows.

1	right	2	light
3	rent	4	lent
5	ramp	6	lamp
7	red	8	led
9	rice	0	lice

For example, when they want to say "090", they should say "lice, rice, lice". The listeners should listen to it carefully, then write the numbers on the handout.

Many Japanese are confused the pronunciation of "L" and "R", so this game is a little difficult for students. However when I did it in the English class, they tried hard and enjoyed it very much.

Word "shiritori" JHS *Mitsuhiro Okumura*

Word shiritori means "word chain" in English. For example, first student says "apple", second student says "English", third student says "hot"... It's a simple

warm-up game that a teacher gives them 5 minutes.

Katakana word or English word? SHS

Kanako Onitsuka

Students have 25 Japanese words and decide which is English and which is Japanese words.

Four example, トレーナー⇒ sweat shirt, シュークリーム⇒ cream puff.

Some words are tricky like “revenge” which is used in a different way in Japanese and English.

Students worked in groups using dictionaries.

Beauty and the Beast Game All *Tomoko Shikimori*

Make pairs. It's a kind of Listening Activity, especially for phonics.

- 1) Students stand and face to face each other.
- 2) They put their left or right hands in front of them together.
- 3) Teachers command, "One is Beauty and the other is Beast." Students decide their own role.
- 4) Teachers will say to students, “Beauty and Beast BEAUTY!
- 5) Students who is “Beauty” can slam their partners hands.

If they can do it, “Beauty” will win the game.

- 6) BEAST can escape from Beauty at that time. If they can do it, BEAST win the game.

- 7) You can change the words. Example: Hot and Hat
Cap and cup

You can use similar sounded words.

In my case, I play this game as three set game and change some other words.

This is fun game.

Listening Activity for English Songs JHS

Kazutaka Tameike

I sometimes use English songs for listening activities. I choose familiar and popular English songs for the students. Therefore most of them are interested in the activity. Through the activity, they can learn natural pronunciation and intonation of English.