

Warm-Up Bonanza

- Which Do You Prefer...? Relay
- I've Got Rhythm
- Weather Karuta
- Relative Pronoun (Who / Which) Karuta

Which Do You Prefer...? Relay

Aim: To have students practice the dialogue:

Student 1: Which do you want, A or B?

Student 2: A, please.

Skills: Speaking, Listening

Level: Chuto 2nd Year

Materials: Picture cards or any objects (one for each student + 1)

Time: 10 – 15 minutes

Procedure:

1. Review the dialogue with the class if necessary.
2. Divide the class into 2 teams (ALT vs JTE).
3. Give each student a card/object (ALT and JTE each get 2).
4. All students must stand up.
5. ALT and JTE asks the first student what they want while showing the 2 cards

Example:

ALT: Which do you want, the dog or the cow?

Student 1: The cow, please.

6. The teacher gives the appropriate card to the student.
7. The student then moves onto the next teammate.
8. The students continue until they reach the last student. The last student must run up to the teacher and complete the dialogue.
9. When the last student completes the dialogue with the teacher, the entire team can sit down. First team to finish and sit wins.

Tips/Variations:

- Some lazy students will either point to the card they want or just give one-word responses, so be on the lookout.
- For high-level students, it might be better to use cards. Have everyone keep the card a secret so their teammates can't plan ahead of time which one they'll choose.
- For larger classes, divide the class into smaller teams and skip the ALT/JTE starting the game.

I've Got Rhythm

Aim: To review students' existing vocabulary

Skills: Speaking

Level: Chuto 2nd Year, Senior High 1st Year (any level)

Materials: None

Time: 10 – 15 minutes

Procedure

1. Divide the class into at least 4 groups
2. Have the students in each group decide order (you can choose for them or have them janken, etc).
3. One student from each group takes a chair to make a circle.
4. First student from each group sits in the chair; the rest of the group stands behind their teammate/around the circle.
5. Give a demonstration with the JTE. Use an easy category like "colors".
6. ALT announces the category. The demonstration category can be used as a practice round.
7. Depending on the students' level, give 30 – 45 seconds for the students to discuss with their teammates.
8. ALT/JTE sets the clapping rhythm and ALL students (particularly those sitting) must join in.
9. Students take turns saying one word that fits under the category (repeats are not allowed, and they must keep the rhythm)

Example:

[clap, clap]
Student 1: Red
[clap, clap]
Student 2: Blue
[clap, clap]
Student 3: Brown
[clap, clap]...

10. Keep going until a student messes up the rhythm, can't think of a word, or says an incorrect word.
11. Switch out students in each group for each new category.

Tips/Variations:

- For classes of 40, try dividing the groups between the teachers – one set of groups the JTE oversees, and the other set the ALT oversees.
- You can enforce penalties for students that mess up, but my students had fun without any.

Weather Karuta

Aim: To have students practice weather vocabulary

Skills: Reading, Listening

Level: Chuto, Senior High 1st Year (low to mid-level)

Materials: Weather picture cards (1 set for each group)

Time: 10 – 15 minutes

Procedure:

1. Divide the class into groups of 4 or 5 students.
2. Give each group one set of cards and have them spread them out on the desks.
3. ALT and JTE perform the dialogue
JTE: How is the weather in Tokyo?
ALT: It's snowy.
4. First student to slap the correct card can keep it.
5. Perform the dialogue until all cards are gone.
6. The student with the most cards wins.

Tips/Variations:

- To keep things interesting, call out cards that have already been taken, add dramatic pauses, etc.
- Depending on the class dynamics, you can enforce penalties for students that slap the wrong card (ask your students for ideas)
- When it's down to only a few cards, have the students put their hands on their head or behind their back (this may only work for 1st year chuto students).

Relative Pronoun (Who/Which) Karuta

Aim: To have students review when to use the relatives pronouns “who” and “which”

Skills: Reading, Listening

Level: Senior High 1st Year (low to mid-level)

Materials: Who/which cards (1 set for each pair), 1 sheet of scratch paper for each student

Time: 10 – 15 minutes

Procedure:

1. Pair up the students and have them put their desks together.
2. Give each student 1 sheet of paper.
3. Have each student cut/tear the sheet into 10 cards and write points, 1-10 on each one.
4. Give each pair a set of who/which cards.
5. Call out a noun/noun phrase. Example: “a house” → which; “the students” → who
6. First student to slap the correct relative pronoun card can take a point card from his/her partner (the students can hide the numbers from their partner).
7. At the end of the game, the student with the most points wins.

Tips/Variations:

- Use any type of scoring system so the students can keep track of who is winning.
- For students that jump the gun and slap a card before the noun phrase has even been said, penalize them each time by taking a point card.
- Since there are only two cards, beware of the pairs where each student will just grab one of the cards instead of carefully listening.