

Active Communication Activities

Keith Ikoma, ALT, Akita Technical High School

Find Your Group

Warm up activity or group-making activity

Level: all levels

Time: 5 - 15 minutes

This activity is a useful warm-up. It can be used for review or for communication practice.

Materials:

Activity papers/cards

Preparation:

Create at least one paper or card per student. Create cards/papers in sets. For example, you could make a very simple matching game of matching Japanese and English words - then you'd have to make pieces of paper with matching words - e.g. "1. cow" and "2 . 牛". More complicated groupings could be created such as 1. (Picture of a cow) 2. "牛" 3. "Cow" 4. "animal that makes delicious hamburgers"

Activity:

Students are given a piece of paper with something on it (English word, picture, Japanese word, definition, etc.) and they need to try to find their partner or group. The teacher needs to explain the activity, for example "please find your partner with the word that matches the definition" and one student would have "cow" and the other would have "an animal that makes delicious hamburgers." Or, it could be more complicated: 1. (Picture of a cow) 2. "牛" 3. "Cow" 4. "animal that makes delicious hamburgers" and all four need to find each other and make a group. To make it more communication friendly, students can't show their papers. This activity is good if you need to make partners or groups for the next activity. It can also be really useful for reviewing vocabulary.

As a variation, the students could be given multiple cards and be asked to collect their set. In this case, students would get one of each type of card and they have to give out and collect cards that match. It would be like being dealt four random playing cards and being asked to collect one set of 7s.

Interviews

Make interviews using textbook materials

Level: Junior High School or High School

Time: 20 - 50 minutes

This activity is a good way to practice target language without boring the students. It also creates an environment for communicative use of learned materials.

Materials:

Worksheets

Preparation:

Create a worksheet (see next page for example).

Activity:

Use the materials currently being used and prepare some basic questions using the grammar form, topic, or vocabulary. For example, if the lesson is about breakfasts, have the students answer about three questions about breakfasts; if the lesson is about using like + ~ing, then the questions should require an answer using that form. Prepare a worksheet with about three questions and then a space below for interviewing other students. Give students worksheets and have them answer the questions. After they finish, demonstrate an interview. Students go around and interview their peers and write down keywords on their interview worksheet. Usually it works well to have them start with the person beside them. At the end, ask students to demonstrate one of the interviews they did - they can choose one of the people they interviewed and re-interview them. Alternatively, ask them about what another student answered.

Class: _____ No: _____ Name (in English): _____
 (first name, 名) (last name, 姓)

Grade 1: English Conversation Practice

1. Today's Question (from *New One World, Communication I* p.27)

Question: Which do you like better, coffee or tea?

Answer: I like coffee better than tea because it is tastier.

Hints: delicious / beautiful / filling / tasty / spicy / healthy / sweet / simple

Interview! Please interview three people!

name	Yourself			
coffee or tea	for example 例) Coffee			
	tastier			
orange juice or apple juice				
curry and rice or hayashi rice				
spaghetti or pizza				
hamburgers or hot dogs				

2. Write about people

Write about you (自分): for example (例) I like coffee better than tea because it is tastier.

Write about 1 person (同級生): for example (例) from *New One World, Communication I*:
Osamu likes spaghetti better than pizza because it is more delicious.
Miki likes hamburgers better than hot dogs because they are more filling.
