

Find Your Partner Activity

Kaixin Chin, ALT, Oga BOE

Level: all levels

Time: 15-25 minutes

Introduction:

This is a highly flexible activity that uses reading, listening, and speaking skills. This activity is used to make every student communicate with each other in a fun environment.

Target class size:

This activity is recommended for medium to large sized classes with an even number of participants. If there is an odd number of participants, please include a teacher.

Goal:

- All students will need to find their partner by asking and answering questions based on the vocabulary and grammar points that they are learning.
- Elementary school and low-level students will be able to practice and enhance their questioning and answering ability.
- High-level students will be able to practice their speaking skills and increase their ability to produce questions.

Materials:

- PowerPoint slides
- Activity cards
- 2 envelopes
- A timer

Preparation:

- PowerPoint slides to practice vocabulary, questions and answers
- Create cards
 - Make one card for each student. Make cards in pairs.
 - Print out the cards and cut them. Separate each pair into 2 separate decks.
 - Put each deck into separate envelopes.

Activity:

1. Use the prepared PowerPoint to practice target vocabulary and phrases with the students.
2. Explain the activity by demonstrating it with the homeroom teacher (HRT) or Japanese English teacher (JTE).
3. Each student gets a card from one of the envelopes. The students should not tell what their card is to anyone.
4. Check with the students to see if they can read and understand their cards.
5. Set the timer for 2 minutes. If the class is bigger than 28 students, or if the students have low English ability, set a longer time limit.
6. First, the students should stand up, find a classmate and do janken.
7. The winner asks the target question.
8. The loser answers the question by using the card that they are holding.
9. If both of the students have the same cards, they have “found” their partners. Then, they should go to the teachers. The teachers will check their cards by asking them the target

question. The students answer and they can sit down.

















10.If the students do not have the same card, they repeat Step 6 to Step 8 until they find their partner.



11.If there is enough time, play another round. Collect and re-distribute cards to each student. Set the timer for 1 minute and 30 seconds in the second round.

Examples:

This activity can be used to practice various grammar points.

The table below shows how to use this activity to practice different grammar points.

School/ Textbook/ Unit	Target Phrases	Example Cards	
ES / NH 5 / Unit 2	Q: What do you want for your birthday? A: I want a ~.	I want <u>a rabbit</u> .. 	I want <u>a rabbit</u> .. 
ES / NH 5 / Unit 3	Q: What do you want to study? A: I want to study ~. Q: What do you want to be? A: I want to be a ~.	I want to be <u>a doctor</u> .. 	I want to be <u>a doctor</u> .. 
ES / NH 5 / Unit 6	Q: What would you like? A: I'd like ~.	I'd like <u>a hamburger</u> .. 	I'd like <u>a hamburger</u> .. 
ES / NH 6 / Unit 2	Q: Where do you live? A: I live in ~. Q: What do you usually do on Sundays? A: I usually ~ on Sundays.	I usually <u>watch TV</u> .. 	I usually <u>watch TV</u> .. 
ES / NH 6 / Unit 6	Q: Where is the ~ from? A: The ~ is from ~.	Where is the <u>beef</u> from?.. 	The <u>beef</u> is from <u>Australia</u> .. 
ES / NH 6 / Unit 7	Q: What is your best memory? A: My best memory is our ~.	My best memory is our ~.. 	My best memory is our ~.. 
JHS / NH 1 / Unit 2	Q: What do you have for breakfast? A: I have ~ for breakfast. Q: How do you come to school? A: I come to school by ~. <i>*look at Variation section, point 2</i>	<u>bacon and eggs</u> .. 	<u>bacon and eggs</u> .. 
JHS / NH 1 / Unit 8	Q: Are you ~ing? A: Yes, I am. I am ~ing. <i>*look at Variation section, point 3</i>	Are you <u>skiing</u> ?.. 	I am <u>skiing</u> .. 

JHS / NH 2 / Unit 3	I use ~ to do ~. <i>*look at Variation section, point 4</i>	I use this pencil ~. 	~ to write a letter. 				
JHS / NH 3 / Unit 1	Q: Have you ever ~? A: Yes, I have. I have ~. <i>(The students will need to think of the question themselves by using the card that they are holding)</i>	<table border="1"> <tr><td>I have fought a bear.~</td></tr> <tr><td>I have fought a bear.~</td></tr> <tr><td>I have bought a BMW car.~</td></tr> <tr><td>I have bought a BMW car.~</td></tr> </table>		I have fought a bear.~	I have fought a bear.~	I have bought a BMW car.~	I have bought a BMW car.~
I have fought a bear.~							
I have fought a bear.~							
I have bought a BMW car.~							
I have bought a BMW car.~							

Key:

ES = Elementary School JHS = Junior High School NH = New Horizon

Variations:

- Each student should be able to find only one partner. Let's say if there are 28 students. Teachers should create 14 matching pairs of cards. However, for class sizes larger than 30 students or with limited card ideas, you can make double pairs.
- First, introduce "breakfast around the world" and "how children get to school around the world" to the students. Use those food and transportation to make cards and do this activity.
- Instead of finding a classmate and doing janken to ask the target question, split the class into 2 teams: one is the Question team, one is the Answer team. The Answer team stands up. The Question team asks "What are you doing?". After that, everyone on the Answer team has to gesture simultaneously based on the card that they are holding. Then, everyone on the Question team observes and "finds" their partner by asking the target question (Are you ~?). Swap the Question and Answer teams and play another round.
- Split the class into 2 teams: one is the Object team, and another one is the Action team. Everyone stands up, the Object team students find a classmate from the Action team and say the target sentence ("I use this pencil"). If the object and the action ("to write a letter") match with each other, they have "found" their partner. Swap the Object and Action teams and play another round.
- Leave the PowerPoint on the TV / digital board, so that the students can double check the target phrases during the activity.

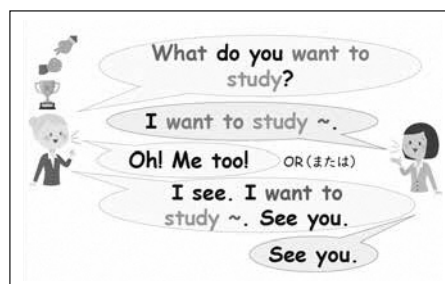


Figure 1: Example target phrases that the students should use during the activity. This is an example from the ES 5th grade textbook (NH 5, Unit 2).

Conclusions:

This is a simple and guided activity that requires no personal answers. Students will feel comfortable and focus on practicing the target questions and answers.

Find Your Partner Activity

Kaixin Chin, ALT, Oga BOE

Level: all levels

Time: 15-25 minutes

Introduction:

This is a highly flexible activity that uses reading, listening, and speaking skills. This activity is used to make every student communicate with each other in a fun environment.

Target class size:

This activity is recommended for medium to large sized classes with an even number of participants. If there is an odd number of participants, please include a teacher.

Goal:

- All students will need to find their partner by asking and answering questions based on the vocabulary and grammar points that they are learning.
- Elementary school and low-level students will be able to practice and enhance their questioning and answering ability.
- High-level students will be able to practice their speaking skills and increase their ability to produce questions.

Materials:

- PowerPoint slides
- Activity cards
- 2 envelopes
- A timer

Preparation:

- PowerPoint slides to practice vocabulary, questions and answers
- Create cards
 - make one card for each student. Make cards in pairs
 - print out the cards and cut them. Separate each pair into 2 separate decks. Put each deck into separate envelopes

















Activity:

1. Use the prepared PowerPoint to practice target vocabulary and phrases with the students.
2. Explain the activity by demonstrating it with the homeroom teacher (HRT) or Japanese English teacher (JTE)
3. Each student gets a card from one of the envelopes. The students should not tell what their card is to anyone.
4. Check with the students to see if they can read and understand their cards.
5. Set the timer for 2 minutes. If the class is bigger than 28 students, or if the students have low English ability, set a longer time limit.
6. First, the students should stand up, find a classmate and do janken.
7. The winner asks the target question.
8. The loser answers the question by using the card that they are holding.
9. If both of the students have the same cards, they have “found” their partners. Then, they should go to the teachers. The teachers will check their cards by asking them the target question. The students answer and they can sit down.
10. If the students do not have the same card, they repeat Step 6 to Step 8 until they find their partner.
11. If there is enough time, play another round. Collect and re-distribute cards to each student. Set the timer for 1 minute and 30 seconds in the second round.

Examples:

This activity can be used to practice various grammar points.

The table below shows how to use this activity to practice different grammar points.

School/ Textbook/ Unit	Target Phrases	Example Cards	
ES / NH 5 / Unit 2	Q: What do you want for your birthday? A: I want a ~.	I want <u>a rabbit</u> . 	I want <u>a rabbit</u> . 
ES / NH 5 / Unit 3	Q: What do you want to study? A: I want to study ~. Q: What do you want to be? A: I want to be a ~.	I want to be <u>a doctor</u> . 	I want to be <u>a doctor</u> . 
ES / NH 5 / Unit 6	Q: What would you like? A: I'd like ~.	I'd like <u>a hamburger</u> . 	I'd like <u>a hamburger</u> . 
ES / NH 6 / Unit 2	Q: Where do you live? A: I live in ~. Q: What do you usually do on Sundays? A: I usually ~ on Sundays.	I usually <u>watch TV</u> . 	I usually <u>watch TV</u> . 
ES / NH 6 / Unit 6	Q: Where is the ~ from? A: The ~ is from ~.	Where is the beef from? 	The beef is from Australia. 
ES / NH 6 / Unit 7	Q: What is your best memory? A: My best memory is our ~.	My best memory is our ~. 	My best memory is our ~. 
JHS / NH 1 / Unit 2	Q: What do you have for breakfast? A: I have ~ for breakfast. Q: How do you come to school? A: I come to school by ~. *look at Variation section, point 2	bacon and eggs. 	bacon and eggs. 
JHS / NH 1 / Unit 8	Q: Are you ~ing? A: Yes, I am. I am ~ing. *look at Variation section, point 3	Are you <u>skiing</u> ? 	I <u>am skiing</u> . 

JHS / NH 2 / Unit 3	I use ~ to do ~. <i>*look at Variation section, point 4</i>	I use this pencil ~.	~ to write a letter.
JHS / NH 3 / Unit 1	Q: Have you ever ~? A: Yes, I have. I have ~. <i>(The students will need to think of the question themselves by using the card that they are holding)</i>	I have fought a bear..	I have fought a bear..
		I have bought a BMW car..	I have bought a BMW car..
		I have bought a BMW car..	I have bought a BMW car..

Key:

ES = Elementary School JHS = Junior High School NH = New Horizon

Variations:

- Each student should be able to find only one partner. Let's say if there are 28 students. Teachers should create 14 matching pairs of cards. However, for class sizes larger than 30 students or with limited card ideas, you can make double pairs.
- First, introduce “breakfast around the world” and “how children get to school around the world” to the students. Use those food and transportation to make cards and do this activity.
- Instead of finding a classmate and doing janken to ask the target question, split the class into 2 teams: one is the Question team, one is the Answer team. The Answer team stands up. The Question team asks “What are you doing?”. After that, everyone on the Answer team has to gesture simultaneously based on the card that they are holding. Then, everyone in the Question team observes and “finds” their partner by asking the target question (Are you ~?). Swap the Question and Answer teams and play another round.
- Split the class into 2 teams: one is the Object team, and another one is the Action team. Everyone stands up, the Object team students find a classmate from the Action team and say the target sentence (“I use this pencil”). If the object and the action (“to write a letter”) match with each other, they have “found” their partner. Swap the Object and Action teams and play another round.
- Leave the PowerPoint on the TV / digital board, so that the students can double check the target phrases during the activity.

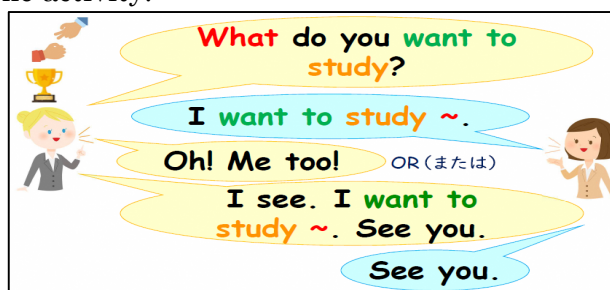


Figure 1: Example target phrases that the students should use during the activity. This is an example from the ES 5th grade textbook (NH 5, Unit 2).

Conclusions:

This is a simple and guided activity that requires no personal answers. Students will feel comfortable and focus on practicing the target questions and answers.