Yuliya Nemykina

Sado-shi

Main Game--Interview Charades (JHS)

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| Inspiration | One of my elementary school ALTs taught me how to play charades in a big class, and I found that it worked for a junior high school class with some adjustments to the grammar used. |
| Grades  | JHS 1st year, JHS 2nd year |
| Class size | Big or small (see alternative instructions ) |
| Grammar | Present Progressive (-ing), past progressive (were/was --ing), any other verb form you wantFor this example, I will use present progressive |
| Materials needed | Flashcards with verbs your class knows, or PowerPoint with verb clipart, space, timer (for the big class version), blackboard or whiteboard to keep track of points |
| Instructions (small class) |  |
| ALT & JTE | Students |
| Set up a stack of flashcards, or computer with powerpoint, so students can't see the cardsExplain the rules, and give a demonstration: ALT looks at the top card, or powerpoint slide, and pretends to shoot a dribble a ball and shoot a hoopJTE: Are you playing baseball?ALT: No, I'm not. ALT repeats the gestureJTE: Are you playing basketball?ALT: Yes, I amAnnounce that the JTE has earned 1 point. Ask the students to choose the order in which they will go. Write their names on the board to keep track of the points they earn. Announce the start of the game and have the ALT do the first gesture.Depending on the size of the class, the ALT and JTE may also want to participate and do gestures. They also make sure that the students are using the appropriate grammar and correct when necessary.  | Listen to the rules and watch the demonstrationTry to guess what gesture the ALT is performing. Raise their hands, and use "Are you --ing" questions to answerThe first student to answer correctly gets a point. The first student chosen in order comes up, and looks at the card the ALT or JTE shows/the PowerPoint slide on the computer. He or she tries to gesture the verb on the slide/card. Other students try to guess the answer, and collect points. In order for their answer to count, the student must use the correct grammar, and the correct verb. |
| Instructions (big class) |  |
| ALT & JTE | Students |
| Give a demonstration (see above)Ask the class to divide into teams (I usually do 2, but you may need 3 or 4 for a really big class. Each team should be no more than 15-ish people). Ask them to choose a team captain.Ask the captains to play rock-paper-scissors to decide which goes first, second, third, etc. You may also ask the students to choose an in-team order, or just tell them that the person who answers correctly will do the next gesture. Have the rest of the team members sit in a semi-circle around the captain. The other team(s) can watch from their spots.If you are using cards, stand next to the first captain, holding the cards so that team-members can't see what's on them. If you're using a PowerPoint, have Team 1 come up to the front, where the captain stands next to the computer (lower the lid slightly, so they can't see the card yet), and team members make a loose semi-circle in front of him, so **that they can’t see the cards**.Either the JTE or the ALT is in charge of the cards/powerpoint, and the other one sets the timer.　Depending on how many rounds you want to do, set the timer for 2-4 minutes. The person with the cards/powerpoint says start, and shows the first card/slide to the team captain. The person with the timer starts the timer.When the timer beeps, the JTE and ALT count the cards/slides that team finished. They write the number on the board as that team’s points, and set up for the next team. This time, the person who held the cards starts the timer, and the person who started the timer last time holds the cards/laptop.When the timer goes off, the JTE and ALT count the number of slides/cards the team completed and write them on the board as points. Then, they do the game again in round 2 and round 3 if there is time. | Watch the demonstrationDivide into teams and choose a team captainChoose their order. Listen to the rules.Arrange themselves into a semicircle, with the captain in the middle.The captain of the first team performs the gesture on the card/slide. His or her teammates try to guess what is on the card/slide using “Are you ~ing, now?” questions. If they get it right, the team captain says “Yes, I am” and changes places with the next gesture-maker.The students continue to do gestures until the timer beeps.The next team plays charades for as long as the timer is set. Students play round 2 and round 3 |
| Notes | This activity may not be effective with a shy or quiet class. The classes I found this to be most successful in had students who were generally pretty comfortable with each other, and/or had many outgoing students.Rather than just using simple verbs like “swimming,” “reading,” or “playing basketball,” you might want to add some stranger phrases if they know them. For example “climbing a tree,” “making sushi,” or “dancing hula.”If you have time and resources, you could try making separate card/slide sets for each team, so the spectator team(s) can’t just copy the gestures of the team(s) that goes before them. In my experience, few teams can finish more than 13 cards in 3 minutes. |