**Level**: ES/JHS**Grammar Point**: Various  
**Goal:** Get the students speaking and ready for class  
**Preparation:** 1) None 2) Decide achievements, create challenge sheet  
**Class Time:** 1) 5-10 minutes 2) However much time you dedicate to it   
**Materials:** 1) None 2) Challenge sheet

**Zombie Warm-up**

1. Give students 3/4 choices (foods, characters, subjects, etc.) that fit the target phrase. Alternatively, you may assign a choice to students.
2. Count and mark how many students chose each.
3. Students become zombies and find a partner.

A: I like pizza.

B: I like spaghetti. \*Janken\* (A wins)

B: I like pizza

1. The janken loser is “bitten” by the winner and takes on their phrase.
2. After finishing, count how many “zombies” there are for each option.

\*If zombies meet and are the same, they do not need to janken.

Options: My name is \_\_\_\_. I can \_\_\_\_. I want to be \_\_\_\_. Etc.

*Source:* [*http://www.englipedia.net/Pages/ES\_Game\_Zombies.aspx*](http://www.englipedia.net/Pages/ES_Game_Zombies.aspx)

**Achievements/Challenges**

*This is something a teacher at my JHS did with his first year classes.*

A sheet of achievements, skills that they could work on.

He’d either dedicate part of or a whole lesson, after they were sure to be quite comfortable with the material, to allow them to come up to either teacher to challenge one of the levels. If they succeeded, they would receive a signature, stamp or something else to mark completion.

*Ex)*

1. Count 1-10 in order.
2. Count 11-20 in order.
3. Count 1-20 out of order. (Teacher points to/holds up a number)
4. Write the numbers.

He was strict with pronunciation and having them know the content well (e.g. X if they pause too long after a number is pointed to). This forced them to practice and check in with each other. Sometimes we settle for “good enough” when students are able to achieve more as long as they are pushed to do so.