**Short Activity**

**Why…? / Because… Activity (with worksheet)**

**Level:** JHS

**Grade:** 2nd Grade.

**Time:** About 15 minutes including explanation, or 10 minutes if you have a very good class.

**Notes:** This is best as a review/practice rather than learning activity.

**Description**

This is an easy activity used to practice Why/Because, using pictures\* of Cony & Brown.

\*Pictures provided on the AJET FB page last year by the lovely Talia Hale.

**Method**

* Give each student a copy of the worksheet. Explain that this is practice for why/because.
* Explain the worksheet – there are three columns: ‘why…?’ question, picture, ‘because...’ answer. The students must draw lines to match the correct pictures, questions and answers together. Remind them that the tense of the sentences can be clues. Give students a time limit (e.g. 3 minutes).
* When the time is up, get students to take out a red pen and check the answers all together. One way to do this is to ask the question, and have students tell you the answer. It might be useful for the students if you draw the picture boxes and Q&A numbers/letters on the board so that they can check their lines against it.
* You can offer a sticker/stamp to those who got all the answers correct.
* After this, direct the students’ attention to the bottom part of the worksheet.
* Ask them to choose one of the five pictures and write a ‘Why…? / Because…’ question and answer relating to the picture. They should circle the picture they want to use to make it easier to check. The ALT and/or JTE should demonstrate this first, for example:
  + “Why is Cony doing her make-up?” “Because she’s going to an awesome party.”
* Give a time limit, e.g. 5 minutes (allowing students to ask you for words or use a dictionary if you let them), and then collect in the papers to mark. If you have a willing class, you can have some students read out their sentences at the end of the class.

**Notes/Options:**

* It’s possible to make this activity longer and include speaking practice:
  + Make small cards with the questions and answers (the number of cards should exceed the number of students by about 10-15).
  + Give each student a card and tell them they must read their card to others to find the matching question/answer (ALT and JTE should demonstrate this first).
  + Once they find it, they come to the front of the class and read the Q&A to the ALT and JTE. Then, they change the card for a new one, and try to find a new partner.
  + After a set amount of time (e.g. 5 minutes), students must sit down. Those who spoke the most number of times get a sticker/stamp/prize.
* If you want students to write more questions and answers, you can adapt the worksheet to make them write two or three sentences.
* It’s up to you whether students can use dictionaries or not.