



Making Worksheets Work

Ideas to help you create
entertaining, educational
worksheets

by Michael Snyder, 2nd year JHS ALT, Sapporo-shi

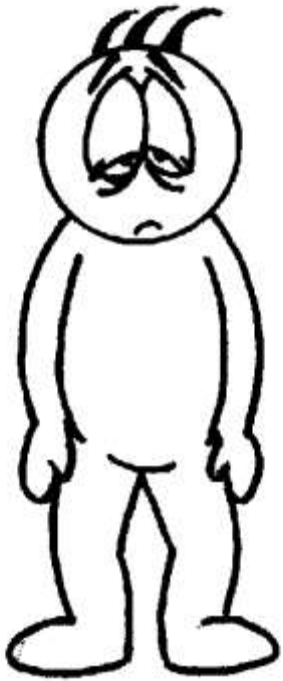
Presented Dec. 2008



Translated by Taro Kawaguchi,
Tomakomai JHS JTE

INTRODUCTION: The Challenge

- Worksheets can be boring and repetitive. Students often dread doing them.
- Worksheets tend to target one learning style: writing. Unfortunately there's little interaction with English.
- Many JTEs don't have the time to create attractive, entertaining worksheets ...
- But ALTs do!



A desk with a lamp, a ruler, and a pen. The background is a brick wall. The desk is covered with a white sheet of paper. A blue desk lamp is in the top left corner. A blue ruler is in the bottom right corner. A red and white pen is in the bottom right corner. The text "EXAMPLES: What Works Best and Why?" is written in large, bold, black letters in the center of the page. Below it, a bullet point says "Briefly look at worksheets A and B:".

EXAMPLES: What Works Best and Why?

- Briefly look at worksheets A and B:



A

I think... (~と(いうことを)思う)



① Look at the picture. Write a sentence about what fruit you like.

例: 「私はバナナはおいしいと思う。」
Example: "I think bananas are delicious."



Write your own sentence. あなたが果物について文をつくりなさい。

日本語: 私は _____ はおいしいと思う。

英語: I think _____

② What does each person think? Write a sentence for each person. 彼/彼女はふきだしの中をどう思うでしょう。



He thinks the dog is _____



He thinks baseball is _____



She thinks shopping is _____

③ Draw something in the girl's bubble. What does she think of it? ふきだしの中に面白いと思うものの絵を描きなさい。



Write your own sentence. あなたが文をつくりなさい。

日本語: 彼女は _____ は面白いと思います。

英語: _____

Useful Words

形容詞

- delicious(おいしい)
- big(大きい)
- bad(悪い)
- big(よい、すばらしい)
- bad(何気ない)
- happy(幸せ)
- healthy(健康な)
- warm(暖かい)
- big(大きい)
- small(小さい)
- sturdy(丈夫な)
- cute(可愛い)
- strange(奇妙な)
- old(古い)
- new(新しい)
- expensive(高い)
- interesting(おもしろい)

動詞

- eat(食べる)
- look(見る)
- eat(食べる)
- do(する)

名詞

- apple(りんご)
- pear(梨)
- peach(もも)
- orange(オレンジ)
- melon(メロン)
- orange(オレンジ)
- shopping(買い物)
- dog(犬)
- steak(ステーキ)
- present(プレゼント)
- man(男)
- woman(女)
- book(本)
- bike(自転車)

B

いろいろな疑問詞

PRACTICE <練習> 次の英文を日本語にあう文にしましょう!

「何、何が?」編

- () () that? 「あれは 何ですか。」
- () () a car. 「それは 車です。」
- () () this? 「これは 何ですか。」
- () () my watch. 「それは 私の時計です。」
- () () your favorite sport? 「あなたのお気に入りのスポーツは何ですか。」
- () is. 「サッカーです。」
- () () () eat for breakfast? 「あなたは 朝食に何を食べますか。」
- I () bread and milk. 「パンと牛乳を食べます。」
- () () he study? 「彼は 何を勉強していますか。」
- He () () (). 「彼は理科を勉強しています。」
- () () you ()? 「何がよろしいですか。」
- () () (). 「紅茶をお願いします。」

「誰、誰が?」編

- () () that girl? 「あの女の子は 誰ですか。」
- () () Lucy. 「彼女は ルーシーです。」
- () () your science teacher? 「あなたの理科の先生は 誰ですか。」
- Mr.Ishizaki (). 「石崎先生です。」
- () () fast? 「誰が 速く走りますか。」
- Jim (). 「ジムです。」

「どれ、どちら?」編

- () () is Tom's? 「どのカバンがトムのものでしょうか。」
- That red () (). 「あの 赤いのです。」
- () () Tom's pen? 「トムのペンはどれですか。」
- This purple () (). 「この紫のです。」

「どこ、どこに(へ)?」編

- () () your chair? 「あなたのイスはどこですか。」
- () () in the kitchen. 「それは 台所にあります。」
- () are you ()? 「あなたは どの出身ですか。」
- I () from Akita. 「秋田の出身です。」
- () () you come from? 「あなたは どの出身ですか。」
- I come () Japan. 「日本出身です。」

「いつ?」編

- () () your birthday? 「あなたの誕生日は いつですか。」
- () () () () 「 月 日です。」
- () () you () baseball? 「あなたは いつ野球をしますか。」
- () () 「放課後に」
- () () he meet Ms.Sugiura? 「彼はいつ杉浦先生と会いますか。」
- He meets her () (). 「彼は 月曜日に会います。」

1 - () No. () Name ()

EXAMPLES: What Works Best and Why?

- Which one do you think is better?
- Why?



INTRODUCTION: Why Worksheets?

- Worksheets can be designed to engage students and build confidence in reading, writing and listening and speaking.
- Use worksheets to supplement classroom activities – not replace them.
- Think of a worksheet as a way to have fun with English!



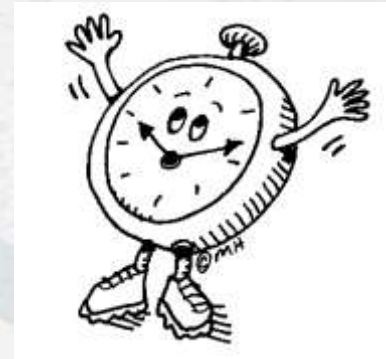
INTRODUCTION: Why Worksheets?

- Worksheets can fulfill other teaching goals too:
 - they are excellent review tools.
 - they can test students' progress and knowledge.
 - they can be graded.
 - they can be used as practice tests.
 - students can use them as study guides.



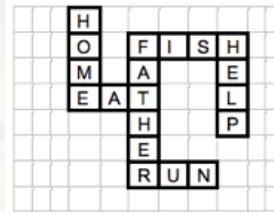
BEFORE YOU START: Gather Information

- Ask your JTE:
 - what grammar point(s) the worksheet should focus on?
 - how much class time does the JTE want to devote to the worksheet?
 - which vocabulary words and grammar points do students already know?

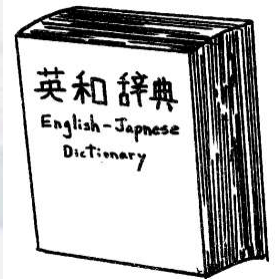


BEFORE YOU START: Gather Information

- is it OK to include a short game, puzzle or activity on the worksheet?



- can a JTE (or someone else) help you translate the worksheet instructions into Japanese?



- when must you have the worksheet finished?



PLANNING: Choose Appropriate Content

- After you've received the requirements from your JTE, choose exercises that are appropriate for students' English levels and learning types.
- There are 3 main learning types:

- auditory (listening)



- visual (seeing)

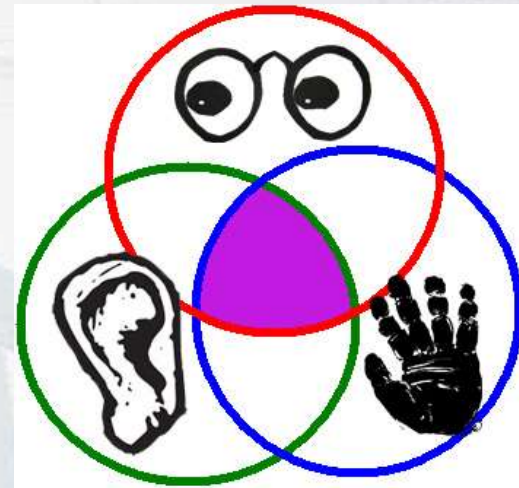


- kinesthetic (doing)



PLANNING: Knowing Which Exercises to Use

- It's important to know which exercises are appropriate for each learning style.
- A good worksheet will have a mix of different exercises.
- Here's a list of exercises that target different learning styles:





PLANNING: Knowing Which Exercises to Use


“Missing Word” (Visual)

Missing Word (単語のつづりを書きなさい)

1. Jim _____ very excited today.
2. Do you know why _____ looks excited?
3. He _____ a new bike from his parents.
4. Wow! The bike _____ very cool!
5. Yes, it is. Jim is going to _____ the bike to my house.

何文字	この文字で始まります
(5 letters)	(l)
(2 letters)	(h)
(3 letters)	(g)
(5 letters)	(l)
(4 letters)	(r)

*(At lower levels, the ALT can read the sentence out loud.)
Focuses on spelling, recognizing spoken words, vocabulary.*





PLANNING: Knowing Which Exercises to Use


“Translation” (Visual)

Translate 英語を日本語にきなさい。



1. That sport looks dangerous(危険な)! _____!
2. I got a bike for my birthday. _____.
3. She doesn't look happy. _____.

Shows the structural differences between English and Japanese; enables students who have trouble speaking English a chance to show their reading and writing skills; strengthens vocabulary knowledge.



PLANNING: Knowing Which Exercises to Use “Multiple Choice” (Visual)

Multiple Choice 正しい答えを選びなさい。

1. She _____ sad today.

A: look

B: looks

C: looking

D: likes

2. I _____ a new coat yesterday.

A: getting

B: gotten

C: get

D: got

3. Which thing looks cold(冷たく)?

A: a bath

B: a coat

C: an ice cream

D: a pencil

4. Are you sad today? You don't look _____.

A: busy

B: sick

C: sad

D: happy

5. You look healthy. Did you _____ cycling?

A: start

B: started

C: went

D: do



*Reading comprehension; vocabulary knowledge; grammar, tests
situational/logical responses; logical elimination*

PLANNING: Knowing Which Exercises to Use

“Listening” (Auditory)

Listening Practice (聞きとり練習) 正しい答を選びなさい。

1. Jim's bike _____ very cool.
A: look B: looks C: think D: thinks
2. I think his bike is _____.
A: new B: old C: big D: small
3. Who gave Jim the bike?
A: his mother B: his father C: me D: him
4. Jim got the bike for his _____.
A: birthday B: holiday C: today D: yesterday
5. Do I think that my mother will give me a bike too?
A: no B: yes



(ALT reads a short text first.) Sharpens listening skills; students don't have to understand every spoken word; practices listening for context clues and major parts of speech; logical elimination; grammar review.



PLANNING: Knowing Which Exercises to Use

“Drawing and Writing” (Kinesthetic)

③ Draw something in the girl's bubble. What does she think of it?

ふきだしの中に面白いと思うものの絵を描きなさい。

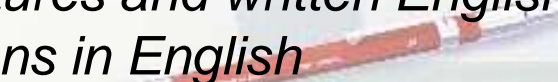


Write your own sentence. あなたが文をつくりなさい。

日本語：彼女は_____は面白いと思います。

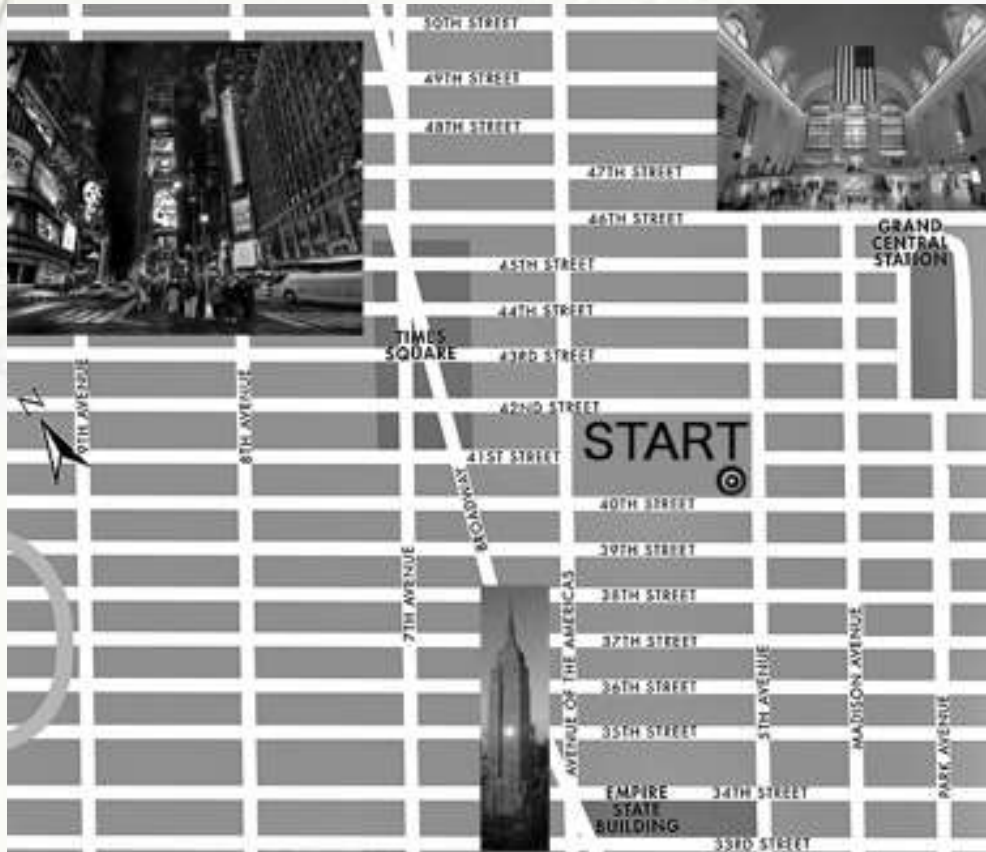
英語：_____

Allows students to invest some creativity into their work; encourages students to be creative and express their ideas in pictures and written English; sharpens their ability to understand and follow directions in English



PLANNING: Knowing Which Exercises to Use

“Following Directions” (Kinesthetic/Auditory)



This is a map of New York City. Look at the “START” place. Listen carefully to the teacher’s directions. If you listen correctly, you’ll end up at a famous place in New York City!

ニューヨーク市の地図です。STARTから出発し、正しく聞きとれたら、有名な場所にたどりつきます。

Useful Words

北	north
南	south
西	west
東	east
右	right
左	left
行く	go
真っ直ぐ (な)	straight

students follow a set of instructions to make, draw, complete something; sharpens listening and/or reading skills; allows students to create/do something by using English; helps visual and kinesthetic learners remember a grammar or vocabulary words

PLANNING: Knowing Which Exercises to Use

“Cartoons” (Visual)

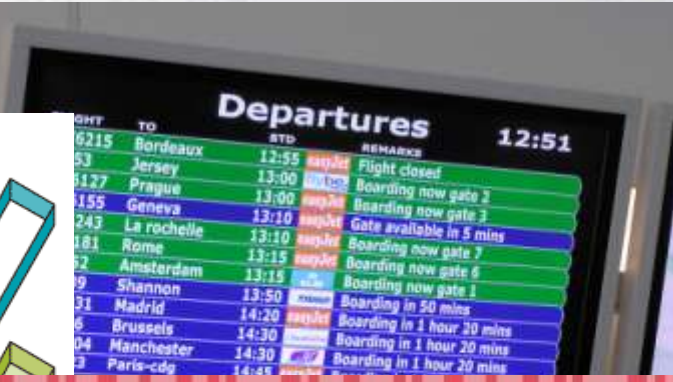
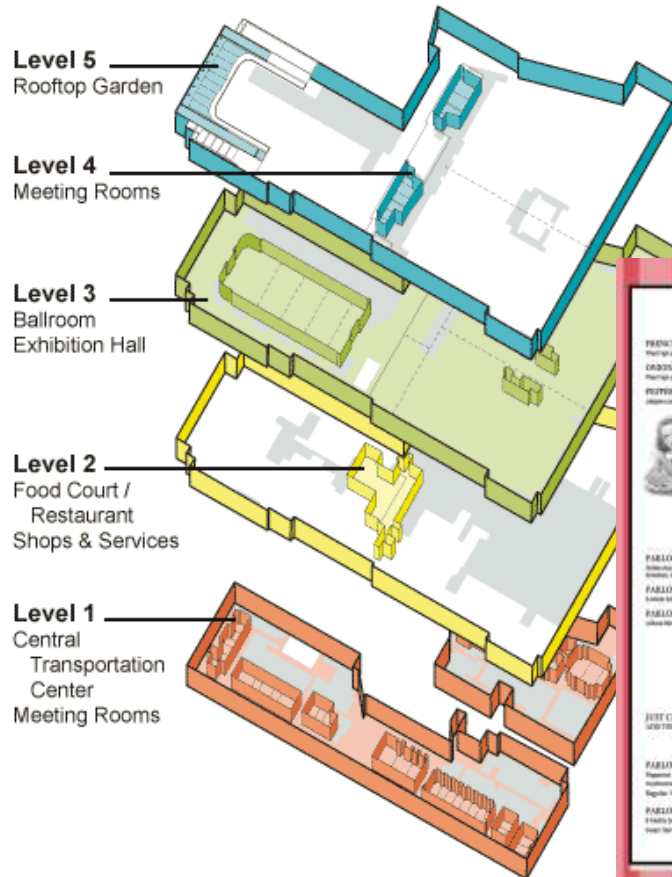


Use humorous cartoons and/or pictures to describe a grammar point; punch lines/captions should reinforce the grammar point you're teaching; helps visual learners remember the grammar point quickly; can also be used for writing practice if students write their own punch line/caption; can be used to talk about cultural humor differences too

PLANNING: Knowing Which Exercises to Use

“Situation Pictures” (Visual)

This activity focuses on practical reading comprehension. Students look at a picture and answer some questions about it. It's a great way to discuss real-world English and common phrases/signs that they might encounter in the future.





PLANNING: Knowing Which Exercises to Use


“Pronunciation” (Auditory)

Pronunciation (発音) 正しい答を選びなさい。

Which word did the teacher say?

- | | | | |
|--------------------------|--------------------|--------------|-----------------|
| 1. A: <u>goes</u> (行きます) | B: close(閉めます) | C: hose(ホース) | D: chose(選びました) |
| 2. A: <u>back</u> (奥) | B: black(黒い) | C: rack(棚) | D: lack(不足) |
| 3. A: know (分かります) | B: <u>low</u> (低い) | C: snow(雪) | D: slow(遅い) |

the teacher says an English word and students have to pick the correct word from a list of similar-sounding words; is a great warm-up exercise that “tunes the ear”



PLANNING: Knowing Which Exercises to Use

“Ordering/Sequences” (Visual, Auditory)

Comprehension 2 *Put the pictures in order.*



1: _____

2: _____

3: _____

4: _____

5: _____

The ALT reads a short text; practices listening for key words like “first” “next” “then” “after” etc.; sequential ordering; listening comprehension

PLANNING: Knowing Which Exercises to Use

2. **Dictation** (書き取り) Write what the teacher says:



“Dictation” (Auditory)

The ALT reads a few short sentences; students listen carefully for certain things, like numbers, times, dates, etc.; practices listening skills and comprehension

1. Rapid Express Train number _____, departing from track _____.
2. I have to be in New York on _____ at _____.
3. Attention passengers flying on flight _____ from _____ to New York.
4. It costs _____ yen.
5. _____ + _____ = _____
6. My telephone number is _____.

PLANNING: Knowing Which Exercises to Use

“Matching” (Visual)

Matching Match the English word(s) on the left with the pictures on the right.

1. play baseball

2. drink

3. rainy

4. camping

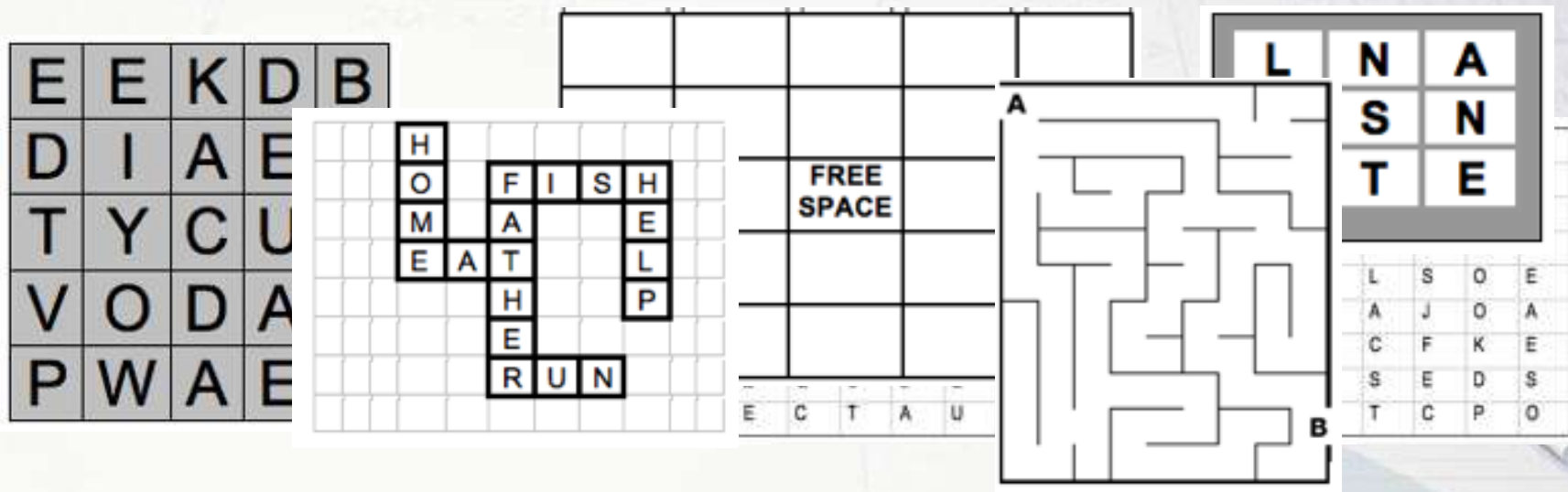
5. cloudy



students match words and pictures together; tests reading comprehension and vocabulary knowledge

Mini-Games and Puzzles

(Visual and Auditory)



This is the part where students have fun and “play” with English!

There are numerous mini-games, activities and puzzles you can add to a worksheet. Here are a few ideas:

Mini-Games and Puzzles

Unscramble the words below. The clues will help you. Then find the words in the puzzle on the back of this paper. There is a special bonus word hidden in the puzzle too! If you find it, you get extra points!

例: ACT

It's a pet.

C A T (write the word in romaji)

SCRAMBLE:

CLUE:

WORD:

BSU

You can ride this to school.

KEWE

There are four in one month.

ROAGNE

色、果物

SIHF

There are many in the sea (海).

OKBO

本、書物

DRE

色、赤い

TGRHI

右、正

FLET

左、出ました

PRIAL

四月

SLTA

Final. 終わりの

“Word Search” (Visual)

Students unscramble some words and then search for the answers in the puzzle. You can hide a special word in the puzzle, create a “secret code” using letters from the unscrambled words, etc.

D	F	T	C	V	B	F	H	X	R	S	F	E	J	E	Z	Q
Z	I	R	W	E	E	K	K	S	Q	B	L	A	P	R	I	L
J	S	E	H	K	C	W	D	O	F	E	J	E	D	K	O	R
F	H	P	H	B	U	S	E	R	I	G	H	T	Z	X	B	W
A	X	K	A	S	N	D	H	A	G	J	L	B	L	S	O	E
R	Y	Q	L	X	M	B	M	N	E	E	R	L	A	J	O	A
E	R	W	A	S	H	I	N	G	T	O	N	D	C	F	K	E
D	Z	Q	S	L	E	R	Y	E	U	I	O	P	S	E	D	S
W	E	C	T	A	U	I	K	V	D	L	E	F	T	C	P	O



Mini-Games and Puzzles

“Boggle” (Visual)

BOGGLE

E	E	K	D	B
D	I	A	E	A
T	Y	C	U	D
V	O	D	A	R
P	W	A	E	H

This is a game played in many English-speaking countries. The teacher sets a time limit. Students try to find as many words as possible in the grid. Longer words are worth more points. (Change the rules to make the game easier or more difficult.)

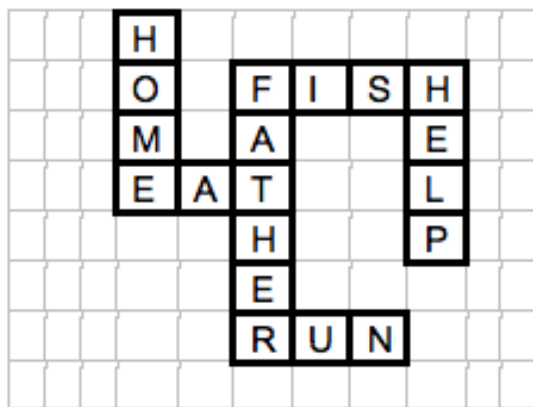
Practices vocabulary, spelling.



Mini-Games and Puzzles

“Kanji Crossword Puzzle” (Visual)

KANJI CROSSWORD PUZZLE



(To add “across” and “down” numbers to the boxes, use a pen after you’ve printed out the puzzle.)

DOWN (下)

1. 家
2. お父さん
3. 手伝い

ACROSS (向)

1. 食べる
2. 魚
3. 走って

Crossword puzzles are popular in many English-speaking countries. The puzzle works well for translation practice, and it appeals to visual learners.

The puzzle can be made more complex. For example, students have to write synonyms, specific verb tenses, etc.

Mini-Games and Puzzles

Famous People (有名人)

Pikachu 	Tom Cruise 
Ichiro Suzuki 	Harry Potter 
Bea Yong Joon 	Ando Miki 

Verbs (動詞) will eat (食べる) will buy (買う) will run (走る) will swim (泳ぐ) will write (書く)	Time Words tomorrow = 明日 next week = 来週
--	--

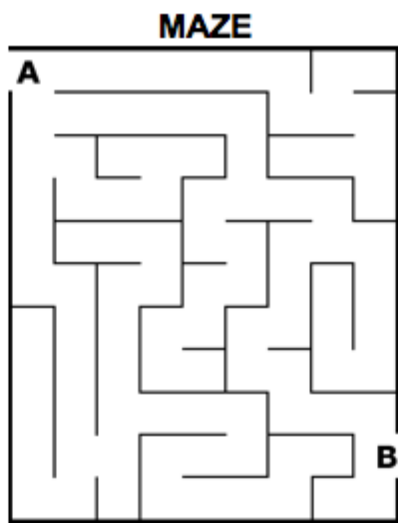
(動詞)	(動詞)	(動詞)	(動詞)	(動詞)
		FREE SPACE		

(有名人)

“Bingo” (Auditory)

Students write answers into the BINGO chart from other sections of the worksheet. Then students play BINGO as a class, or in small groups.

Mini-Games and Puzzles



1. Students make pairs.
2. Student A covers his/her eyes.
3. Student B gives Student A directions. Student A may not look at the paper – they must only listen to Student B's instructions!
4. Switch. Student B covers his/her eyes and Student A gives directions to B.

“aMAZEing Directions!”
(Auditory)

This is a great warm-up exercise. Students make pairs. One student covers his/her eyes. The other student gives verbal directions to get through the maze. Then they switch places. (Each student has a different maze.) Practices direction words, speaking, following directions.



Mini-Games and Puzzles

WORD BLOCKS

A vocabulary word is hidden in each block of letters. Can you find all of the vocabulary words in the blocks below?

1. Start at any letter in a block.
2. Move to another letter, but the next letter must be adjacent.
3. You can move up, down, left, right or diagonally.
4. It's OK to use the same letter twice.
5. You don't have to use all 9 letters in the block.

BLOCK 1

P	N	C
I	L	G
A	Y	E

(playing) (します)

BLOCK 2

L	N	A
I	S	N
A	T	E

(listen) (聞く)


BLOCK 3

T	E	P
E	L	H
I	N	O

(telephone) (電話)

Word Blocks (Visual)

Reviews vocabulary, spelling. Students can be given a theme so they know what type of words to look for. Can be made easy or difficult, depending on students' level.



FORMAT & DESIGN: Keep it Simple, Interesting, Adaptable

Here are some design tips:

Divide the page into sections.

Put only one type of activity in each section.

Text boxes, spaces and thick borders help define sections from each other.



"Looks ... and Past Tense" (~に見える、過去形)



Missing Word (単語のつづりを書きなさい)

単語のつづり

単語のつづり

- | | | |
|--|-------------|-----|
| 1. Jim _____ very excited today. | (5 letters) | (l) |
| 2. Do you know why _____ looks excited? | (2 letters) | (h) |
| 3. He _____ a new bike from his parents. | (3 letters) | (g) |
| 4. Wow! The bike _____ very cool! | (5 letters) | (l) |
| 5. Yes, it is. Jim is going to _____ the bike to my house. | (4 letters) | (r) |

Translate 英語を日本語にしなさい。



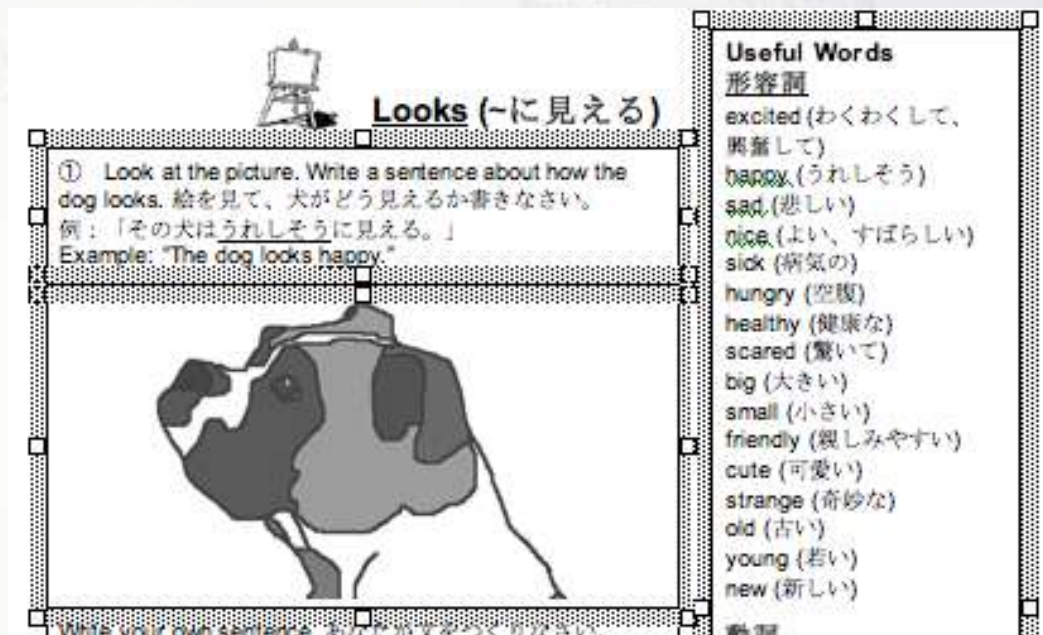
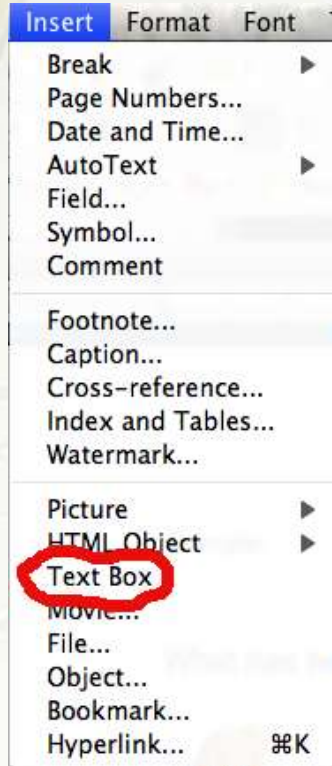
1. That sport looks dangerous(危険な)! _____!
2. I got a bike for my birthday. _____.
3. She doesn't look happy. _____.

Multiple Choice 正しい答えを選びなさい。

1. She _____ sad today.
A: look B: looks C: looking D: likes
2. I _____ a new coat yesterday.
A: getting B: gotten C: get D: got
3. Which thing looks cold(冷たく)?
A: a bath B: a coat C: an ice cream D: a pencil
4. Are you sad today? You don't look _____.
A: busy B: sick C: sad D: happy
5. You look healthy. Did you _____ cycling?
A: start B: started C: went D: do



FORMAT & DESIGN: Keep it Simple, Interesting, Adaptable



- Use text boxes wherever possible. Text boxes: “float” on top of your document; aren’t bound by page margin limits; are easy to resize, move, cut, copy and paste; make layout changes MUCH easier!



FORMAT & DESIGN: Keep it Simple, Interesting, Adaptable

- Translate the essentials: Write the grammar point and worksheet instructions in Japanese and English. Ask your JTE for help if necessary.

When you're finished designing the worksheet, ask your JTE to check all the Japanese on the worksheet.





FORMAT & DESIGN: Keep it Simple, Interesting, Adaptable

- Don't use Japanese too much! Students should be reading and understanding English.

Here's an example of a worksheet with too much Japanese on it:

いろいろな疑問詞

① what (何、何を、どんな、何が)

例) What is this? 「これは 何ですか。」 → It's a desk. 「それは 机です。」
(= What's) (= It is)

例) What is your favorite food? → Pizza is. 「ピザです。」
(= What's)

「何が、あなたのお気に入りの食べ物ですか。」

例) What do you play after school? → I play soccer.
「あなたは 放課後何をしますか。」 「私は サッカーをします。」

What does your sister play after school? → She plays tennis.
「あなたの姉妹は 放課後何をしますか。」 「彼女は テニスをします。」

例) What would you like? → Coffee, please.
「何がよろしいですか。」

② Who (誰、誰を、誰が)

例) Who is that boy? → He is Jim. 「彼は ジムです。」
「あの男の子は誰ですか。」 He is my brother. 「彼は 私の兄です。」

例) Who is your homeroom teacher? → Mr. Brown is. 「ブラウン先生です。」
「誰が あなたの担任の先生ですか。」

例) Who teaches Japanese? → Mr. Yokomichi does. 「横道先生です。」
「誰が 国語を教えていますか。」

③ which (どれ、どちら)

例) Which is your bag? → The red one is. 「その赤いのです。」
「どれがあなたのカバンですか。」

例) Which bag is yours? → The red one is. 「 " " 」

④ Where (どこ、どこに (へ))

例) Where is my brother? → He is in the library.
「私の兄弟は どこかしら」 「彼は 図書館にいます。」

例) Where do you come from? → I come from Sapporo.
「あなたは どの出身ですか。」 「わたしは 札幌の出身です。」
= Where are you from? → I'm from Sapporo.

⑤ when (いつ)

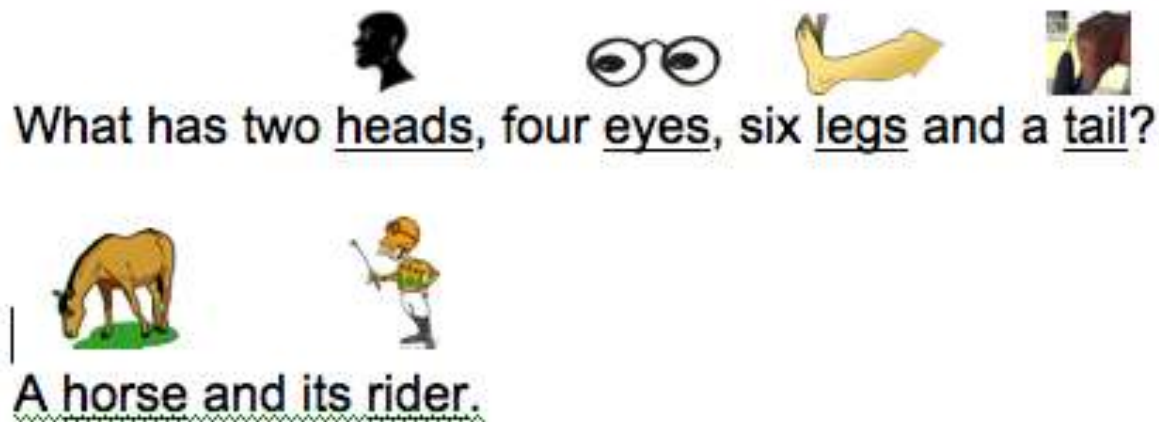
例) When is your birthday? → It's October 1. 「10月1日です。」
「あなたの誕生日は いつですか。」

My birthday is October 1.



FORMAT & DESIGN: Keep it Simple, Interesting and Adaptable

- There are creative ways to help students understand English text on a worksheet without translating. For example: “picture furigana”

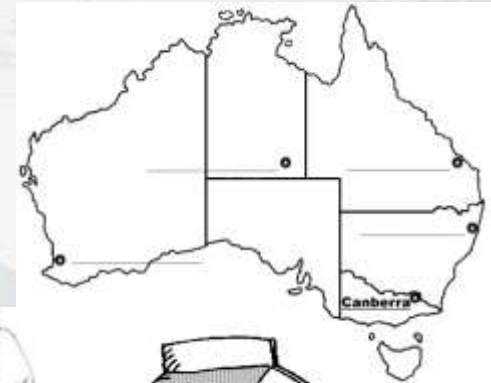


(“Picture furigana” is a big help for visual learners!)



FORMAT & DESIGN: Keep it Simple, Interesting and Adaptable

- Use graphics, maps and pictures to make the worksheet interesting.



After all, “a picture is worth a 1,000 words!”



FORMAT & DESIGN: Keep it Simple, Interesting and Adaptable

- Design worksheets to fit a particular time slot.

For example, if your JTE gives you 10 minutes, then design a worksheet with two or three sections, such as “Missing Word,” “Pronunciation” and “Kanji Crossword Puzzle”



A double-sided worksheet with five sections, dictation, and a mini-game or puzzle could easily fill 40 minutes.



FORMAT & DESIGN: Keep it Simple, Interesting and Adaptable

- When you design a worksheet or exercise, make it adaptable to different levels.
- Design worksheets (and exercises) so that you can easily change the difficulty level. Give hints for lower level students, or change the rules of the game to make it easier. For upper level students, give them less information or more requirements/restrictions.
- Remember: changes are inevitable! Plan accordingly and be adaptable to your JTE's requirements.





FORMAT & DESIGN: Keep it Simple, Interesting and Adaptable

- When making copies of your worksheet, use both sides of a sheet of paper if possible.

This saves trees and time when you're distributing worksheets in class.

Also students are less likely to lose a single sheet of paper than they are multiple-page worksheets.



RESOURCES: Where to get worksheet content

- **Images and Clip Art:** Use Google's Image Search.

<http://images.google.com>

(NOTE: It sometimes helps if you add the words "clip art" after the main search term[s].)



RESOURCES: Where to get worksheet content

- **Grammar Points:** Use current and previous grammar points from students' textbooks.
- Ask your JTE for advice.
- Be sure to use words/translations that students have previously studied.
- Check the dictionary in the back of the textbook for the exact translations students are familiar with.





RESOURCES: Where to get worksheet content

- **Crossword Puzzle Generator:** <http://www.puzzle-maker.com/CW/> It's basic, but it works well and is free.
- After entering your words and clues, click on “*create puzzle.*”
- Then click on the link that says “*Click puzzle to see your puzzle as a web page.*”
- Do a screen-grab of the crossword puzzle and insert the image of the puzzle into your worksheet.
- Alternatively, you can print out the puzzle, cut it down to size, scan it, and then insert the image into your worksheet.



RESOURCES: Where to get worksheet content

- HAJET Web site: www.hajet.org
- You can download all of the worksheets, examples and this entire presentation from the HAJET Web site.
- There are many other teaching ideas on the site too!
- www.mes-english.com
- www.genkienglish.net

CONCLUSION

