



on, the teacher will neither accept nor, unless all are completely stuck, correct ungrammatical sentences, letting others vie for correct renderings and chip points. Let them learn from each other and capitalize on classmates' mistakes.

8. Now that they'll have learned to say 'likes' rather than 'like,' invite them to recall your preferences, whereupon they'll find they have to switch back—just as they will when reporting on two classmates who share a favorite. Since they are speaking to you, they naturally must say, "You like..." and not put you in the third person. (To address someone by their name, rather than with "you", is common practice in Japanese, but in English, of course, is not.)
9. Choose one of your grandparents or a parent who has passed away and enter their name beneath yours. Tell your kids that person's favorites in the past tense, recalling what you can and imagining probabilities when you can't. (With younger classes, delay this step a week or more until they are swimming smoothly with preceding challenges.)

#### *Chip Loss*

1. When factually incorrect info about someone is mistakenly given. (*Chip goes to offended person.*)
2. Any time a student fails to quickly say either "That's right" or "That's wrong" after being reported on. (*Chip goes to the table.*)
3. Reporting something that's already been said. (*Chip goes to the first to tattle.*)

For an English error they should neither lose a chip nor get one. If (uncommonly) someone loses all chips and then makes a subsequent chargeable error, a red minus chip may be given.

#### *Chip Gain*

1. When one's statement is both factually and grammatically correct. (*Earn a chip from the pile on the table.*)
  - Two chips are awarded for those who can say, e.g., "Jiro and Yuka," or, "Jiro and I (both) like green best." Ditto for, "Ken likes Coke best. He doesn't like Calpis." "Jiro, Yuka, and I (all) like green best" is worth 3 chips. (They won't qualify for two or more chips if one of the named has already been reported on, but would lose one, as per *Chip Loss rule #3*,

above. However, with correct English, they might be allowed to break even—with the plus for a previously unreported half of their try.)

- If someone has reported double favorites, two chips will be awarded to one who can recall and say both. (But logic and memory overload preclude allowing many plural favorites to be accepted—and, normally, no triples.)
- If a player recalls but one of someone's two favorites, she gets only a yellow half-point chip, and another yellow may be given to another who chimes in with, e.g., "And (she likes) peaches, (too)."
- Yellow half-point chips may also be awarded, at the teacher's discretion, for slightly flawed efforts, especially early in the learning stage and with younger kids. They may be used for correct statements poorly pronounced or for other such times when a full point shouldn't be given, yet something is deserved and/or encouragement is needed.
- Bonus points: E.g., "Kyoko likes red best. She has a red pencil case." The bonus can be gotten by either an initial speaker or one who can add the extra. Such extra info should be elicited or pointed out, pre-game, and if continuously valid, be squeezed into the relevant blanks on the info sheet, in 'shorthand.' This step should not be advanced to until the kids are fairly smooth with the basic game plan, and related facts need not necessarily be pulled from each kid for each category for this to work. (This extra info will also work for, "No one said that I have a red pencil case," as in *Chip Gain rule #4*, below.)
- An alternative (with older experienced students) is to require both the favorite and the related statement for a single point, using yellow half-points as described above for partial successes.

2. When one is incorrectly reported on and immediately says, "That's wrong! Please give me a chip." They get this chip not from the pot but from the mistaken student. (*Only the misreported one is allowed to protest the wrong and gain the chip.*)

- When one not present (or not human – see later explanation) is erroneously reported on, any other may blurt, "That's wrong," but will have to correctly state the truth before saying, "Please give me a chip."
- For anyone referred to that is absent, deceased, or not a classmate, it's the teacher's responsibility to speedily say, "That's right," or, "That's wrong." Give a chip to any student who catches you out on this, telling you, "You didn't say, 'That's right.'"

3. When someone reports something that has already been said, any other student will gain a chip from the offending classmate by saying either “I,” “Taro,” or “Someone (already) said that.” As with rule #3, no hand-raising is required; they should just blurt it out. (Chip gaining rules #2, #3, and #4 cover the only times that students get chips from one another.)
4. When each category has been attempted and no more hands are raised, at the teacher’s invitation, individuals whose favorite was not recalled by anyone can raise a hand and be called upon to say, “I like black best.” Or, at the next level, “No one said that I like black best.” You may want to give lower grade kids two chips for this as extra balm to injured pride in not having been remembered.

At game’s end, not just one grand champion, but, with a class of six or more, second and third place students should be congratulated. (This is advisable for all such point-determined games.)

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For more useful and titillating schemes, read on.

For a given class, ideally, have one regular paper copy and one thick of either an elementary or a junior high and up PLS Class Information Sheet (a master—“Class Info., for Quiz Game, etc.”—is in teacher’s manual). Your thin copy will be for initial and subsequent fast and rough information gathering. You can then later neatly ink copy student names and their info onto the durable thick one, to be kept in your class file. (Or use pencil, for easier info changes and erasing.)

Our class info masters offer specific lines for an additional teacher or staff member, known to the students, as well as one, on elementary sheets, for a doll, teddy bear or etc., as explained below. Using one or both of these lines is an especially good idea if your class has, say, five or fewer members. When practical, call such a (human) non-class member in and have the kids ask them the questions which you’ll record the answers to. In team teaching situations, the other teacher’s name and info will go into the provided slots, even though just one of you may always lead this game.

A classroom doll or poster animal may be enlisted for younger kids, arbitrarily ascribing to them or having the kids decide probable preferences. If,

then and later, you choose to ask a direct question about them, ‘he,’ ‘she,’ ‘it,’ and ‘they’ can be elicited. And two similar classroom (‘cousin’) teddy bears, or the like, will allow overlapping but not always identical favorites. This would provide, “Minnie likes vanilla ice cream best, but/and Maxie likes chocolate,” etc.

Parents visiting the class when this game is about to be played, should be tapped for favorites. Kids will say either, “Ken’s father...” or “Mr. Sato likes...” Parental preferences need not be inked in unless you have a special reason for doing so or can get info on a parent apiece for one or more categories.

In subsequent weeks, pre-game review of everyone’s favorites, etc., is always an option. But if the info is not stale, it will be fun and more challenging to see what they can recall unprompted. *Chip Gain rule #4* will cover what was forgotten and refresh it for the following week’s game. This (and virtually any new game) should be played for three consecutive weeks to be learned well enough to be subsequently successful.

Try to add one to three new columns of information—or supplement the old with supporting facts to be recalled—prior to each time you play. As an increasing number of columns are gradually filled, and doing all becomes time-consuming and impractical, work with the most freshly added plus a selective review of older ones.

*What Can We Accomplish with this Game,  
and What Makes It an Especially Good One?*

- It provides student-centered learning of and practice with a variety of verbs, first- to third-person, positive, negative, and past tense.
- It builds and reviews vocabulary in 34 separate categories relative to kids’ lives and interests.
- It fosters both class camaraderie and teacher-student bonding (especially if the teacher has a good memory).
- It’s primarily and individually about them. It’s real. It’s efficient. It builds to higher levels. It’s fun!

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*Follow-Through Suggestions*

While flashing noun cards, when you come to cards depicting things students have said are their favorites, remark, “Cherries are Yuri’s favorite fruit.”

“Takuya doesn’t like celery!”

“Hiro and I both like potatoes best. It’s our favorite vegetable. Right, Hiro?”

“Raise your hand if you can remember who doesn’t like cucumbers.”

“Did you watch Doraemon last night, Kota?” (*He has told us its his favorite show.*)

“Kyoko! You’re wearing blue today. I thought your favorite color was red. Where’s your red? Oh, you have a red pencil case? Well, all right then, but please say that.”

“I have a red pencil case.”

“Good!”