

Two Ways to Play



Materials Needed



1. Review the Illustrations

The teacher leads the class in reading aloud all the illustrations on the right side of the bingo sheet together.

2. Create the Bingo Sheet

Each student selects 9 items they want in their town and places them on their bingo sheet. The school already exists in the town (as shown on the map in the top left).

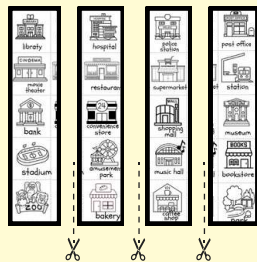
We don't want to spend too much time on this task, so set a timer and give students a time limit.

I have created a 3-minute timer that is available for 300 yen. If you find it useful, please consider purchasing it. 😊



I instructed the students to cut efficiently without cutting each sheet completely.

If they cut everything apart from the start, their desks get messy and it becomes hard to keep track of the pieces, which actually wastes more time.



For example, cut the sheet into four vertical strips.

By cutting off only the illustrations they need, it's easy to see which illustrations remain.

If you instruct students to "cut smartly, not randomly," they will come up with this method on their own without being taught.

3. Start the Bingo Game

How to Play 1: Regular Bingo

If you call an item that a student has also chosen, they say "Me too!" and mark a circle on their bingo sheet.

Japanese elementary and middle school students love playing bingo.



There is **one rule that differs from the usual English bingo**: when a player is one item away from bingo, **they must declare "Reach"**. When someone says "Reach," **it creates a bit of tension, like "Someone's about to beat me!" or "I haven't gotten any calls yet!"** This makes the students **more focused and excited**.

However, "Reach" is not correct English — it's a Japanese-English (wasei-eigo) word. In English, players might say phrases like "One more to go!" or "One last one!" to announce they are close to bingo.

I highly recommend incorporating this "one away" announcement into your bingo games.

This bingo game functions as **a listening activity for Japanese children**, but **for native English speakers, it can also serve as a reading activity**. For example, instead of saying "I want a museum," the teacher shows the word "museum," and students read it, making it a reading exercise for native speakers.



Me too!

I want a ... in my town.



How to Play 2: Human Bingo (Interview Activity)



What do you want in your town?

Me too!

I want a zoo in my town.



Students walk around the classroom and talk with as many classmates as possible to complete their bingo sheet. If someone mentions an item that the student didn't choose, it's even better to ask why they chose it. They can answer in their native language, but this is also a great opportunity to practice simple English using "like" or "can." You can also teach them how to use "Because" at the beginning of a sentence — once they learn the pronunciation, it's not so difficult to use. Here are some example conversations:

I want a stadium. Why? Because I like soccer. I play soccer.

I want a library. Why? Because I like books.

I want a park. Why? Because I can walk my dog there.

I want a convenience store. Why? Because I can shop anytime.