

REVIEW: LESSONS 1-3

TRAVEL CONVERSATION
SEMESTER 4, LESSON 004



SELECTIVE REVIEW ACTIVITY 1 OF 7

The focus of this activity is covering all vocabulary and expressions. You may use one or all of these activities depending on time and class structure.

HOT SEAT

The teacher will have all students write down all vocabulary and/or conversation questions as well as any additional language they may have learned from the teacher during the lessons on half sheets of paper (one per piece). Each student will take a turn in the hot seat with a 2-minute timer. Students should help the hot seat participant by describing the word the teacher holds up behind the hot seat without saying the word itself. The student in the hot seat is allowed 3 passes. If time permits students will do a second session with only the teacher describing the target language.



SELECTIVE REVIEW ACTIVITY 2 OF 7

This activity will cover spelling and sentence structure.

SPELLING SURVIVOR REVIEW

The teacher will call out vocabulary from previous lessons. The initial student will begin by saying the word and reciting the first letter, the following student will recite the second letter of the word, the third student the third letter, and so on until that word is successfully spelled. Any student which makes a mistake is out. If a student makes a mistake the remaining students must start the word over again. The students which successfully recites the last letter must also pronounce the word correctly and give a definition or example sentence in order to stay in the game. The last student remaining wins!



TRAVEL CONVERSATION

SELECTIVE REVIEW

3 OF 7

This is an activity which requires students to do some heavy thinking in English, and helps to cement their learning.

SPEED SPEAKING

The teacher will write the topics to be reviewed on the board in circles connected to each other. They should also add 1 or 2 strange, funny, or demanding topics. The teacher should also provide a balled up piece of paper or another throwable object. The teacher should set a time limit somewhere around 30 seconds to 1 minute. Finally, the students should throw the object at a topic on the board. They should talk about the topic they hit for the time allotted. For each second they are able to talk beyond the time limit they may receive one point.

Teammates may garner additional 10 point units by listening carefully and answering 10 point questions the teacher may ask about what was said. If students pause while speaking for more than 2-3 seconds they are out and their turn ceases.



SELECTIVE REVIEW 4 OF 7

This activity focuses on a purely social application of book English. There are several different versions of mixers. Here are a few suggested versions. Students should also employ small talk during this session

MIXER VERSION 1

This activity is best conducted in the lounge or an area with open space. The teacher will tape a name or the topic target language/vocabulary on the back of each student. The students must ask each other 'yes' or 'no' questions in order to guess what is taped on their backs. They may only ask 3 questions before they must rotate to ask another person questions. At the end of the timed session, students should go back to the classroom and guess what the problem is which has been taped to their back. (Students should begin conversations with small talk and greetings.)

MIXER VERSION 2

This activity is best done in the lounge or in an open area. The teacher will prepare and tape a problem/issue on each of the students' backs. The students may tape a problem/issue on the teacher's back as well. The students may ask for advice on the problem/issue on their back for a designated amount of time allotted by the teacher. At the end of the timed session, students should go back to the classroom and guess what the problem is which has been taped to their back. (Students should begin conversations with small talk and greetings.)



SELECTIVE REVIEW 5 OF 7

In this activity students should demonstrate their ability to apply what they've learned in a timely manner.

ACCELERATED STORY MAKING

This teacher will designate a topic to make a story around and an item to be used as a 'hot potato'. The teacher will make the initial sentence and toss the hot potato to another student who must then make up the next sentence of the story. The teacher will start a timer to limit the amount of time known to themselves. If a student has the hot potato when the timer goes off they are out. Most importantly, if the student makes too many grammar mistakes they must listen and repeat the correct sentence from the teacher before throwing the hot potato.



SELECTIVE REVIEW 6 OF 7

In this activity students will practice their vocabulary and brainstorming skills.

CATEGORIES

The teacher will divide the class into 3 or 4 teams and assign a secretary for each group. On one side of the board, the teacher writes down six categories related to the review lessons. To start the game, the teacher will randomly select a letter of the alphabet and scribble it onto the board. Each team must then work together to quickly find a word for each of the six categories that start with the chosen letter. The first team to complete all six categories shouts "stop!" The class will then stop writing, and a member of the team goes to the board to fill in the categories. The teacher will then check each word with the class and also elicit what other teams had for each category. If the quickest team has filled in each category correctly, they will earn one point for their team. The teacher will then choose a different letter and another round will be played. The first team to score X number of points wins.



SELECTIVE REVIEW 7 OF 7

This final activity is a great way for students to review their grammar and conversation skills.

Q & A

The teacher will write up two separate word lists highlighting expression from the previous lesson on the board; an A list and a B list, and assign half the class the A list and the other half the B list. Each student takes each word from their list and contextualizes it into a coherent question. Ideally, the question should demonstrate some understanding of the word. If students need help, they can consult the teacher, their notes, or their textbook. When the students have finished writing their questions, As and Bs pair up and exchange their list of questions. The students read each question and write an answer to the question on the same piece of paper. In their answer, they need to use the same word that is underlined in the question. After the answers are written, the papers are exchanged again and read by the original student. The teacher will check the questions and answers for grammar mistakes.

