

Your year in review

Topic

Reviewing the year

Aims

- Students will practise using narrative tenses and future forms in their written work.
- Students will practise using narrative tenses and future forms in their spoken work.
- Students will become more aware of errors made when using narrative tenses and future forms.

Age / level

Teenagers and adults at CEF level B1 and above

Time

40-50 minutes

Materials

1. Worksheet with sentence starters and role cards

Introduction

This activity for teenagers and adults at CEF level B1 and above asks students to imagine that they are a famous international or national personality and complete a series of short paragraphs to review the previous year and look ahead to the next year. It is an opportunity to review and practise a wide range of narrative tenses and future forms. Students will focus on writing and speaking for both fluency and accuracy. It is designed to be a fast-paced activity with game elements to make it motivating and enjoyable.

Procedure

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| 1. Warmer (5-10 minutes) | <ul style="list-style-type: none">• On the board, write the words 'Famous and influential people'. You may need to explain the word influential. The Cambridge English online dictionary defines 'influential' as 'the power to affect people, actions or events' and gives the following example:
<i>He used his influence to get her the job</i>• Give students one minute to write the names of famous or influential people on small pieces of paper. After one minute, ask them to call out these names. Write them on the board. |
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- Ask students to tell you what they think about the kinds of lives these people have.

What is their daily routine? What kind of house do they live in? What do they do in the evening/at the weekend? Where do they go for their holidays? What problems do they have? What did they achieve this year?

VOCABULARY TIP: *You don't need to write this information on the board, but help with unknown vocabulary and keep a list of words or phrases that your students had problems with. At the end of the lesson, review this vocabulary by asking students for definitions and inviting them to make short sentences with one or more of the words and expressions.*

2. Writing activity 1 (10 minutes)

- Collect the pieces of paper that the students used in the first activity to write the names of famous or influential people.
- You can put the pieces of paper into a box and ask the students to pick one out, or just give them to the students. It doesn't matter if they pick a famous/influential person that they wrote on the piece of paper.
- Give students the student worksheet with the four different sentence starters on it. Below each sentence starter is a space for each student to write. There is also a space that says 'Corrections'. Students should not write in this space.
- Tell students they need to use their imagination to complete the sentences about the famous/influential person they have been given on their piece of paper. Provide initial support by giving an example of the first sentence starter to the whole class by choosing one of the famous/influential people that the students don't have. You can pre-prepare this using an imaginary person, or use your own life as a model. As a teacher you are definitely an influential person!
- Give them a time limit of two minutes for each sentence starter. After the first two minutes, shout 'Stop!' and tell them to move onto the next sentence starter. Continue in this way until all four sentences are complete. Monitor during the activity, helping with vocabulary and making sure that students are keeping to the time limit.

Alternatives:

1. The time limit can be extended if you want to give them more time, but don't give them too much time.
2. If you have weaker students within the group, they can be paired with another student to give them extra support, or you can ask all students to work in pairs if you prefer.

3. Writing activity 2 (10 minutes)	<ul style="list-style-type: none"> Once students have completed each of the four sentence starters, ask them to exchange their worksheets with a partner. Each student should now have the worksheet from another student. Using the 'Corrections' space, students should now read what the other student has written and identify any grammatical errors. Once students have identified the errors, they should rewrite the text with the corrections included.
4. Feedback with partner (10 minutes)	<ul style="list-style-type: none"> Students talk to their partner to discuss the errors they think they made. Discussion should focus on whether the students agree or disagree with the corrections their partner made in order to agree on a final version. Monitor students' discussions during the activity, providing support and input to help them produce the final draft. IMPORTANT: Make notes of some of the common errors that students make with lexis and grammar.
5. Feedback with whole class (10 minutes)	<ul style="list-style-type: none"> Review the common mistakes as a whole class. On the board, write a list of the main errors (maximum 10). As a class, go through each sentence, inviting students to suggest corrections.

Contributed by

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