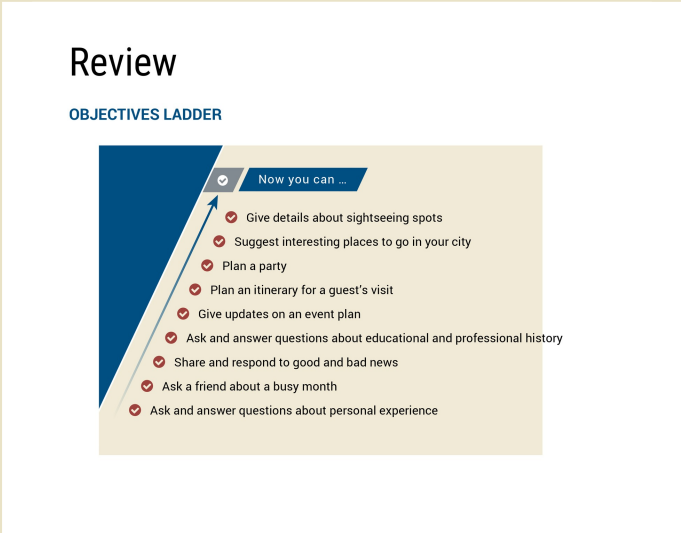
1 OBJECTIVES LADDER



The Objectives Ladder is designed to show students just how much they have learned in the previous nine units and provides an opportunity to review the objectives in these units. Have students go over the speaking goals in the objectives ladder to identify areas for further vocabulary / grammar and performance review.

OPTIONS

Review. *Give a question or sentence; students identify to which speaking goal it relates.*

Pairs. *Students brainstorm as many questions and expressions as they can for a particular speaking goal. Pairs then create and act out a conversation using a specified number of questions.*

Dictation. *Choose representative sentences from the content units for dictation. Alternatively, each student chooses five sentences from a specific unit (or one from each unit) and presents the dictation to classmates. Then ask students to put them in order.*

Self-assessment. *Students check off speaking goals, or rate themselves on their ability to achieve each goal (e.g., with a scale or thumbs-up / down). Review any speaking goals that are not checked off, or which receive a low rating.*

Selection. *Students select one or more of the speaking goals they would like to practice, focusing on the vocabulary & expressions (and grammar if any) supporting each goal.*

Mind map. *Students select one or more goals to review and practice. They prepare and present a mind map with the vocabulary items (and grammar if any) they need to achieve the goal.*

2 GRAMMAR / VOCABULARY PRACTICE

Track: 1 • 2

The Practice activities in this section are designed to trigger the students' memory of the target grammar points and / or vocabulary with short games in rapid succession, including informal scoring for on-the-spot assessment.

It may be necessary to go over two, or even three short games or activities to cover as many review points as possible, but the goal would not be to cover everything, as this is only intended for review.

Please note that these activities can be done at home ahead of the live review lesson, in which case you would just go over them quickly for correction, praise, and feedback; then, you could use optional expansion activities to practice speaking.

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Step 1. *Students read the instructions individually or as a group.*

Step 2. *Confirm understanding and assign a challenging time limit.*

Step 3. *Students complete the activity individually, in pairs, or as a group.*

Step 4. *Give correction, feedback, and praise.*

Optional expansion activities (after completing a practice activity):
True or False. Have one student at a time read a sentence from the activity, choosing to either read it correctly or to replace the correct target word with a wrong one. Other students have to say whether the sentence is correct or incorrect (and correct it).

Dictation. Have only one student at a time read from the SG, saying one of the target items found in the activity out loud to the other students, who have to spell it correctly (orally or in writing). Add a competitive element by saying that the fastest student to spell it correctly is the winner.

Recycling. Ask students to create a new sentence using the target item they just reviewed. Modulate difficulty to differentiate between students' abilities, e.g., by requiring affirmative, negative, or interrogative forms.

3 YOUR TURN!

The Action Modules are information-gap role plays designed for use with two (occasionally more) role players. If you have an odd number of students in class, one role can usually be assigned to more than one of them or a person can act as an observer and note-taker and give a summary at the end.

For Email Tasks, students are asked to write (individually or collaboratively) an email matching a certain situation. You may want to ask students to select the Module / Task they'd like to work on, and then do another if time permits.

Step 1. Students skim the role cards or task cards. Ask students what the topics might be. Referring to the Speaking Goals, students tell you which goals may be involved.

Step 2. Brainstorm / Review the kind of language that might come up in the Action Module / Task. Ask students for phrases that match the speaking goal(s). For example: You want to request payment from a client, what do you say?

Step 3 (Action Modules only). Assign roles. (Remind students not to look at the other person's role card.) Be sure that all the key vocabulary (and grammar if any) is reviewed before assigning roles.

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Step 4. Students read their role card or task card to make sure they understand the task. Assist with vocabulary as needed. Make sure the complication involves thinking skills—persuade, negotiate, list, summarize, order, match, etc.

Step 5. Set a time limit for partners to work on each Module / Task. Take notes for later correction and feedback.

Step 6 (Action Modules only). Students give a summary of what happened during the role play.

Step 7. Give feedback. Be sure to give examples of students' good use of language, and then correct significant or frequent errors.

Step 8. Time permitting, students reenact the Module, switching roles, or redo the Task.

Optional (Action Modules only): With the students' approval and in accordance with local rules, record the Action Modules and play them back later so that students can discuss / assess their performance.

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