

Find someone who ...

Trainer's notes

Aims	To review and recycle Module 1 glossary terms
Syllabus area	Module 1 review
Timetable fit	For use at the end of a Module 1 course, just before the exam, or at the start of a Module 2 course to familiarise trainees with key glossary terms and welcome new trainees to the course
Interaction pattern	Whole-group mingle
Timing	20 minutes
Materials needed	One copy of one of the questionnaires (see 1.11A) for each trainee (Select two phonemic symbols you'd like to review and write them in the spaces in item two on each questionnaire.)

This activity is designed to review glossary terms for the Module 1 exam.

Instructions

1. Demonstrate the activity before handing out the papers. Model asking one question around the room, for example *'Did you pick up your second language?'* When you get an affirmative answer, ask for the name (and spelling) of the person who gave it, and write it down next to the appropriate number.
2. Explain that the trainees should do the same for each of the ten items. The game is a race and the winner is the trainee who is first to collect ten (different) names.
3. Hand out the papers and explain that there are two different sheets. (This is simply to increase the variety of questions trainees will ask or respond to.)
4. Go through any vocabulary queries now, concentrating on concept questions for glossary terms without giving the answers away: *What do you read for gist? A telephone directory? No ... the back of a paperback book you might buy? That's right. What else?*
5. Check instructions and start the activity. Monitor the use/abuse of terms ready for feedback afterwards.
6. When the first person has finished, give a clear 30 second warning to everyone else to finish off.
7. Conduct feedback on the activity, for example: *Whose name did you write for number x? What can you tell me about Mr Y / Ms Z? Which question was the trickiest to find a 'yes' answer for? Had you forgotten any of these glossary terms?* Give feedback on the use of glossary terms, clarifying meaning/pronunciation.

Find someone who ...

Find someone who ...

1. ... can name three items in the lexical set "flowers".

NAME:

2. ... can pronounce a word with this phoneme in it: / /.

NAME:

3. ... can think of another name for 'gist reading'.

NAME:

4. ... formally assessed their class this week.

NAME:

5. ... is a kinaesthetic learner.

NAME:

6. ... picked up their L2 or L3.

NAME:

7. ... prefers TBL to PPP.

NAME:

8. ... can explain the difference between graded and authentic material.

NAME:

9. ... uses peer assessment regularly in their classes.

NAME:

10. ... has a different L1 from yours.

NAME:

Find someone who ...

1. ... had a silent period when learning their L2.

NAME:

2. ... can pronounce a word with this phoneme in it: / /.

NAME:

3. ... can name three items in the lexical set 'kitchen equipment'.

NAME:

4. ... can name a writing subskill.

NAME:

5. ... uses TPR regularly in their classes.

NAME:

6. ... is an auditory learner.

NAME:

7. ... prefers teaching language to language skills.

NAME:

8. ... can explain the difference between skimming and scanning.

NAME:

9. ... gave their students an opportunity to peer edit this week.

NAME:

10. ... writes fluently in their L2.

NAME:
