

2023 in Review

Level (L), time (T), age (A)	Materials	Aims
L: B1+ T: 15-30 mins (or more) A: Teens, adults	One '2023 in Review' worksheet per student. Option: adapt for your students/setting.	<ul style="list-style-type: none"> To ask and answer questions about last year so that students practice/revise question formation and the past simple. To talk about general topics e.g. films, the news so that they feel confident having small talk about these (common) things in English.

Procedure

- Optional: before doing this activity you could revise the past simple, particularly question formation. Every teacher does this differently - if you would like some help teaching grammar or are looking for new ideas, I recommend ['Learning to Teach Grammar' by Simon Haines](#).
- Tell students they are going to be interviewing their classmates about 2023 e.g. the best and worst film, the most significant world event etc.
 - Hand out the worksheet. Give students 5-10 minutes to think about how they will answer each question e.g. what was the best film they saw in 2023 and why. Encourage them to use their devices to do some research, if needed, and to note down their answers in the 'my answer' column.
 - Model one category with the class e.g. Teacher: 'Charleen, what was the best film you saw last year?' Charleen: 'The best film I saw last year was... .' Teacher: 'Why was it the best film you saw?' Charleen: 'I'm not sure, I think because it...' As always, try to encourage students to answer in full sentences.
- Optional: as a class, choose two categories you will not ask each other or leave some blank spaces in the worksheet and ask the class to think of two of their own categories.
- Tell students to pick up their worksheet and something to write with.
 - Tell students to stand up and all gather in the same space e.g. in the middle of the classroom.
 - Once all the students are stood in the same place, give the following four instructions:
 - They should start speaking to someone who they were not sat next to/in front/behind of.
 - They can only get a maximum of e.g. 3 answers from the same person (adapt to your class size).
 - They should write down the answers on their worksheet.
 - The activity ends when the first person tells you (teacher) they have filled in the whole table.
 - During the activity, mingle and monitor. Make notes on errors you hear for delayed feedback and correct errors you hear on the spot, when appropriate. Also, encourage students to remain standing throughout the activity.
 - After a few minutes/when you see students are speaking to a different partner, stop the activity for some delayed feedback: Write a few mistakes you have heard on the board and correct them as a class. Don't say who made the mistake - it doesn't matter. The important thing is to learn from it and try to avoid it for the rest of the activity/the future.
 - When one student tells you they have filled in their table, tell all students to sit down. If no student fills out the whole table and the activity is taking too long, interrupt and tell students to sit down.
 - Go round the classroom and ask each student for one piece of information e.g. 'who did you ask about the most shocking news story? What did they say and why?' Again, encourage students to answer in full sentences to increase repetition and practice using the third person e.g. 'I asked Elias and he said the best film he saw was XYZ because ABC.'
 - Optional: as a follow up, you could ask students to write a short paragraph about one of the items from the survey e.g. a review of the best film they saw. Or you could do one of the 'most annoying songs' on [lyricstraining.com](https://www.lyricstraining.com).

Teacher reflection: How would you change this lesson if you taught it again? Why?