

V0.3E

Table of Contents

	Page
Introduction	2
Before Class Prepare Yourself	2
Prepare your Materials	3
In Class Prepare your Students	4
Setup the Activity	5
Run the Activity	9
Feedback	10
After Class Evaluation	11

	Icons		
Imp	portant! Be Careful!	BY SA	
		Activity Guide: Matching Relay	
A g	good idea, but optional	by Ian Smith	
Poi	ison! Don't do this!	with Sudarat Suksaard, Lamai Mukdasanit, Steven T. Johnson, Jongdee Charoenwong and Thipawan Rawangphai	
		is licensed under a	
Mo	odel	Creative Commons Attribution-Share Alike 3.0 Unported License.	
		To view a copy of this licence, visit:	
		http://creativecommons.org/licenses/by-sa/3.0/	



V0.3E

Introduction

Matching Relay is a high energy activity that addresses reading, listening and pronunciation skills. It simulates real life by putting both speed and accuracy pressure on students. The fastest teams get more bonus points, but teams also score points for correct matches. Students learn that teams that rush to finish first may not win because of poor accuracy, and that it is important to balance the two.

Matching Relay is an excellent source of feedback to both the teacher and student coaches, so, if time permits, run the activity twice, with **Team Coaching** sandwiched between.

Matching Relay can either be used to practise reading real vocabulary, or, for lower level classes, **phonics graphemes** and syllables. The activity is almost exactly the same for each version, so this single Activity Guide has been prepared. Alternative sections are provided where details differ for the

Vocabulary Version and Phonics Version

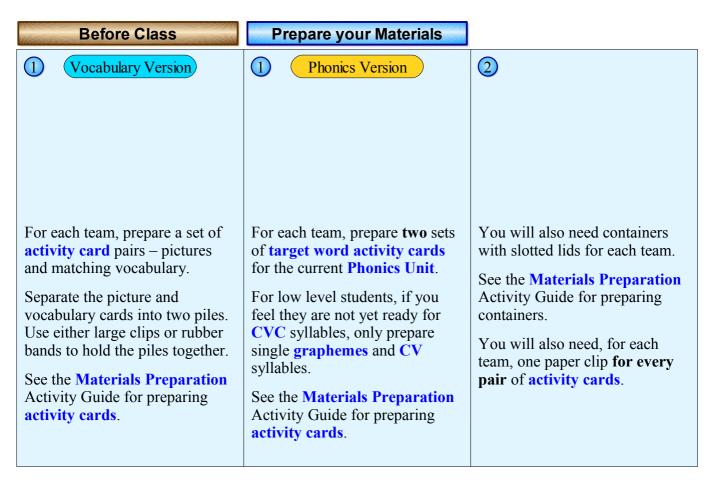
Phonics Matching Relay is resource heavy, because you need two sets of target word activity cards for each team, so you probably do not want to run it for every unit (unless your school has a big budget!)

		3
you will revise the content that the Matching Relay practises. You may decide not to revise the content at all to see how much the quicker,	y decide to use teacher-drilling or student-centred oachingcentred drilling is but Team Coaching is ore effective.	You may decide to revise the content before the Matching Relay, or sandwich revision between two Matching Relays, to provide motivation for the students to pay attention.
<u>My</u> notes		



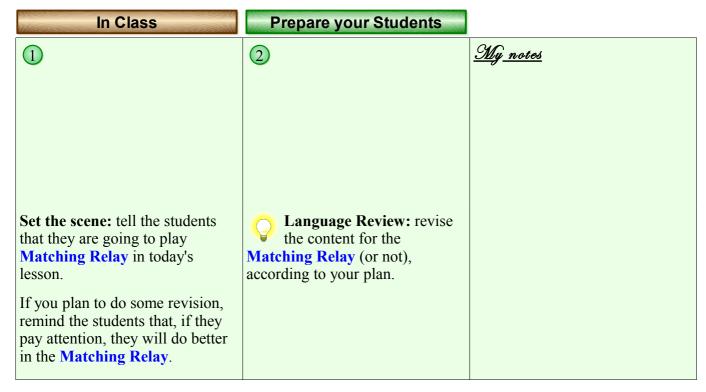
V0.3E

Before Class Prepare Yourself My notes (5) 4 Vocabulary Version Look at your classroom and plan For the vocabulary version, how you will setup the activity: decide whether you want to focus on reading skills or remembering • Decide which direction the vocabulary. students should run. This will affect how you place the • Decide where to stack the cards. See the "Setup the unused desks and chairs. Activity" section for details. • Decide which side of the room the students with stand, waiting for their turn to run. See the "Setup the Activity" section for details.





Before Class	Prepare your Materials	
3	4	3
T., 4h., 1,,,	Charle the materials are said	Charle the material of account
In the classroom, you will need two student desks (or similar)	Check the materials you will need for Matching Relay :	Check the rest of your equipment for this lesson:
for each team.	☐ Paired sets of activity cards	☑ Uniforms
	☑ Containers with slotted lids	☑ Scoreboard Headers
	☑ Paper clips	☑ Score-sheets
	☑ Two student desks per team	✓ Flashcards etc. (depending on other activities for this lesson)
		Put everything together in your Team English Basket.
My notes		





V0.3E

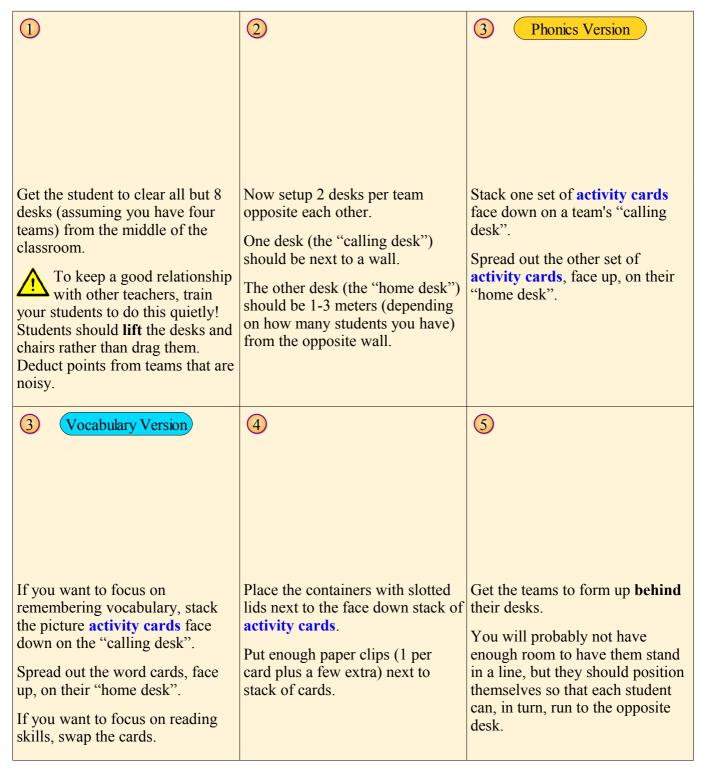
In Class

Setup the Activity

Note: The setup for **Matching Relay** is a bit complicated, but if you train your students, with a little practice they can setup the activity themselves in about one minute!

If this is the first time you have run **Matching Relay**, go through the setup stage slowly with the students, then have them compete several times to change back and forth several times from, for example, **Team Coaching to Matching Relay**.

This may take some time initially, but think of it as an investment. The time you invest now will mean that you can change from one activity to another very quickly in future classes.





In Class	Setup the Activity	
6	Note:	7
	The modelling for Matching Relay is quite difficult, and takes some time.	
When the activity starts, the order of "runners" must follow the Team English numbers, so get the Team Captains to arrange their teams accordingly.	However, as with most activities, you only need to do the modelling, the first time you run Matching Relay with a class, or if you haven't run it for a long time. If the students are familiar with the activity, you can skip modelling and just remind them of the rules.	Modelling: 1. Take members #1 to #3 from one team. Stand them at their "home desk".
8	9	10
Modelling: 2. Get the remaining students to move out from behind the desks, and form rows so that everyone can see the modelling clearly.	Modelling: 3. Take #1 and run with her/him to the "calling desk"	Modelling: 4. Get the student to take the top card from the pile, and either read it, or call out the vocabulary item, depending on which cards you have set up on the "calling desk".
	12	13
Modelling: 5. If the student cannot read or remember the item on the card, help them by whispering in their ear.	Modelling: 6. Walk back to the "home desk", and help the other students find the corresponding card.	Modelling: 7. Take #2 and run to the "calling desk"



V0.3E

In Class **Setup the Activity** (15) (14) (16) **Modelling: Modelling: Modelling:** 8. #2 gives the card to #1. 9. #1 takes a paper-clip, 11. Make sure #1 runs back clips the two cards the the home desk, as together, and puts them in soon as they have finished the slotted container. putting the cards in the container. They must not 10. Meanwhile, #2 picks up the help #2. next card from the pile, and reads it or calls out the 12. #3 should locate the paired vocabulary item. card, run to the "callers desk" and repeat modelling steps 8-11. (17) 18 19 **Modelling: Modelling: Modelling:** 13. Although you may help 14. They call out "I don't 15. As soon as the team at know", put the single students (to save face) the "home desk" hears during the **modelling**, you card in the slotted container, "I don't know", the next also need to model what to and run back to their team. team-mate, in order, can run do if a student cannot to the "caller's desk" and read/remember what is on pick up a new card. the card. Get a student to pretend they cannot read/remember the card. My notes



V0.3E

In Class

Setup the Activity





Check that students understand the procedure. If you have any doubts, take the time to repeat the whole **modelling** section several times with different teams.

Pay particular attention to **modelling** steps 8-11, as many students get confused about who does what.

Explain the Rules to the students in Thai.

It is also a good idea to **model**, what the students must not do, to make it as clear as possible.

"Fines" for breaking the rules are usually set at 5 points, but you may increase that to 10, 20, 50, or whatever is necessary to stop cheating.





- Students calling out must <u>not</u> show the card to their teams at the home desk.
- Students may speak Thai, except for the content of the cards no Thai voacbulary, or Thai letters for phonics.
- Students must take turns in the order of their team numbers.
- Teams indicate they are finished by calling out "finished", and sitting down quietly behind their home desks.
- Dptionally: you may decide to let "calling" students sound out the phonemes (NOT the letter names) on the cards both for the phonics and vocabulary versions of Matching Relay.

> Points:

- ✓ 4 bonus points for the fastest team
- 7 3, 2, 1 bonus point(s)
 for the other teams in
 order of speed
- ✓ 1 point per correct match.





In Class	Run the Activity	
	2	3
Find a location where you can easily monitor all of the calling desks. You may need to stand on a chair.	Ask the students: "Are you ready?" They should respond: "Yes!" or "Ready!" Now, call out: "1 2 3 GO!"	 Watch closely to make sure students do not break the rules: Showing their cards Calling out vocabulary or letter names in Thai Running out of order Keep a note of any breaches and deduct points at the end.
4	5	<u>My notes</u>
You may find that a lot of students get confused about who does what when they reach the "callers desk". If you see the activity falling apart, stop it, repeat the modelling again, and get students to pay particular attention to modelling stages 8-11.	As teams finish, you may need to remind them to indicate that by calling out "finished", and sitting down quietly behind their home desks.	



In Class	Feedback	
	2	3
When all teams have finished, write down the "bonus points" on the board: 4 points for the fastest team, then 3, 2and 1 point(s) for the other teams in the order that they finished.	Take the container from the "calling desk" of the fastest team, put it on their "home desk" and start checking the paired cards.	As you check, keep calling out the points in English . For example: "Correct! 1 point incorrect correct! 2 points correct! 3 points incorrect incorrect incorrect correct! 4 points etc."
4	5	6
When you have finished, write their points on the scoreboard. If you observed any cheating	When all points have been added, calculate the winning team for Matching Relay .	Give some general feedback about how to do well in Matching Relay .
from this team, tell them and deduct points accordingly. Move to the next team and repeat.	Congratulate the winning team, and all teams for their work.	For example, often the fastest team does not win because they rush, and do not take the time to try to read or remember the vocabulary.
	<u>My notes</u>	Point out that the fastest team only gets 4 "bonus points", whereas they can get many more points for correct matches.



V0.3E

After Class

Evaluation





Sit down and write a few notes about:

- What was good?
- What problems you had?
- What you should change next time?

Think about what you observed during your **monitoring**:

- What proportion of your students can read/remember vocabulary at this level?
- Were students still confused by the procedure?
- How much cheating did you observe?

Think about how to address any problems:

- More **Team Coaching** for the lower level students?
- Model all or part of the activity next time you run it?
- Increase the penalty for breaking the rules? How many points?

