

Unit 11: Adventure travels**Day Four: Charades****Objective**

1. Exchange information with classmates about what they like/don't like to do when they travel.
2. Read and write sentences relating past events during a travel experience.
3. Play "Charades" game.

Setting the Stage (10 minutes)

Teacher draws 10 illustrations of different activities related to travel. (*Students love when Teacher draws. Students esteem themselves as art critics and appreciate when Teacher is willing to risk.*) Teacher encourages students to guess aloud what he or she is drawing.

- Going to a sports event, such as a football match
- Relaxing in the hotel, youth hostel or similar guest facility
- Going to an amusement park and riding a roller coaster or ferris wheel
- Seeing beautiful artworks at a museum
- Attending a play in a theater
- Attending a concert in an open-air amphitheater
- Hiking in a national park
- Shopping in a store
- Swimming at the beach or in a lake
- Flying in an airplane

Input (15 minutes)

Teacher relates, in past tense, activities that former students have enjoyed doing during a travel experience. Teacher writes a short sentence, in the past tense, as a caption for each illustration. Students read the captions aloud as Teacher writes. Teacher reinforces information by *constantly recycling with yes/no, either/or, who/what/where questions* related to the past events illustrated and captioned on board. Students, showing thumbs-up or thumbs-down, indicate whether or not they have done/have not done these activities or whether or not they like/do not like these activities.

Guided Practice (10 minutes)

Students, in pairs, complete sentences describing past activities that various young people did during travel experiences, according to the illustrations provided on the [practice sheet](#).

Independent Practice (25 minutes)**Charades**

1. Teacher divides the class into two teams and the teams sit together on opposite sides of room.

2. Teacher gives each team 10 blank slips of paper.
3. Teams cluster together and quietly discuss and then write down 10 sentences -- one sentence on each slip of paper -- that depict a past event during a travel experience. Teacher encourages students to be creative. Teacher sets a time limit of 5 minutes. For example:

I got lost in the desert

I ate a snail in the restaurant

I danced all night long in the discotheque.

4. At end of 5 minutes, Teacher collects all slips of paper, folds them in half and places them in a small basket or similar container and mixes them up.
5. A student from Team A gets up, takes out a slip of paper, reads it silently, and without talking, tries to show with body language what the sentence is. The team members call out what they think the sentence is. The student acting out the sentence gestures to his/her teammates to encourage/discourage their guesses. When one of the teammates guesses the correct sentence, the student claps his/her hands to signal the correct sentence.
6. Teacher writes on board how many seconds Team A took to guess correctly. Teacher calls "TIME" after 30 seconds have elapsed if no one has guessed the correct sentence. In that case, Teacher writes down 30 seconds for Team A.
7. Now Team B gets a turn and Teacher writes on board the number of seconds elapsed until Team B guesses the correct sentence. Teacher again calls "Time" after 30 seconds and Team A plays again.

At the end of the game, Teacher adds up all the seconds for each team. The team with the lowest total wins the game.

Closure (2 minutes)

Students, in groups of 3, tell one another

- one travel experience they had
- which type of travel experience they've never had
- which type of travel experience they enjoy
- which type of travel experience they don't enjoy.

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