

Context Switch Circle

Use new words and phrases in more than one setting.

GRADE 7 • 7.RV.1.H

7.RV.1.H "Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Choose one newly learned word and one newly learned phrase from class.

2 On your four turns, use the word twice and the phrase twice.

3 Each card must use the target language in the topic and in another setting.

4 Play a card only after you say the full starter and fill every blank.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card and read the question together.
2. Each player takes a different Role card.
3. Shuffle Move cards and deal four to each player. Make extra copies as needed.
4. Take turns completing a Move card aloud, then place it in the middle.
5. When all cards are in the middle, complete the reflection checks.

AFTER THE ROUND Check what you did

☐ I used a new word in two different settings.

☐ I used a new phrase in two different settings.

☐ I used my word twice and my phrase twice.

☐ I explained why my target language fit each setting.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Better Lunch Break What one change would make lunch break better for most students, and why?	Phone-Free Evening Should students have one phone-free evening each week? Decide and explain.	Fair Team Tryouts What would make a team tryout fair for students with different amounts of experience?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Context Scout Listen for the topic setting and the second setting in every move.	Phrase Pilot Listen for each player to use a full new phrase, not only a single word.	Meaning Monitor Check that the target word or phrase makes sense in both settings.	Turn Tracker Keep turns moving and point out who still needs to use a word or phrase twice.

MOVE CARDS · deal 4 to each player

MOVE CARD USE IT TWICE “Using ____, I would say, “____” about our topic and “____” about ____.”	MOVE CARD USE IT TWICE “Using ____, I would say, “____” about our topic and “____” about ____.”	MOVE CARD COMPARE MEANINGS “Using ____, I would say, “____” about our topic; in ____, I would say, “____.””	MOVE CARD COMPARE MEANINGS “Using ____, I would say, “____” about our topic; in ____, I would say, “____.””
MOVE CARD AUDIENCE SHIFT “Using ____, I would say, “____” to explain our topic and “____” to explain ____.”	MOVE CARD AUDIENCE SHIFT “Using ____, I would say, “____” to explain our topic and “____” to explain ____.”	MOVE CARD CONTRAST SETTINGS “Using ____, I would say, “____” in our topic and “____” in a different setting.”	MOVE CARD CONTRAST SETTINGS “Using ____, I would say, “____” in our topic and “____” in a different setting.”

Print one card sheet per team. Cards last longer on thick paper.

RUNNING THE ROUNDS

Have groups choose targets from the current vocabulary work, then provide enough Move card copies for four cards per player. The sample exchange models the Phone-Free Evening topic with reluctant and on the other hand. For uneven participation, use the Turn Tracker to pause the round until every player has met the word twice and phrase twice requirement.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	Using reluctant, I would say, "Some students are reluctant to give up their phones," about our topic and "A student may be reluctant to join a new club," about joining a club.
Darius	Using reluctant, I would say, "Some students are reluctant to give up their phones," about our topic; in a class debate, I would say, "A speaker may be reluctant to share an unpopular view."
Leah	Using on the other hand, I would say, "A phone-free evening may help families talk. On the other hand, some students use phones to contact relatives," to explain our topic and "A longer recess may help students move. On the other hand, rain can limit outdoor time," to explain recess plans.
Omar	Using on the other hand, I would say, "A phone-free evening can be relaxing. On the other hand, it may be hard for students who need online homework," in our topic and "A school uniform can reduce clothing worries. On the other hand, some students want more choice," in a different setting.
Maya	Using reluctant, I would say, "Students may be reluctant to accept a phone-free evening at first," to explain our topic and "Players may be reluctant to try a new position," to explain a team practice.

LISTEN FOR

- target words or phrases used naturally inside complete sentences
- the same target language used in the topic and in a clearly different setting
- accurate explanations of why the language fits each setting
- new phrases used fully, not reduced to one word

There are no right answers to the topic cards. Score the moves students make, not their opinions.