



# A FUN CLASS ACTIVITY

Activities for communicative language teaching

UNIVERSIDAD NACIONAL DE CHIMBORAZO  
INSTITUTO DE POSGRADO

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## INTRODUCTION

About activities

An activity or game has rules, a goal and an element of fun

There are two kinds of games competitive games, in which players or teams race to be the first to reach the goal, and co-operative games in which players or teams work together towards a common goal.

The activities in this guide are communicative, as distinct from linguistic games: that is they are activities with a non- linguistic goal or aim. Successful completion of the game will involve the carrying out of task such as filling in a chart, or finding two matching pictures, rather than the correct production of a structure.

However in order to carry out this task will be necessary to use language and by careful construction of the task it will be possible to specify in advanced exactly what language will be required



## PREFACE

The purpose of this methodological guide is to provide a collection of communicative activities that encourage students to interact with one another while practicing key grammar points in English. Recognizing the roles that challenge and confidence - building play in successful language learning. It has different types of activities, that provides students a clear grammatical forms and they have the chance to produce it. Also include cooperative task - solving and opinion - sharing activities. All are student - driven and required minimal teacher input, permitting the instructor to assume the role of observer and facilitator after introducing the activity.

This is a supplementary text. I encourage teachers to choose and adapt the material to fit individual course needs. I offer the following suggestions:

1. Choose activities based on factors such as grammar currently being taught, time constraints, and student's language level and interest. Many of the exercises in this guide are in game format. Although experience has proven these games to be successful and motivating for many students. To realize that classes have their own "group personality" and what will work well in one class may be less successful in another
2. Identify unfamiliar vocabulary and pre-teach it.

3. Modify instructions as necessary.
4. Adjust activities to suit class size. For example, if your class is larger than the suggested size for particular activity, divide the students into two groups and run simultaneous activities
5. Decide when an activity is completed, for example, when a certain number of points are obtained, when a predetermined time period has elapsed, or when a given number of rounds have been played

I hope these activities will add to the teacher's repertoire and contribute to the students' enjoyment and success in learning teaching.

## **OBJECTIVES**

### **GENERAL OBJECTIVE**

To get students can communicate and learn significantly through the application of eclectic method

### **SPECIFIC OBJECTIVE**

- To develop communicative activities in a second language
- To allow the students acquire an active participation in the teaching - learning process through communicative activities.

## **DIDACTIC METODOLOGY**

The activities of this guide have been written for beginners and elementary students, the tasks have been designed in such a way that only a very limited knowledge of the language is necessary to complete them.

The activity is written within a specific functional area and limited to one or two structures and a clearly defined lexical field. The activities are arranged to approximate order or difficulty; follow a traditional structural progression, although teachers may, of course, use the games in any order, following their own syllabuses.

## **PRESENTATION**

This guide has the simplest activities are based on the information gap principal. In these activities student A has access to some information which is not held by student B, the student B must acquire this information to complete a task successfully, both players have information which they must solve a common problem. The activities may be played in pairs, small groups or the whole class, where all the members of the group have some information.

## **CONTENTS**

TOPIC 1. Interesting Class Start

TOPIC 2. Fun vocabulary and expressions

TOPIC 3. Pronunciation practice

TOPIC 4. Creating answers

TOPIC 5. Drama and music in class

TOPIC 6. An Easy Reading

TOPIC 7. Playing with letters.

TOPIC 8. Playing with grammar

TOPIC 9. Enjoy speaking.

The following topics are one alternative for your classes. You can change according your students' group or topic. The most important here is to motivate in learning to our students

## UNIT ONE

### INTERESTING CLASS START

#### MY FAVORITE ADJECTIVE



**Materials**            None

**Dynamic:**            whole class

**Time:**                 15 minutes

**Aim:** Class cohesion, learning adjectives conversation

#### **Procedure:**

1. The students must think and contribute with adjectives that describe people.
2. Write the adjectives up on the board and, together with your students, explain the words that some students may not understand.
3. Supply a few of your adjectives, such as sleepy, bored, tired, etc.
4. Ask students to pick one adjective that best describe them at this moment. Choose one yourself and explain why the adjective you have chosen describes you well at this moment.
5. Students mingle, telling each other which adjectives they have chosen and why it describes them right now

**Note:** The teacher can use different topic like: verbs, adverbs, link words, etc to reinforce the students' knowledge.

**Evaluation:** In a plenary, students talk about what a classmate told them.

## PEOPLE WHO I ADMIRE

**Materials**            on the board

**Dynamic:**            whole class

**Time:**                20 minutes

**Aim:** Class cohesion, conversation, practicing the relative pronoun *who*

### **Procedure:**

This activity allows students to share thoughts about a person they admire. It is particularly interesting in multicultural groups. Students reveal a great deal about themselves as they talk about the people they admire. It can be easily be used as a pre-reading activity when the passage to be read deals with an admired personality.

1. On the board write, "I admire people who" \_\_\_\_\_ " Example: I admire people who *can read books every day,*"
2. In writing, students finish the sentence in as many ways as possible (allow only a few minutes for this phase)

3. Students mingle, telling one another about the qualities they most admire in people.

**Evaluation:** In a plenary, students talk about a person in their lives, a character in a book, a figure from history, or a famous person who has some of the qualities they admire

## **WHAT I LIKE TO EAT**

**Materials**            on the board

**Dynamic:**            whole class

**Time:**                10 minutes

**Aim:** Class cohesion, conversation practicing

### **Procedure:**

This activity gives students a chance to talk about their favorite foods. It works better after lunch than before lunch.

1. Ask students to name their favorite foods. Write all the contribution on the board and, with the help of your class, explain any new words.
2. Tell the class about your favorite food and when you like to eat it. For example: "I like chocolate ice cream and I eat it every weekend"
3. Students mingle, telling one another about their favorite foods and when they like to eat them.

4. In class students tell about the favorite foods of classmates for example, Paul might say, Jorge likes ham, but he eats it only in Christmas.

**Evaluation:** The students can write in a piece of paper about their favorite food for lunch breakfast and dinner

## **TWENTY QUESTIONS**

**Materials**            Cards with the appropriate information

**Dynamic:**            whole class

**Time:**                .10 minutes

**Aim:** Class cohesion, conversation practicing

### **Procedure:**

1. Choose a category, such as famous people, occupations, food, or animals. Choose one student to answer questions from the rest of the class.
2. Show the students a piece of paper with a word telling what he or she is (an object, or person in the category) this student sit in front of the class and may answer only yes or no to any questions.
3. The class may ask a total of 20 yes/no questions to discover the "identity" of the students in front of the class (the word on the paper the student was shown) if they guess the student's identity before or by the 20th questions. The class wins.



(Although this is based on the popular twenty questions game, you may want to vary the number of questions game, you may want to vary the number of questions the class can ask. Be sure to make the number clear before the game begins)

Evaluation.-The students can make questions and answer them

## **THE FIRST TIME**

**Materials**            none

**Dynamic:**            whole class.

**Time:**                20 minutes

**Aim:**                Class conversation, to share a special moment in the student's life with their classmate.

### **Procedure:**

1. The teacher tells students to think of a "first" in their lives. It might be "my first day in the school", "my first kiss", "my first lesson in a new language" or any other "first" that come to mind.
2. Demonstrate by relating a "first" of your own.
3. Students mingle, relating their "first" stories.

**Evaluation:** The students express their own ideas

## **PAYING COMPLIMENTS**

**Materials**        none

**Dynamic:**        whole class / pairs or teams

**Time:**            20 minutes

**Aim:**              Help the beginning students to feel comfortable in class.

### **Procedure:**

1. Each student how to pay a compliment in a target language for example: "I like your red shirt or "I like your new hair cut". Teach the standard response, Thank you.
2. Students stand. Ask them to look carefully at the student who sits on their right or left and think of a compliment they can pay this classmate.
3. Suggest several possibilities, such as "I like your smile" I like the way you help".
4. Students exchange compliments with their classmates.
5. Students mingle, exchanging further compliments until you stop the activity

**Evaluation:** in a plenary students talk about themselves impressions

## UNIT TWO

### FUN VOCABULARY & EXPRESSIONS



**Materials** preview vocabulary

**Dynamic:** Whole class

**Time:** 15 minutes

**Aim:** To review vocabulary and check pronunciation.

#### **Procedure:**

1. The teacher teaches the dialogues words and more words if necessary.
2. The teacher says the words while the students read the words.
3. Repeat the words until the classmates can pronounce them correctly.

Example:

#### **Dialog Words**

Good morning

I'm

Fine

And

I

Nice

Great

#### **Additional Words**

hello

I am

well

&

me

good

very well

## VOCABULARY FOLD CARD

**Materials**        preview vocabulary

**Dynamic:**        Whole class

**Time:**            15 minutes

**Aim:**            To review vocabulary        and        check pronunciation.

### Procedure:

1. Prepare the cards in base of the student's necessities or topic.
2. Cut on solid lines. Fold on broken lines or middle line.
3. Practice learning the vocabulary.
4. The students can ask in different order and they can answer using the correct answer.

### Example:

Want	Wish
To talk	To speak
About	Regarding
Main	Principal
Goal	Objective
Need	Have to
Better	Improved
Attendance	Being present

**Evaluation:** The students can create a sentences or phrases using this specific vocabulary.

## BALL TOSS VOCABULARY

**Materials** Any soft Ball

**Dynamic:** Whole class

**Time:** 15 minutes

**Aim:** To review vocabulary and check pronunciation.

### **Procedure:**

1. Have students sit or stand in a circle. Divide if you want them to provide the singular or the plural form when they catch the ball.
2. Begin the game by tossing the ball a student and saying a noun. If you say a singular noun, the student catching the ball must provide the plural form. That student then throws the ball to another student and says a new noun.

Example: Instructor: *city*

Student A: *cities, mouse*

Student B: *mice, child*

Student C: *Children, radio, etc*

Student D: *radios, person, etc*

**Note:** be sure the students provide only nouns. You may use different kind of vocabulary or expressions.

**Evaluation:** The students will be able to remind vocabulary and put in practice their pronunciation

## CATCHING FLIES

**Materials**            two plastic flypapers

**Dynamic:**            Whole class

**Time:**                30 minutes

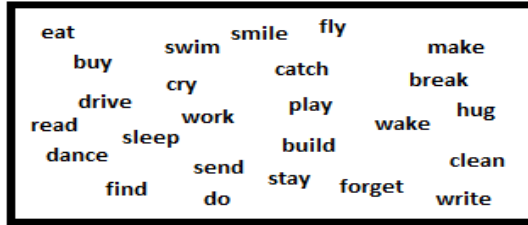
**Aim:**                To review vocabulary            and            check pronunciation.

### **Procedure:**

1. Choose a vocabulary category, such as verbs, nouns, adjectives, etc. write on the board the big single words without order.
2. Divide the class in two groups, after that they stand and make two lines in front of the board. The first students on the line take flypaper; they look at the words on board and pay attention the teacher's instruction.
3. The students on line must participate one by one after go at the end of the line, except the winner student has a second or third chance to participate. The teacher chooses and read a word on board in a loud voice. The students run and catch the word, the first student who touches the word is the winner, the winner has a point for his group

**Evaluation:** after this activity the teacher can take and oral or written quiz. They can write a short story using a specific verbs list.

Example:



## PRETEACHING VOCABULARY

**Materials** reading texts

**Dynamic:** whole class

**Time:** 30 minutes

**Aim:** pre-reading

### Procedure:

1. Choose one of these options to introduce this activity
2. List on the board new words that will help your students with the reading
3. Have students scan for new words (a few students to each paragraph ) and put them on the board
4. 2.Once the words are on the board, Students write their names beside any words they can use in a sentence
5. Briefly explain any words that nobody knows
6. Students mingle, explaining the word they know to other students by using the word in a sentence. They teach the same word several times.
7. Circulate helping students make correct sentences and offering more sentences that use words nobody know

8. Students say their “vocabulary sentence” to a new partner and listen to that partner’s “vocabulary sentence”.
9. 7. They move on to a new partner, saying the sentence they have just received from their previous partner
10. This continues for several exchanges

**Evaluation:** In a plenary, ask students to write sentences using word on the board, in larger classes, students may write their sentences on papers, check them, and send more advanced students around to show their good sentences to less advanced students.

For other classes, have students put these sentences on the board and then read them aloud. Make corrections when they needed. Choose a few of the vocabulary words and ask students to make up a story using these.



## CHAIN OF WORDS

<b>Materials</b>	None
<b>Dynamic:</b>	whole class
<b>Time:</b>	10 minutes
<b>Aim:</b>	vocabulary spelling

### **Procedure:**

1. The class stands in a circle
2. Say any word - for example "bread"
3. The student next to you must produce a word that begins with the last letter of your word for example "dance"
4. The producer continues with the following student saying for example "End"
5. There is no waiting time, students who don't immediately produce a word sit down
6. The seated students catch as many words as they can while the game continues. They write as many sentences as they can while standing students continue the game
7. When only one student is left standing, he or she is declared "Standing Winner".
8. Seated students read out their sentences
9. The student with the most correct sentences is declared "Seated winner".

**Evaluation:** In large class, form standing row instead of a circle and declare a row the winner when everyone in the other rows the other rows is seated.

For more challenge, limit the vocabulary to words in a certain domain, they students should speak quickly under three seconds.

## **TWO-IN-ONE VOCABULARY**

**Materials**            several pictures from magazines

**Dynamic:**            whole class

**Time:**                10 minutes

**Aim:**                 Vocabulary review, fluency

### **Procedure:**

1. With your students, construct on the board a list of words to be reviewed.
2. Students form pairs.
3. Circle two unrelated words on the board.
4. Pairs quickly form a sentence using both words. When both partners of a pair agree on a sentence, they raise their hands together.
5. Cali on either student from chis first pair to say their sentence to the whole class.

6. Other pairs listen carefully and decide whether they have used the two words correctly.
7. If the sentence is incorrect, another pair may cry.
8. Give a point to the first pair with a correct sentence.
9. Mark two more words and repeat the contest until all words have been used.

**Evaluation:** In this word association game, the challenge of creating meaningful with texts for seemingly unrelated words activates students' imaginations. The new associations they will create help for them remember vocabulary items.



**Evaluation:** To introduce the full vocabulary and the students must read without help.

## **RHYMING WORDS**

**Materials**            Preview Vocabulary

**Dynamic:**            Whole class

**Time:**                15 minutes

**Aim:**                To review vocabulary            and            check pronunciation.

### **Procedure:**

1. The teacher teaches the students these rhyming words
2. One student read the words and his classmates read them too
3. The teacher pronounce the words correctly and the students repeat them

Example:

Good                    hood, wood

Fine                     dine, line, mine, nine, pine, wine

And                     band, bland, brand, hand, land, sand

Meet                    beet, feet, sweet, tweet

Nice                     dice, lice, mice, rice, twice, vice

We                        be, he, me, ye

## WORD WEBS

**Materials** Preview Vocabulary

**Dynamic:** Whole class

**Time:** 15 minutes

**Aim:** To review vocabulary and check pronunciation.

### Procedure:

1. The teacher teaches the students these rhyming words. One student read the words and his classmates read them too
2. The teacher pronounce the words correctly and the students repeat them

Example:

Nice to meet y      happy to meet

PLEASED TO MEET

Great to meet      good to meet

It's a pleasure to meet

Terrific

Fine		cool
superb		super
fantastic	GREAT	good
magnificent		outstanding
very good		marvelous
wonderful		excellent
	fabulous	

**Evaluation:** In a plenary students practice more words in base one.

## **I AM FIRST**

**Materials**            None

**Dynamic:**            whole class

**Time:**                10 minutes

**Aim:**                 Vocabulary creativity speaking

### **Procedure:**

1. Ask students to look around the room and notice everything they see, from large features such as the ceiling to small things like a piece of chalk or the dust on a chair. (This can become a great opportunity for students to learn some new words from you and from classmates).
2. Students tell you some of the things they have noticed. Note these on the board.
3. Ask students to relax and choose one thing that they feel some connection with.

**Write on the board:**

I am the ..... I want... (verb)

I am (adjective) I never.

I have

Demonstrate with any object in the room, calling on various students to offer statements using some of the prompts on the board. e.g.

"I am happy, I am tall and smart, I have a book, I always have a book.

**Evaluation:** This activity sparks imagination, generates vocabulary, and can give students a new way of seeing one another.



## UNIT FOUR: CREATING ANSWERS

### ARE YOU THE ONE

**Materials**            Worksheet

**Dynamic:**            Whole class

**Time:**                 15 minutes

**Aim:**                 To review grammar, questioning and answering

#### **Procedure:**

1. Distribute one copy of the worksheet to each student. Tell the students to circulate, asking the questions on the worksheet.

**Example:** Student A: Are you afraid of spiders?

Student B: Yes, I am

3. When the questioning student gets a yes answer, he/she fills in the answerer's name. If the answerer answers No, the questioning student continues until he/she finds someone who answers yes.
4. When a student completes the worksheet, he/she sits down, but still answers other students' questions. Not all students may be able to complete every entry. If they have asked all their classmates a question and no one has said yes, they can also sit down.
5. Go over as many of the questions / answers as time allows.



**Note:** you can limit answers to only one yes answer per student. This avoids students pairing up and talking to only one or two other students. Or you may allow students to write a classmate's name as many times as that student answers yes.

**Evaluation:** After the activity the teacher should ask questions to verify the student's comprehension, making an answer chain with names For example: A: who is afraid of spiders. B: Mary is afraid of spiders C: Helen is afraid of spider... etc

## WORKSHEET 1:

### ARE YOU THE ONE?

Aim: To reinforce present simple.

FIND A CLASSMATE WHO.....	NAME
Is afraid of spiders	
Speaks more than two languages	
Has a pet	
Is older than you	
Is wearing sunglasses	
Walks to school	
Has a car	
Likes fast food	
Drinks coffee	
Is married	
Has a birthday in April	
Likes to dance	
Check his /her Facebook today	
Has more brothers than sisters.	
Sends a cell phone messages	

## TWENTY QUESTIONS

**Materials**            None

**Dynamic:**            Whole class

**Time:**                10 minutes

**Aim:**                 Grammar, Review, questioning and answering

### **Procedure:**

1. Choose a category, such as famous people, occupation, food, or animals. Choose one student to answer questions from the rest of the class. Show the student a piece of paper with a word telling what he or she is ( an object or person in the category) this student sits in front of the class and may answer only yes or no to any questions.
2. The class may ask a total of 20 yes/ no questions to discover the “identity” of the student in front of the class (the word on the paper the student was shown). If they guess the student’s identity before or by the 20<sup>th</sup> questions, the class wins. (Although this is based on the popular Twenty Questions game, you may want to vary the number of questions the class can ask. Be sure to make the number clear before the game begins.)

**Variation:** To make the game more challenging, especially at the higher levels, omit step one so that the students use up some of their questions determining the category.

**Evaluation:** At the end the students must present a vocabulary summary in class according to the activity.

## HUMAN BINGO

**Materials**            A Work Sheet

**Dynamic:**            whole class

**Time:**                20 minutes

**Aim:**                 To develop grammar rules

### Procedure:

1. Go over question information if necessary . if this is used as a review, the students should be able to form questions from prompts. Give a copy of the handout to each student.
2. Tell them to circulate, asking their classmates questions as indicated by the prompts on the bingo card. If a student answers *yes*, they write that student's name after the prompt. If the student answers *no*, they continue asking until they find someone who answers *yes*.
3. As in Bingo, there are several ways to win
  - a. The first student who gets five names in a row wins
  - b. The first student who fills in the four corners wins.
  - c. The first student who completes the board wins
  - d. The first student who makes a cross wins (third row down and third row across)

4. After you have a winner, go over the tense used and why (fact or habit?) and some of the answers (“Whose favorite color is green?” “Who gets up at 7:00?”)

### **Variation**

- a. Make your own grid from information you know about your students. They will be more likely to be able to complete the game
- b. Use at holiday times with prompts geared to the holiday.

Examples: Has seen a ghost, will go to the costume party tonight, has eaten candy corn, and knows what a ghoul is.

### **CONTENTS:**

Physical description.

Daily routine.

Free time activities.

Likes or dislikes.

Past actions or events.

Future plans.

### **Evaluation**

The teacher can evaluate the use of verbs in the students' daily routine or according to the topic or grammar structure, review how the students make questions according the sentences and check pronunciation.

## WORKSHEET 2

### HUMAN BINGO

Aim: To reinforce the student's daily routine

Gets up at 7:00	Likes chocolate	Is from a small town	Is married	Has a dog
Lives in an apartment	Likes to go bowling	Favorite color is green	Favorite class is grammar	Has more brothers than sisters
Drinks coffee	Eats health food	<b>FREE</b>	Likes to swim	Is studying French
Sometimes forgets to brush teeth	Takes a shower everyday	Is wearing Black shoes	Wears glasses	Likes Sweets
Eats lunch at 12 noon	Takes the bus at home	Is taking guitar classes	Has a pet	Drinks milk at breakfast

## UNIT FIVE PLAY AND MUSIC IN CLASS

### MUSIC IN CLASS

**Materials** A lyrics song worksheet, cd, laptop

**Dynamic:** whole class

**Time:** 30 minutes

**Aim:** To develop listening skill, improve pronunciation



#### Procedure:

1. Prepare a hand out for each student of song of lyrics with verbs omitted (make sure to omit only verbs whose tenses / forms the student can figure out from context). Sometimes many different forms can work in the song.
2. Divide the class into pairs, and have each pair work on the song to fill in the missing verb forms.
3. Go over the answers together, or listen to a tape of the song to check answers. Be sure to explain where more than one answer is possible even if it is not the one of the song.

**Note:** choose a song that has a verb forms appropriate to your level. If you find a song that is appropriate for reviewing forms that you have covered but has one or two forms you have not studied, simply leave those in the song. Some good songs for this activity are “Rocky Raccoon” (Lennon and McCartney, sung by the Beatles) and “It Doesn’t Matter anymore (Paul Anka)



**Evaluation:** The students should learn or memorize the song and sing in the class or they can do a band with their classmates.

### WORKSHEET 3

Aim: To sing a song and check vocabulary.

#### ETERNAL FLAME

Close your eyes give me your hand, darling  
Do you feel my heart -----?  
Do you understand?  
Do you feel the same?  
Am I only -----?  
Is this ----- an internal flame?  
I believe it's meant to be darling  
I watch you when you are-----  
You belong to me  
Do you feel the same?  
Am I only dreaming?  
Or is this -----an eternal flame?  
Say my name. the sun shines through the rain  
A whole life so lonely  
That's come is the pain  
I don't want to lose this----- .Ooh!  
Close your eyes give me your hand, darling  
Do you feel my heart -----?  
Do you understand?

## **ANNOUNCEMENTS**

**Materials**            none

**Dynamic:**            whole class

**Time:**                30 minutes

**Aim:**                 Listening and speaking.

### **Procedure:**

1. Put the students in pairs
2. Tell the class. I am going to announce some information to you. I will read the announcement one time. Listen carefully, and then talk with your classmate. Try to remember everything in the announcement. When you are ready, raise your hand.
3. Read an announcement about the class or school or something from the local newspaper. Choose a pace that is challenging but not impossible
4. Say: "Turn to your partner. Go"
5. When a few pairs have their hands up, get the attention of the entire class. One student retells the announcement. Listeners tell whether this information is complete and correct
6. Congratulate the tellers

**Evaluation:** In a plenary ask for different students ideas, and discuss their answers and reasons.

## **SINGING**

**Materials:** song letter

**Dynamic:** whole class

**Time:** 30 minutes

**Aim:** Listening, pronunciation, spelling grammar practice.

### **Procedure:**

1. Choose a song you know well
2. Sing the first line. Students sing it back to you together. Work on pronunciation of important sound as you go along.
3. Sing the first and the second lines. Students sing them back
4. Continue to build up the song in this way
5. Students write as much as they can remember of the song
6. Students look at other students' papers and revise their own
7. You or a student writes a song on the board with input from everybody. Final help with grammar and spelling happens here..
8. Students copy the lyrics from the board
9. Altogether, sing the song through once more.
10. Choose the appropriate song according the students' age and their favorite songs or music

**Evaluation:** Students learn, sing and complete the blank spaces in the letter's song

## TELL THE STORY

**Materials** A short video

**Dynamic:** Small group

**Time:** 45 minutes

**Aim:** To develop a writing skill

### **Procedure:**

1. Choose a video of no more than 30 minutes. you might use a children story ( such as The Red Balloon), or an expert from a longer video as long as the scene is self - contained, that is, tells a story itself. Tell the class to pay close the attention to the story.
2. After the class watches the video, put them into small groups of no more than four. You can list difficult vocabulary on the board or give then a handout. Or you may want to circulate and answer questions about vocabulary as they arise.
3. The students discuss the video they watched and retell the story in writing. Each group chooses one recorder, but all group members check over their finished draft.

**Variation:** Copy a child's picture book. Delete any words on the pages. Put the students into small groups and give one copy of the picture to each group. Have them write the "text" to correspond to the pictures.

**Evaluation:** The students can make a role play and put in practice the most relevant phrases and vocabulary.

## **ROLE PLAY**

**Materials**           None

**Dynamic:**           whole class / pairs

**Time:**               45 minutes

**Aim:**                 To develop speaking skill

### **Procedure:**

1. Assign each student a role. In some cases, the students will work in pairs

### **Suggestion:**

- Fortune teller (pairs)
- Weather forecaster
- Politician running for election
- Job applicant (pairs)
- Guest lectures: pollution environment, economy
- Graduation speaker
- Student talking about future plans

Give students class time to prepare a short speech, or have them prepare a speech (1-3 minutes) for homework.

2. Students take turns giving their speeches/role plays to the class.

3. To keep the class interest, try one of the following:
  - a. Have the audience write down all the predictions they hear. This could be an individual activity or a group activity where you allow the group members to compare notes briefly. The group or student with the most correctly recorded predictions “wins”
  - b. For each role play/speech assign one student to count the number of times o future form is used. Assign another to make a list of the predictions. The speaker decides if they are correct. Alternate these roles so everyone gets a chance to do at least one

**Variation:**

To incorporate writing, you may have the students write out their speeches or conversations for homework and hand them in before giving their oral presentations.

**Evaluation:** the students will able to talk using the appropriate grammar structure a good intonation and pronunciation of the words and transmit information using gestures.

**Example:**

A: hey, what’s up?

B: not much! Just.. listening to music.

A: are you free on Friday?

B: On Friday! What’s your idea?

A: let’s go to the movie theater....

## UNIT SIX ENJOY WRITING

### WRITE YOUR OWN FORTUNE

**Materials:** One slip of paper per student with their names.

**Dynamic:** Whole class

**Time:** 10 minutes

**Aim:** Grammar, Review, questioning and answering



#### Procedure:

1. Distribute the slips of paper. Tell the students they are going to write a fortune for the student whose name is on their paper. The fortunes may be silly or serious, but most contain one of the future forms studied in class.
2. Collects the slips. Redistribute the fortunes to the students whose names are on the papers
3. Invite the students to share their fortunes with the class, but do not require them to do so. If the students know each other well, the fortunes may be too personal to share with the rest of the class

#### Example

Helen  
You travel  
around the  
world

Ricky  
You win the  
lottery in two  
months

Mary  
You will have  
two babies

**Evaluation:** Check the students' creativity and their lexical structure.

## **ERROR ANALYSIS DRAW**

**Materials**            make and cut your own strips

**Dynamic:**            whole class / pairs or teams

**Time:**                20 minutes

**Aim:**                 To develop grammar rules

### **Procedure:**

1. Divide the class into two teams. Have them stand or seat on opposite sides of the room. If your class is large, you can divide the class into several teams.
2. A student from the first team comes to the front of the class and selects a strip. He or she reads the strip aloud and decides if the sentence is correct or incorrect. If is incorrect, the student must correct it.
3. If the sentence is correct and the student says so, the team receives a point. If the sentence is incorrect and the student correctly identifies it as such, the team receives a point. The team receives one more point for correcting it. If the student identifies a sentences as incorrect but fails to provide and accurate correction, the other team (or next team if you have more than two) can "steal" a point by correcting the sentence. That team them takes the next turn



**Note:** It is probably best not to let the team help, but if you are using small teams or want more interaction, you can have the team discuss the sentence. For scoring purposes, accept only the answer given by the student who selected the strip.

**Evaluation:** To evaluate the correct use of grammar structure

## WORKSHEET 4

### ERROR AND ANALYSIS DRAW

Aim: students review grammar rules

She isn't happy here
Peter is in class now
He don't eat lunch with us
My brother live very far away
I never do Mexican food
I am going to be in class tomorrow
What time go you to class every day
How many dogs does you have?
Were your aunt a teacher
I going to the store after class
Mary can to swim in the river
My friend do exercises
The children makes a chocolate cake
Juan rides his bike every day
Ann is short and his sister is tall
Ronald don't like sushi
Alice can plays soccer

## NUMBERS IN MY LIFE

<b>Materials</b>	None
<b>Dynamic:</b>	whole class
<b>Time:</b>	20 minutes
<b>Aim:</b>	Practicing questions

### **Procedure:**

1. Write on the board five or six numbers that are relevant in your life—for example, your shoe size, your age, the month you were married, the number of children you have, your telephone number, and your social security or identity card number.
2. Students ask you questions, trying to elicit what the numbers refer to. For example, "How old are you?".
3. After students have guessed as many numbers as they can, each the rest. This becomes an interesting lesson in vocabulary and culture, as students learn what a social security number is.
4. Once the students know what your numbers refer to, they form groups of three and write down three of their own "secret numbers." They ask questions to guess one another's numbers.

**Evaluation:** Students enjoy the guessing-game aspect of this activity.it help them to review numbers and special dates.

## TIC TAC TOE

**Materials**            A Board or Worksheet

**Dynamic:**            Whole class / pairs or teams

**Time:**                15 minutes

**Aim:**                 To develop grammar rules and reinforce verbs

### **Procedure:**

1. Draw a tic tac toe grid on the board with the simple form of irregular verbs written in. decide if you want the students to supply the past tense or the past participle. (you can also draw the grid with the past tense forms and ask for past participles.)
2. Divide the class into two groups. A student from team x comes to the board and writes in the for any verb on the grid, If correct, he/she draws an x l the square if the form is incorrect (spelling counts), he/she can't draw his/her team mark. Erase the answer.
3. A student from team o comes to the board. That student may choose to correct a square that was done incorrectly earlier, or choose another verb. The team alternate turns. The first team with three marks in a row wins.
4. As a follow-up, divide the class into groups of three and use the worksheet. One student is x, one is o, and the third is in charge and can have his/her book open to the verb page to judge whether an answer is correct. After the first game, the students should rotate roles so that the judge is now one of the players. Continue until all students have had a chance to be the judge.

**Evaluation:** The students can identify verbs in present and past and differentiate between regular and irregular verbs.

**Example:** Verbs

<b><u>L</u>aundry</b>	<u>The bed</u>	The dishes
<b>B</b> usiness	<b><u>A</u> cake</b>	<u>Money</u>
A cup of coffee	<u>Exercises</u>	<b><u>H</u>omework</b>

**Example:** verbs

<b><u>A</u> favor</b>	<u>A friend</u>	the nails
Homework	<b><u>A</u> cake</b>	<u>A joke</u>
A cup of tea	<u>Exercises</u>	<b><u>The</u> bed</b>

## WORKSHEET 5

### “TIC TAC TOE”

Aim: To reinforce verbs in present tense.

Teach	Catch	Buy
Grow	Hear	Bring
Fight	Shoot	See

Be	Bite	Build
Choose	Cut	Draw
Fit	Drive	Feed

Hide	Hurt	Keep
Leave	Let	Lend
Light	Lose	Hold

Ride	Catch	Spend
Say	Pick	Tell
Find	Sleep	See

Pay	Say	Stay
Play	Work	Clean
Write	Buy	Type

## TRUTH, TRUTH, LIE

**Materials**            None

**Dynamic:**            whole class

**Time:**                20 minutes

**Aim:**                 Correct formation of questions

1. This activity simulates imagination, encourages careful listening, and elicits, genuine questions.

2. Write on the board three statements about yourself. Tell students that two statements are true and one is a lie.

For example:

"I once saw a bombing raid on Cairo, Egypt."

"I know how to fly an airplane."

"I have six brothers and sisters."

3. Every student writes three questions designed to find out more about your statements.

For example:

"When did you see the raid?"

"What is an aileron?"

"How old are all of your brothers and sisters?" ,

4. Students check to see that the questions are grammatically correct. Circulate, putting a checkmark by every correctly formed question.

5. Call on students quickly to ask you their questions. Smile but decline to answer incorrectly formed questions. Students take notes about your answers, calling for repetition if they don't hear or understand a question.
6. Any student who catches you in a contradiction or suspicious answer may challenge you. (Teach the phrase "I know what the lie is!" and write this on the board for use in the next round.)
7. If the student has discovered your lie and can explain why, confess and declare him or her the winner.

**Evaluation:** All students write three statements about themselves. Use these as the basis for further rounds of the game the same day or on succeeding days—in plenary or in pairs or groups.





4. Call on individual students selected at random:

**( A ), stand up and walk to the table**

**( B ), stand up and walk to the window, pick up the pencil and paper.**

5. Finish the class introducing new vocabulary about the classroom.

### **T.P.R. 2**

**Materials**            Specific words or Vocabulary

**Dynamic:**            whole class / pairs or teams

**Time:**                15 minutes

**Aim:**                 To learn command words and dairy phrases

### **Procedure**

1. Introduce the following lexical items by saying the following and then doing it on the board.

Name: I'm going to write my name on the board

Student: Write your name on the board

**(A), run to the board and write your name**

**(B), go to the board and write your name**

**Everyone, write your name on your paper**

Address: I'm going to write my address on the board

Student: Write your address on the board

**(C) your name and your address on the board**

**Everyone write your address on your paper**

On: Both the teacher and student D pick up the book  
And put it on the chair. They put their books on the chair

**Put the book on the table**

**Put the book on your head**

This continues according teacher's needs

**T.P.R. 3**

**Materials** parts of the body

**Dynamic:** whole class / pairs or teams

**Time:** 15 minutes

**Aim:** To learn command words and dairy phrases

**Procedure**

1. The Teacher touches his/her head While student A touches his /hers

Everyone, touch your head

(A) Touch your head

The Teacher touches his/her mouth While student A touches his /hers

Everyone, touch your mouth

(B) Touch your head, (C) touch your mouth

The Teacher touches his/her hand While student A touches his /hers

Everyone, touch your hand

(B) Touch your head, touch your mouth, and touch your hand

(C) Touch one of my hands; (D) put your hand on your head

Legs. I am going to touch my legs

I'm going to touch one leg, (B) touch your legs, (C) touch one leg.

Is important not introduce too much words on the same time.

#### **T.P.R. 4**

**Materials** a chair

**Dynamic:** whole class

**Time:** 15 minutes

**Aim:** To learn about abilities introducing can

#### **Procedure**

Student stands behind the chair. The teacher say: can you touch the chair, Student says YES, and then touch.

In the following questions the students listen and they act.

Can you touch the ceiling?

Can you stand on your chair?

Can you stand on the floor?

Can you sit on the chair?

Can you touch the table?

The teacher ask the questions to the students, they answer in long and short form

The teacher: Can you touch the chair?

Students: yes I can

The teacher: Can you touch the ceiling?

Students: No, I can't

Teacher can add more questions according the level of the student

## UNIT EIGHT: ENJOY READING

### PREDICTING FROM THE TITLE

**Materials** reading texts

**Dynamic:** whole class

**Time:** 15 minutes

**Aim:** Pre-reading



#### Procedure:

1. Call students' attention to the title of a reading passage
2. Ask them to notice other clues to watch they are about to read e.g. Pictures captions, charts, or words in bold type
3. In small groups students discuss what they think this reading might be about.
4. Groups report their ideas to the whole class. Note some of these on the board.

Evaluation: Students read the article. In a plenary, discuss how close their predictions were Evaluation: students can express their own ideas and opinion.

### CLASSIC READING.

**Materials** reading texts

**Dynamic:** whole class

**Time:** 30 minutes

**Aim:** Reading and speaking.

**Procedure:**

1. Divide any text into four sections, label the sections A, B,C, and D.
2. Pre-teach difficult word. (optional)
3. Assign the difficult sections for silent individual reading to various students in the class. Everyone should be given one of the reading sections.
4. Students sit in groups with others who have read the same sections .A's sit with A's, B's with B's, C's with C's and D's with D's.
5. They talk about the content of their reading sections and make notes of the most important facts. Tell them that before these groups disperse, everyone in the group must become an "expert" on their section, as it will be their job to explain this material to students who have not read it.
6. Re-group students into new "expert groups." Each group should include at least one A, one B, one , and one D.
7. Each expert presents his or her material to the three classmates who have not read it.
8. Each expert rereads his or her piece and underlines one sentence that was especially meaningful.
9. Students tell their group which sentence they have chosen and explain why they have made this choice.
10. Students return to their original group and again read and explain their sentences

**Evaluation:** Students read their passages, choosing other favorite sentences; students read their new sentence aloud and explain their choice, finish with a plenary discussion.

## CONCENTRIC CIRCLE TALK

**Materials** reading texts

**Dynamic:** whole class

**Time:** 30 minutes

**Aim:** Speaking, listening, preview and review, prewriting.

### **Procedure:**

1. Choose a subject you want students to talk about: a dream, future plans, most frightening experience, etc, (You could also, tell the topic to class.)
2. Students stand in two concentric circles. Each inner - circle student is facing an outer circle partner.
3. Give students one minute to plan what they will say when their turn comes
4. The inner circle students speak first. Say "You have three minutes to talk. There's only one rule: *Don't stop talking* . If you finish early start over again. If you can't think of the right word, say it a different way. If you don't have ideas, say Ba, ba, ba ....Sooner or later an idea will come to you But *don't stop talking*"
5. Tell the listening partners in the outer circle, "Your job is very important. This is not a conversation so don't ask

questions or talk at all. Just lean forward let your face show that you are very interested, and listen to your partner.

6. At your signal (clapping hands works well) all inner circle students talk simultaneously while their partners listen
7. At the end of three minutes, signal again for speakers to spot (Invite listeners to thank their speakers After each phase of this activity).
8. Speakers move one place to their right. Now they tell the same thing to their new partners in two minutes.
9. They move one place to the right again and tell the same thing to a third partner in one minute. Speakers will have to edit and talk even faster this time.
10. Repeat steps 5-9 with the outer circle as speakers. They will rotate to their right to find new partners.
11. In plenary, ask students whether they enjoyed this activity and why. Invite volunteers to tell something they heard from one of their speaking partners

**Variation:** Start with one minute, then expand the time to two, and then three minutes. This allows students to elaborate rather than condense and edit.

**Evaluation:** We use this activity again and again in our classes. It pushes students to say more than they believed possible. It can be used with any content and at any level.

## **INTERACTION LINES**

**Materials**            reading texts

**Dynamic:**            whole class

**Time:**                30 minutes

**Aim:**                 Review of reading material fluency

### **Procedure**

1. Each student writes one good question he or she knows the answer, based on something the class has read.
2. Students stand in two rows facing each other.
3. The students in one row ask their questions all speaking at the same time. Each partner (standing opposite) answers (if he or she can't answer).
4. All answers move one position to the left, so that each student faces a new partner, the student without a partner moves down the center aisle to the far position of the answerers line (This looks like the Virginia Reel).
5. Each asker asks the new partner the same question. Again answers rotate. The activity continues until they have asked their question of every student in the answers' row



6. Ask “Did anyone get a particularly good answer to their question?” Askers tell the best answers they heard e.g. Peter gave me an interesting answer that I hadn’t thought of ...”.
7. The answerers now become the askers and the activity is repeated.

**Notes:** The students’ routine can be used for any questions you want your students to deal with for example: Questions about students’ lives, cultures, survival skills and any content your class is interested in

If your class is large, create sets of rows with no more than ten in a row

**Evaluation:** Students love this activity because they become expert on (and teachers of) their own piece of information, they also enjoy the lively interchange as everyone talks at once. Even timid students speak up!

## FASHION SHOW

**Materials**            several pictures from magazines

**Dynamic:**            whole class

**Time:**                10 minutes

**Aim:**                Practicing the present continuous, simple present, vocabulary

### Procedure

1. Review clothing vocabulary by discussing what you and your students are wearing.
2. Review and write on the board vocabulary that describes clothing for example: What can we say about a dress? That it is elegant, long, short, what color it is, how it is made, what kind of sleeves it has, whether or not it is comfortable, what kind of collar it has, what kind of buttons it has, what kind of neckline it has”.
3. Do this with several items of clothing.
4. Choose a student as model and demonstrate the role of the announcer. Say “Here comes Helen. She is wearing a pair of comfortable, stylish jeans and the latest model Colombia T- shirt. Notice the modern design of her T- shirt and nice fit of her head, the casual sneakers complete the ideal classroom outfit.

5. In Paris students decide will be the model and collaborate to write what the announcer will say.
6. They practice until the announcer feels comfortable in the role

**Evaluation:** Pairs perform in front of the whole group. Students may set their papers aside and do this from memory if they wish. This activity appeals to students who like to perform

## UNIT NINE: LEARNING STRUCTURE

### TELL IT LIKE IT ISN'T

- Materials:** None
- Dynamic:** whole class
- Time:** 20 minutes
- Aim:** Practicing the present continuous



### Procedure

1. Ask a student to come to the front of the class. Whisper to him or her to mime an action for example, combing his or her hair.
2. As the student mimes, say, "I believe that Joanna is driving a car. Do you agree?".
3. Elicit from students, "No, she is not driving a car. She is combing her hair."
4. Ask another student to come to the front. Again, whisper a suggested action. (Possibilities: eating, drinking, brushing teeth, cooking, driving a car, knitting, sleeping, polishing nails, reading, writing a letter, turning on a faucet, washing dishes, taking a shower).
5. As the student mimes, again suggest the wrong action and have the class correct you.

6. When the miming is done by a third student, elicit wrong information from a student and ask the class to correct it. For example, Jaime says, "I believe Maria is washing her hands." The class (watching Maria) objects: "No! She is combing her hair!"
7. Encourage students to use new verbs and continue the procedure as long as no one is bored.

**Evaluation:** This activity produces a lot of laughter while students practice the present continuous.

## CONJUNCTION CARDS

**Materials**            Blank index cards

**Dynamic:**            whole class

**Time:**                20 minutes

**Aim:**                 Using conjunctions and negative forms

### **Procedure:**

1. Choose a conjunction. Possible conjunctions include: *and, but, Or, nor, yet, so, because, although, however*.
2. Give a few examples on the board of one conjunction joining pairs of sentences. For example, if you have chosen *but*, write:



matched them correctly, write in the conjunction, and tape the sentences up around the room.

8. Everyone walks around, reading these aloud.

Evaluation: This activity is useful for introducing conjunctions and negative forms. The same activity can be used later with different topics or grammar functions.

## PREFERENCES

**Materials**            paper with grids.

**Dynamic:**            whole class

**Time:**                20 minutes

**Aim:**                Practicing comparative forms of adjectives, question formation, third-person singular verbs, present tense, recycling vocabulary

### **Procedure:**

1. Across the top of a paper each student writes these pairs of column headings:  
Sumer, winter / sun, rain / Sunday, Monday / chocolate / cherries.
2. If class is large, put students in groups of five or six.
3. Down the left side of the paper, each student makes a vertical list of the first names of all classmates. Students draw lines to form a grid.

#### 4. Example:

<b>Name</b>	summ er	Winte r	Su n	Rai n	Sunda y	Monda y	Chocolat e	cherrie s
Eliza								
Juan								

5. Students mingle, asking each other questions - for example: "Do you prefer summer or winter? Why do you prefer winter? They briefly note their classmates' answer in the proper space on their grid.

**Evaluation:** In plenary, students report their finding to the class example: Laura prefers cherries to chocolate because, cherries taste better and they don't make her fat. This is a fine get-acquainted activity, which provides structure practice as well.

### SENTENCE EXPANSION

**Materials** Paper with grids.

**Dynamic:** Whole class

**Time:** 20 minutes

**Aim:** Adding "richness" to writing practicing structures

This exercise helps students write more interesting sentences, It's also a very effective way to practice many grammatical structures.



**Procedure:**

1. This exercise helps students write more interesting sentences, It's also a very effective way to practice many grammatical structures.
2. Put a simple sentence on the board—for example, "Salem does homework." Leave plenty of space between the words.
3. Ask students what they can add to this sentence. You may accept all offerings, or you may ask for particular structures.
4. Students who want to add something say the whole sentence, including their addition.
5. Ask the class whether this addition is grammatically possible. If it is, write it in (or invite a student to do this). This step is the heart of the activity. Students explore what can and cannot be done with a sentence.
6. Continue the activity, accepting contributions until the sentence is stretched to ridiculous lengths. If students run out of ideas too soon, prompt them from this list: Where? When? Why? How? How many? How much? What kind of? How often? Who else? What else?

**Variation:** To target a particular structure:

1. Put several simple sentences on the board.
2. Students add the target structure to each sentence.
3. In plenary, make any necessary corrections.
4. Ask students to read the sentences without and with the target structure. For example, in a lesson on prepositional phrases, you might have these sentences on the board:

“Miki gave Mateo a pencil.”

“A woman smiled at Chantal.”

After adding prepositional phrases, students say:

“Miki gave Mateo a pencil. Miki gave Mateo a pencil with no eraser.”

“A woman smiled at Chantal. A woman in a red car smiled at Chantal.”

## TWO UNRELATED PICTURES

**Materials**            A stack of magazines, some scissors

**Dynamic:**            whole class

**Time:**                10 minutes

**Aim:**                 Generating new vocabulary, speaking

### **Procedure:**

1. Students take magazines and cut (or tear out) pictures that interest them. The number is not important; each student chooses one to four pictures.
2. Collect these and spread them all out on a desk or table or on the floor.
3. To demonstrate the activity, choose two large pictures that seem completely unrelated to each other -Hold these-up- and ask the class, "How are these pictures related? What is similar between them?" Be patient. If necessary, start by saying, "Well, they're both printed on paper!" to reassure students that you're not looking for a particular "right" answer.- -Students will soon offer their own ideas.
4. Divide students into groups of three: group A, group B, and group C.
5. A's come up and quickly choose two unrelated pictures.

6. A's return to their group and show B and C the pictures, asking, "How are these two pictures related?"
7. B and C come up with as many ideas as they can while A writes down a list of key words and phrases.
8. When they run out of ideas, B returns the pictures and chooses two new ones, repeating the game. (This time B writes the list.)

**Evaluation:** This activity makes a fine Friday reward activity when students have worked hard all week. They enjoy their classmates' creativity and surprise themselves with the novel associations they make as they discover what two unrelated pictures have in common.

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