



# Speaking Activities

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## INTRODUCTION

The present Manual aims at the development of activities with a constructivist approach, which will be used as strategies to develop the skills of “speaking”, which is the goal of the research for obtaining a postgraduate degree in the area of English. This has been developed 19 activities that enable interaction and generation of knowledge by students with the teacher participation through discussions and debates. For this effect, activities have been conducted such as: Guessing a Word through question (Contribution of opinions), Guessing a Word through statements (Contribution of opinions), Guessing a Word through statements (Contribution of opinions), Guessing an action through mime (Contribution of opinions), Find linking pairs (Exploring links), Find common components in pairs (Exploring links), Characters (Opinions of a central text), Way of using an object (Opinions of a central text), Features (Opinions of a central text), Pictures of figures (Contradictions and comments), Portrait comments (Contradictions and comments), A strange man out (Distribution of actions / equality), Discover differences in images (Distribution of actions), Giving excuses (Distribution of actions), Succession of pictures (Placing in order), Succession of sentences (Placing in order), Categorization (Preferences), Topics or Cases (Topics or cases -Discussion), Topics or cases (Topics or cases / Debate).

The description of each activity allows to identify the objective, skill, time, subject, to whom it is addressed and the required materials. Then the instructions are described through the steps that must be followed by both, the student and the teacher. It is recommended to follow the steps, so that the activity can have its desired effects. Finally implement the evaluation for each activity that will enable quantitative data to be used for the demonstration of the hypothesis.



For assessments it suggested adopt a mathematic rule of three to adapt to any equivalence assessment; 100% may be equivalent to 8 or 10 points, representing the accumulative assessments semester grades.

*Tabla 1: Assessments equivalents above 8 points from the Higher Polytechnic School of Chimborazo*

PERCENTAGE	SCORE	PERCENTAGE	SCORE	PERCENTAGE	SCORE	PERCENTAGE	SCORE	PERCENTAGE	SCORE
/100%	8/8	/100%	8/8	/100%	8/8	/100%	8/8	/100%	8/8
100	8	80	6	60	5	40	3	20	2
99	8	79	6	59	5	39	3	19	2
98	8	78	6	58	5	38	3	18	1
97	8	77	6	57	5	37	3	17	1
96	8	76	6	56	4	36	3	16	1
95	8	75	6	55	4	35	3	15	1
94	8	74	6	54	4	34	3	14	1
93	7	73	6	53	4	33	3	13	1
92	7	72	6	52	4	32	3	12	1
91	7	71	6	51	4	31	2	11	1
90	7	70	6	50	4	30	2	10	1
89	7	69	6	49	4	29	2	9	1
88	7	68	5	48	4	28	2	8	1
87	7	67	5	47	4	27	2	7	1
86	7	66	5	46	4	26	2	6	0
85	7	65	5	45	4	25	2	5	0
84	7	64	5	44	4	24	2	4	0
83	7	63	5	43	3	23	2	3	0
82	7	62	5	42	3	22	2	2	0
81	6	61	5	41	3	21	2	1	0

**Source:** Evaluation system from the ESPOCH  
**Made by:** Enrique Guambo Yerovi



Tabla 2: Assessments equivalents above 10 points from the Higher Polytechnic School of Chimborazo

PERCENTAGE	SCORE	PERCENTAGE	SCORE	PERCENTAGE	SCORE	PERCENTAGE	SCORE	PERCENTAGE	SCORE
/100%	10/10	/100%	10/10	/100%	10/10	/100%	10/10	/100%	10/10
100	10	80	8	60	6	40	4	20	2
99	10	79	8	59	6	39	4	19	2
98	10	78	8	58	6	38	4	18	2
97	10	77	8	57	6	37	4	17	2
96	10	76	8	56	6	36	4	16	2
95	10	75	8	55	6	35	4	15	2
94	9	74	7	54	5	34	3	14	1
93	9	73	7	53	5	33	3	13	1
92	9	72	7	52	5	32	3	12	1
91	9	71	7	51	5	31	3	11	1
90	9	70	7	50	5	30	3	10	1
89	9	69	7	49	5	29	3	9	1
88	9	68	7	48	5	28	3	8	1
87	9	67	7	47	5	27	3	7	1
86	9	66	7	46	5	26	3	6	1
85	9	65	7	45	5	25	3	5	1
84	8	64	6	44	4	24	2	4	0
83	8	63	6	43	4	23	2	3	0
82	8	62	6	42	4	22	2	2	0
81	8	61	6	41	4	21	2	1	0

**Source:** Evaluation system from the ESPOCH  
**Made by:** Enrique Guambo Yerovi

The aim of the activities is to develop the oral expression and not speculate on a final optimal result (eg: the correct sequence of images) that can produce a perfect result of the activity. Furthermore activities can be adapted to the context or enriched with experiences to obtain suitable results.

For the evaluation is recommended to assign the following weighting in the options for each reagent.

Table 1: Evaluation



VALUE OF THE REACTIVE	CHARACTERISTICS TO COMPLY	COMPLIES				Total
		Always	Usually	Sometimes	Never	
5%	Time management.					
20%	Properly used of structures / grammatical elements.					
5%	The student is involved in conversation in respectful manner using strategies like "turn-taking" .					
20%	The student uses the minimum required vocabulary.					
10%	The student uses vocabulary related to the research topic treated.					
10%	The student makes comments based on researched information from reliable sources.					
5%	The conversation is coherent and keeps relationship with the treated topic.					
10%	The student is fluent.					
5%	The student has diction and uses an adequate volume of voice.					
10%	The student pronounces the words correctly.					
100%	<b>QUALIFICATION</b>					

**Source:** Evaluation system

**Made by:** Lic. Enrique Guambo Yerovi



Below is shown a table with equivalences for each option of reagents to be evaluated; that is weighted from the highest to the lowest options with an equivalent percentage not higher than the value of the reagent.

*Table2: Equivalents of the options by reagent*

Value per reagent	OPTIONS			
	Always	Usually	Sometimes	Never
5%	5%	3%	1%	0%
10%	10%	7%	3%	0%
20%	20%	15%	7%	0%

**Source:** Evaluation system from the ESPOCH  
**Made by:** Enrique Guambo Yerovi



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## ACTIVITY 1: Guessing a Word through question

**OBJECTIVE:** Guess things, animals, professions, celebrities through *Questions* in Simple Present tense.

**SKILLS:** Speaking-Writing

**LEVEL:** Intermediate

**TIME:** 50 – 60 minutes

**LANGUAGE:** Simple Present Tense (Questions)

**TOPIC:** Contribution of opinions

**ORGANIZATION:** Class sitting in a circle.

**REQUIRED MATERIAL:** Small slips of papers.

**WARMING-UP:** What's a Guessing game? Would you like to participate in a Guessing game? Why?

**1. INSTRUCTIONS:** This guessing game is based on *QUESTIONS*.

- **Step 1.-** Each student from the class will prepare no more than 5 questions, for example:
  - What equipment do you need to send an e-mail?
  - What do women wear on their ears every day?
- **Step 2.-** Two students will be the “knowers” who will make 3 or 4 questions each in a time no longer than 6 or 8 minutes both.
- **Step 3.-** The 2 “knowers” will show to the teacher the questions to be made to the rest of the students.
- **Step 4.-** The questions, after agreeing between students and the teacher, might be about: things, Animals, Professions, celebrities , ..
- **Step 5.-** The rest of the students will be “The guessers” who will try to guess correctly the questions from the “The knowers”.





- **Step 6.-** “The knower” must stimulate the guessing to “The guessers”, with guidelines like:  
What’s the first letter, color, function or material of the object to be guessed.
- **Step 7.-** After the participation of the first 2 students, the rest of the students will be taking turns 2 by 2, according as directed by the teacher. .
- **Step 8.-** Prohibit to “The knower” to use the words “Yes” or “No”. “The knower” can not be too emphatic in the responses. He might answer: it might be, you’re getting close, etc.
- **Step 9.-** The topics that teachers can help themselves for this activity are :
  - **Classroom equipment:** Computer, light bulb, typewriter, slide, felt-tip pen, ....
  - **Outdoors:** Cliff, estuary, lava, plateau, .....
  - **Clothing:** tights, clogs, earrings, cloak, .....
  - **Parts of the body:** elbow, kidney, toenail, lung, jaw, .....
  - **Food:** chop, marmalade, sauce, ....
  - **Animals / Birds / Insects:** Cobra, hare, swallow, wasp, vulture, ....
  - **Transport:** hovercraft, bulldozer, skateboard, lift, ....
  - **Implements:** food mixer, razor, mallet, sub-machine gun, ....



2. EVALUATION						
VALUE OF THE REACTIVE	CHARACTERISTICS TO COMPLY	COMPLIES				Total
		Always	Usually	Sometimes	Never	
5%	Time management.					
20%	Properly used of structures / grammatical elements.					
5%	The student is involved in conversation in respectful manner using strategies like "turn-taking" .					
20%	The student uses the minimum required vocabulary.					
10%	The student uses vocabulary related to the research topic treated.					
10%	The student makes comments based on researched information from reliable sources.					
5%	The conversation is coherent and keeps relationship with the treated topic.					
10%	The student is fluent.					
5%	The student has diction and uses an adequate volume of voice.					
10%	The student pronounces the words correctly.					
100%	<b>QUALIFICATION</b>					



## ACTIVITY 2: Guessing a Word through statements

**OBJECTIVE:** Guess things, Animals, professions, celebrities, through *Statements*, in Simple Present tense.

**SKILLS:** Speaking-Writing

**LEVEL:** Intermediate

**TIME:** 50 – 60 minutes

**LANGUAGE:** Simple Present Tense (Statements)

**TOPIC:** Contribution of opinions

**ORGANIZATION:** Class sitting in a circle.

**REQUIRED MATERIAL:** Small slips of papers.

**WARMING-UP:** What's a guessing game? Would you like to participate in one of them? Why?

**1. INSTRUCTIONS:** This activity is based on *STATEMENTS*

- **Step 1.-** All the students in the classroom prepare maximum 2 or 3 statements each one.  
For example: the guessing is “a secretary”. The conjectures could be:
  - She works in an office.
  - She has a computer.
  - She makes reports.
  - She answers calls.
  - She has important meetings, etc.
- **Step 2.-** Most of the students will be “the knowers” who will formulate Statements about topics that could be: things, Animals, Professions, celebrities, ...
- **Step 3.-** The topics to be done in this activity will be given or shown by the teacher to the rest of the group, so that the 2 “Guessers” can make their conjectures.
- **Step 4.-** Two students will be “The Guessers”. “The Guessers” might make only 3 conjectures each one in a time no longer than 6 or 8 minutes both.



- **Step 5.-** “The knowers” must encourage the guessing to “The Guessers”, like for example: the guessing is a “Horse”, a help could be: “It is a strong animal”, “It doesn’t live in the water”, “People think that it is beautiful”, “It is very fast”, etc.
- **Step 6.-** After taking part the first 2 students, the rest of the students will be taking turns 2 by 2, according as directed by the teacher.
- **Step 7.-** Prohibit “The knower” to use the words “Yes” or “No”. “The knower” can not be too emphatic in the responses. He might answer: it might be, you’re getting close, etc.
- **Step 8.-** The topics that teachers can help themselves for this activity are:
  - **Classroom equipment:** Computer, light bulb, typewriter, slide, felt-tip pen, , .....
  - **Outdoors:** Cliff, estuary, lava, plateau, .....
  - **Clothing:** tights, clogs, earrings, cloak, .....
  - **Parts of the body:** elbow, kidney, toenail, lung, jaw, .....
  - **Food:** chop, marmalade, sauce, .....
  - **Animals / Birds / Insects:** Cobra, hare, swallow, wasp, vulture, .....
  - **Transport:** hovercraft, bulldozer, skateboard, lift, .....
  - **Implements:** food mixer, razor, mallet, sub-machine gun, ....



2. EVALUATION						
VALUE OF THE REACTIVE	CHARACTERISTICS TO COMPLY	COMPLIES				Total
		Always	Usually	Sometimes	Never	
5%	Time management					
20%	Properly used of structures / grammatical elements.					
5%	The student is involved in conversation in respectful manner using strategies like "turn-taking".					
20%	The student uses the minimum required vocabulary.					
10%	The student uses vocabulary related to the research topic treated.					
10%	The student makes comments based on researched Information from reliable sources.					
5%	The conversation is coherent and keeps relationship with the treated topic.					
10%	The student is fluent.					
5%	The student has diction and uses an adequate volume of voice.					
10%	The student pronounces the words correctly.					
100%	<b>QUALIFICATION</b>					



## ACTIVITY 3 : Guessing a Word through statements

**OBJECTIVE:** Guess things, Animals, professions, celebrities, through *Statements*, in Simple Present tense.

**SKILLS:** Speaking-Writing  
(Drawing)

**LEVEL:** Intermediate

**TIME:** 50 – 60 minutes

**LANGUAGE:** Simple Present Tense (Statements) /

**TOPIC:** Contribution of opinions

**ORGANIZATION:** Groups of 4 or 6 students.

**REQUIRED MATERIAL:** Half sheet of paper.

**WARMING-UP:** What’s a guessing game? Would you like to participate in a guessing game? Why?

**1. INSTRUCTIONS:** This Guessing game is based on *STATEMENTS*.

- **Step 1.-** All the students from the classroom will prepare a drawing according to the subject dealt by the teacher.
- **Step 2.-** All the drawings will be placed on a table in an accessible place in the classroom.
- **Step 3.-** The teacher will make groups of 4 or 6 students. The number of groups will depend on the number of students in the classroom..
- **Step 4 .-** One member of each group, “The knower”, will pick-up 1 drawing from the table and will go back with the drawing to his group and will make some statements, the group “The Guessers” have to guess in a less possible time (it could be 2 minutes).
- **Step 5.-** If the group (“The guessers”) guess it, they will keep the drawing, and immediately another member of the group will pick-up another drawing from the table.
- **Step 6 .-** If the group (“The guessers) fails, they return the drawing to the table.



- **Step 7.-** The winning group will be the one that obtain more drawings at the end of the class period.
- **Step 8.-** Prohibit “The knower” to use the words “Yes” or “No”. “The knower” can not be too emphatic in the responses. He might answer: it might be, you´re getting close, etc.
- **Step 9.-** The topics that teachers can help themselves for this activity are:
  - **Classroom equipment:** Computer, light bulb, typewriter, slide, felt-tip pen, , ....
  - **Outdoors:** Cliff, estuary, lava, plateau, .....
  - **Clothing:** tights, clogs, earrings, cloak, .....
  - **Parts of the body:** elbow, kidney, toenail, lung, jaw, .....
  - **Food:** chop, marmalade, sauce, .....
  - **Animals / Birds / Insects:** Cobra, hare, swallow, wasp, vulture, .....
  - **Transport:** hovercraft, bulldozer, skateboard, lift, .....
  - **Implements:** food mixer, razor, mallet, sub-machine gun, ....



2. EVALUATION						
VALUE OF THE REACTIVE	CHARACTERISTICS TO COMPLY	COMPLIES				Total
		Always	Usually	Sometimes	Never	
5%	Time management					
20%	Properly used of structures / grammatical elements.					
5%	The student is involved in conversation in respectful manner using strategies like "turn-taking".					
20%	The student uses the minimum required vocabulary.					
10%	The student uses vocabulary related to the research topic treated.					
10%	The student makes comments based on researched Information from reliable sources.					
5%	The conversation is coherent and keeps relationship with the treated topic.					
10%	The student is fluent.					
5%	The student has diction and uses an adequate volume of voice.					
10%	The student pronounces the words correctly.					
100%	<b>QUALIFICATION</b>					





## ACTIVITY 4: Guessing an action through mime

**OBJECTIVE:** Guess actions through Mime.

**SKILLS:** Speaking

**LEVEL:** Intermediate

**TIME:** 50 – 60 minutes

**LANGUAGE:** Simple Present Tense (Statements) /

**TOPIC:** Contribution of opinions

**ORGANIZATION:** Class sitting in a circle.

**REQUIRED MATERIAL:** Pictures from magazines.

**WARMING-UP:** What’s a mime? Would you like to guess actions through mime? Why?

**1. INSTRUCTIONS:** This guess activity is based in Actions through *Mime*.

- **Step 1.-** One student will be “The knower” who will interpret a mime, and he can do something as simple as reading a magazine or something as complicated as repairing a car.
- **Step 2.-** “The knower” must give a clue about the topic performing the action. For example: If it is “a man”, “a cat”, “a girl”, and thereby allow the rest of the class to guess the action.
- **Step 3.-** The rest of the students will be “The guessers” who will try to guess the actions of the mime..
- **Step 4.-** The teacher will provide several photographs from magazines, which will be on his desk.
- **Step 5.-** One student will pick-up one photograph from the teacher’s desk and he will make the role of mime about one photograph for no longer than 3 minutes.
- **Step 6.-** The students from the rest of the class, will take turns immediately one by one, in order to make the role of mime.
- **Step 7.-** The topics that can help “The knower” (the mime) for an intermediate level are:



- To cook specific foods.
- Appliance repair.
- To buy or to sell something.
- To solve a particular problem.
- To watch a familiar T.V. program.
- To clean a specific object.
- To travel by a specific means of transport.
- To meet/leave different kind of people.
- To arrest a criminal.
- To give a medical treatment to a patient.
- To do an experiment.
- To make some kind of commercial transaction.



## 2. EVALUATION

VALUE OF THE REACTIVE	CHARACTERISTICS TO COMPLY	COMPLIES				Total
		Always	Usually	Sometimes	Never	
5%	Time management					
20%	Properly used of structures / grammatical elements.					
5%	The student is involved in conversation in respectful manner using strategies like "turn-taking".					
20%	The student uses the minimum required vocabulary.					
10%	The student uses vocabulary related to the research topic treated.					
10%	The student makes comments based on researched Information from reliable sources.					
5%	The conversation is coherent and keeps relationship with the treated topic.					
10%	The student is fluent.					
5%	The student has diction and uses an adequate volume of voice.					
10%	The student pronounces the words correctly.					
<b>100%</b>	<b>QUALIFICATION</b>					



## ACTIVITY 5: Find linking pairs

**OBJECTIVE:**

**SKILLS:** Speaking-Writing

**LEVEL:** Intermediate

**TIME:** 50 – 60 minutes

**LANGUAGE:** Simple present, Past, and Future Tense. (Statements)

**TOPIC:** Exploring links

**ORGANIZATION:** Groups of 4 or 6 students

**REQUIRED MATERIAL:** Small slips of papers / Pictures from magazines

**WARMING-UP:** What's connecting pairs? Would you like to connect pairs? Why?

**1. INSTRUCTIONS:** This activity pretends to look for links as many as possible in the different elements (pairs) that may be presented on a given topic to discuss the different criteria presented by the students.

- **Step 1.-** The teacher makes groups of 4 or 6 students in the classroom. Later the teacher gives to each group a pair of elements, it could be a small slip of paper or a picture with a pair of elements.
- **Step 2.-** The teacher will give a different pair of elements to each group, with a limited time (10 minutes) to make all possible connections. Example, a pair of elements: A man and a dog. The connections they might have would be: The dog is the best friend of the man. The dog is loyal with the man. The man sympathizes with the dog, etc.
- **Step 3.-** After fulfilling the time limit (10 minutes), the teacher will pick up the pair of elements of each group, and he will distribute them in different groups again, until each group has worked in each combination.
- **Step 4.-** Before concluding the class, each group will read the connections made, and the group that has the most number of connections or the most original ideas will be the winner group.



- **Step 5.-** We can mention some examples of pairs to be connected:
  - An elephant and nail varnish
  - A wedding and an ant
  - A snowflake and a coin
  - Religious fanatics and a matchbox
  - The number 25 and a master-criminal
  - A (named) Singer and a ladybird
  - A silkworm and a axe
  - Love and a rubbish dump
  - A pen and a new-born baby
  - The Garden of Eden and a bar of soap



## 2. EVALUATION

VALUE OF THE REACTIVE	CHARACTERISTICS TO COMPLY	COMPLIES				Total
		Always	Usually	Sometimes	Never	
5%	Time management					
20%	Properly used of structures / grammatical elements.					
5%	The student is involved in conversation in respectful manner using strategies like "turn-taking".					
20%	The student uses the minimum required vocabulary.					
10%	The student uses vocabulary related to the research topic treated.					
10%	The student makes comments based on researched Information from reliable sources.					
5%	The conversation is coherent and keeps relationship with the treated topic.					
10%	The student is fluent.					
5%	The student has diction and uses an adequate volume of voice.					
10%	The student pronounces the words correctly.					
<b>100%</b>	<b>QUALIFICATION</b>					



## ACTIVITY 6: Find common components in pairs

**OBJECTIVE:** Finding things in common between couples of students in the classroom.

**SKILLS:** Speaking

**LEVEL:** Intermediate

**TIME:** 50 - 60 minutes

**LANGUAGE:** Simple Present and Past Tense (Questions / Statements)

**TOPIC:** Exploring links

**ORGANIZATION:** Groups of 2 students standing

**REQUIRED MATERIAL:** None

**WARMING-UP:** Do you think that finding things in common between a couple is interesting?  
Tell me Why?.

**1. INSTRUCTIONS:** This activity is based on finding things in common between a couple to break the hermeticism in a classroom, where most of the students are not familiar to each other.

- **Step 1.-** The teacher divides the whole group of students in couples. Everybody must be standing.
- **Step 2.-** The teacher asks the students to have a conversation by the time of 5 minutes and find each other as many things in common as they can.
- **Step 3.-** After the set time (5 minutes), the teacher must ask each couple to indicate what things in common they found each other.
- **Step 4.-** The teacher can ask particularly any surprising or original idea to each couple.



2. EVALUATION						
VALUE OF THE REACTIVE	CHARACTERISTICS TO COMPLY	COMPLIES				Total
		Always	Usually	Sometimes	Never	
5%	Time management					
20%	Properly used of structures / grammatical elements.					
5%	The student is involved in conversation in respectful manner using strategies like "turn-taking".					
20%	The student uses the minimum required vocabulary.					
10%	The student uses vocabulary related to the research topic treated.					
10%	The student makes comments based on researched Information from reliable sources.					
5%	The conversation is coherent and keeps relationship with the treated topic.					
10%	The student is fluent.					
5%	The student has diction and uses an adequate volume of voice.					
10%	The student pronounces the words correctly.					
<b>100%</b>	<b>QUALIFICATION</b>					





## ACTIVITY 7: Characters

**OBJECTIVE:** Describe an abstract quality that can be color, form, shape, texture, structure, nature, function or activity.

**SKILLS:** Speaking - Writing

**LEVEL:** Intermediate

**TIME:** 120 minutes

**LANGUAGE:** Modals auxiliaries expressing possibility or suggestion.

**TOPIC:** Opinions of a central text

**ORGANIZATION:** Groups of 4 or 6 students

**REQUIRED MATERIAL:** Small slips of papers

**WARMING-UP:** Do you like to describe things like shapes, colors, structures, function? Why?

**1. INSTRUCTIONS:** This activity is based in qualities descriptions that can be: structure, function, form, color, texture, nature, or activity.

- **Step 1.-** The teacher divides the class into groups of 4 or 6 students.
- **Step 2.-** Each group will be given the same piece of paper with an abstract quality.
- **Step 3.-** Each group must describe as many qualities as possible.
- **Step 4.-** The members of each group should indicate how many qualities they found in a period of 10 minutes, considering about 2 minutes per member.
- **Step 5.-** Finally, the group with the biggest number of qualities, will be the winning group.

We can mention some examples to describe abstract qualities in ascending order of difficulty to work in class.

- Things that are red, yellow, Green, black.
- Things that are round, square, flat, oval, spiral.
- Things that go in twos, threes groups.
- Things that are soft, hard, liquid.
- Things that can fly, float, jump.
- Things that have holes in.
- Things worked by electricity, muscle. Oil.
- Things made of plastic, metal, wooden, glass.
- Symmetrical things.
- Things that move fast, slowly, in curves.
- Things that give pleasure.



## 2. EVALUATION

VALUE OF THE REACTIVE	CHARACTERISTICS TO COMPLY	COMPLIES				Total
		Always	Usually	Sometimes	Never	
5%	Time management					
20%	Properly used of structures / grammatical elements.					
5%	The student is involved in conversation in respectful manner using strategies like "turn-taking".					
20%	The student uses the minimum required vocabulary.					
10%	The student uses vocabulary related to the research topic treated.					
10%	The student makes comments based on researched Information from reliable sources.					
5%	The conversation is coherent and keeps relationship with the treated topic.					
10%	The student is fluent.					
5%	The student has diction and uses an adequate volume of voice.					
10%	The student pronounces the words correctly.					
100%	<b>QUALIFICATION</b>					



## ACTIVITY 8: Way of using an object

**OBJECTIVE:** Make as many possible uses (a list) of an object given to a group of students.

**SKILLS:** Speaking - Writing

**LEVEL:** Intermediate

**TIME:** 120 minutes

**LANGUAGE:** Simple present tense (Statements)

**TOPIC:** Opinions of a central text

**ORGANIZATION:** Groups of 5 students

**REQUIRED MATERIAL:** Household Objects

**WARMING-UP:** Would you like to give different uses to an object? Why?.

**1. INSTRUCTIONS:** This activity help us that a group of students can imagine how many uses they can give to a certain object.

- **Step 1.-** The teacher must bring some objects from home to class.
- **Step 2.-** The teacher will divide the class in groups of 5 students each one.
- **Step 3.-** All groups can have the same object or each group can have a different object, or they can switch the objects by the groups, which will depend on the teacher's point of view.
- **Step 4.-** It is advisable to work all groups with the same object, in order that all the results can be compared and analyzed.
- **Step 5.-** The members of each group (in a time of 2 minutes each one), that has the greatest number of uses on an object and have more variety and originality in their suggestions, will be the winning group.
- **Step 6.-** We can mention some possible objects that we can bring from home :  
Umbrella, hat, toothbrush, knife, pencil, cup, match, pillow-case, bottle, blob of plasticine, tweezers, scarf, coin, toilet roll, etc.



2. EVALUATION						
VALUE OF THE REACTIVE	CHARACTERISTICS TO COMPLY	COMPLIES				Total
		Always	Usually	Sometimes	Never	
5%	Time management					
20%	Properly used of structures / grammatical elements.					
5%	The student is involved in conversation in respectful manner using strategies like "turn-taking".					
20%	The student uses the minimum required vocabulary.					
10%	The student uses vocabulary related to the research topic treated.					
10%	The student makes comments based on researched Information from reliable sources.					
5%	The conversation is coherent and keeps relationship with the treated topic.					
10%	The student is fluent.					
5%	The student has diction and uses an adequate volume of voice.					
10%	The student pronounces the words correctly.					
<b>100%</b>	<b>QUALIFICATION</b>					



## ACTIVITY 9: Features

**OBJECTIVE:** Emphasize the most important criteria (characteristics) that can be given to a person or thing.

**SKILLS:** Speaking -Writing

**LEVEL:** Intermediate

**TIME:** 120 minutes

**LANGUAGE:** Modal auxiliaries: Expressing Obligation

**TOPIC:** Opinions of a central text

**ORGANIZATION:** Groups of 5 students

**REQUIRED MATERIAL:** Sheets of paper and pictures

**WARMING-UP:** Would you like to give criteria about people and things?. Why?

**1. INSTRUCTIONS:** This activity refers to give different criteria (features) about people and things, such as what are the features of a teacher?, of a mother, etc.

- **Step 1.-** The teacher will divide the class into groups of 5 students each one.
- **Step 2.-** The teacher will give a different picture of a character or thing to each group.
- **Step 3.-** Each group collect criteria (features) of each member of the group, and then list all the features of the group.
- **Step 4.-** The teacher also has the authority to ask the groups to put the features in order of priority or to cut the 10 most important features.
- **Step 5.-** The members of each group (in a time of 2 minutes each one) will present the list with the features of the character given to his group.
- **Step 6.-** The group that has more certainty in the features exposition within its group, will be the winning group.
- **Step 7.-** We can mention some topics that can help us to make this activity:

Friend, wife/husband, baby, doctor, actor, mother, company, director, mother in law, athlete, detective, soldier, secretary, landlady, teacher, ruler.



## 2. EVALUATION

VALUE OF THE REACTIVE	CHARACTERISTICS TO COMPLY	COMPLIES				Total
		Always	Usually	Sometimes	Never	
5%	Time management					
20%	Properly used of structures / grammatical elements.					
5%	The student is involved in conversation in respectful manner using strategies like "turn-taking".					
20%	The student uses the minimum required vocabulary.					
10%	The student uses vocabulary related to the research topic treated.					
10%	The student makes comments based on researched Information from reliable sources.					
5%	The conversation is coherent and keeps relationship with the treated topic.					
10%	The student is fluent.					
5%	The student has diction and uses an adequate volume of voice.					
10%	The student pronounces the words correctly.					
<b>100%</b>	<b>QUALIFICATION</b>					



## ACTIVITY 10: Pictures of figures

**OBJECTIVE:** Interpret doodles, which can have several meanings, according to the imagination or interpretation that can provide each student.

**SKILLS:** Speaking -Writing

**LEVEL:** Intermediate

**TIME:** 50 - 60 minutes

**LANGUAGE:** It could be simple. It is not limited to specific structures or vocabulary.

**TOPIC:** contradictions and comments

**ORGANIZATION:** Groups of 4 or 5 students or individuals

**REQUIRED MATERIAL:** Pictures of figures in a projector/ drawing

**WARMING-UP:** Would you like to interpret a figure? Why? Do you think that it is interesting?

**1. INSTRUCTIONS:** This activity is based on interpretations of figures that can generate several meanings, depending on the imagination that can provide each student.

- **Step 1.-** The teacher will divide the class into groups of 4 or 5 students each one.
- **Step 2.-** The teacher will Project images of figures for all the groups in class.
- **Step 3.-** Each group should imagine a number of interpretations or as many as possible from the projected figures.
- **Step 4.-** Each one of the members of the group must provide at least with one suggestion.
- **Step 5.-** When one of the figures can not be interpreted, immediately you should continue with the following ones.
- **Step 6.-** There must be a secretary into each group, who should take notes of the best suggestions (Interpretations), then be compared with those ones of the other groups.
- **Step 7.-** At the end of the period of class the best interpretations will be analyzed.
- **Step 8.-** You can also perform this activity without doodling previously prepared. One student can doodle a figure on the board. The student that perform the best interpretation, will pass to the board to draw another figure to be interpreted.



**Suggestion:** The teacher then can help himself from the following images to work with the students:



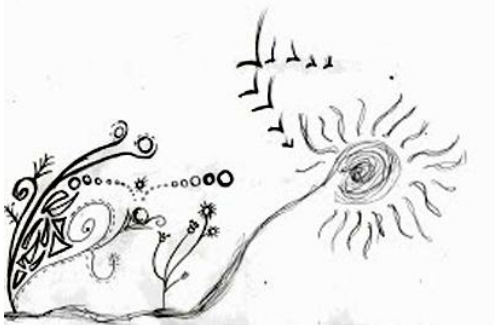
*Image 1: Abstract 1*

Source: <http://www.imagui.com/a/geometric-figures-abstract-for-drawing-T85aGE6Lq>



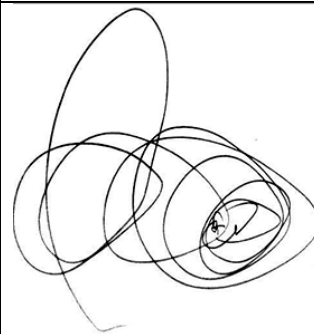
*Image 2: Abstract 2*

Source: <http://www.imagui.com/a/geometric-figures-abstracts-for-drawing-T85aGE6Lq>



*Image 3: Abstract 3*

Source: <http://pda.artcom.um.edu.mx/1110223/>



*Image 4 : Abstract 4*

Source: <http://pda.artcom.um.edu.mx/1110223/>





2. EVALUATION						
VALUE OF THE REACTIVE	CHARACTERISTICS TO COMPLY	COMPLIES				Total
		Always	Usually	Sometimes	Never	
5%	Time management					
20%	Properly used of structures / grammatical elements.					
5%	The student is involved in conversation in respectful manner using strategies like "turn-taking".					
20%	The student uses the minimum required vocabulary.					
10%	The student uses vocabulary related to the research topic treated.					
10%	The student makes comments based on researched Information from reliable sources.					
5%	The conversation is coherent and keeps relationship with the treated topic.					
10%	The student is fluent.					
5%	The student has diction and uses an adequate volume of voice.					
10%	The student pronounces the words correctly.					
100%	<b>QUALIFICATION</b>					



## ACTIVITY 11: Portrait comments

**OBJECTIVE:** Find different interpretations in pictures that can be deep, subtle, or detailed.

**SKILLS:** Speaking -Writing

**LEVEL:** Intermediate

**TIME:** 120 minutes

**LANGUAGE:** Present continuous / simple present tense

**TOPIC:** contradictions and comments

**ORGANIZATION:** Groups of 4 or 6 students or individuals

**REQUIRED MATERIAL:** Pictures

**WARMING-UP:** Would you like to interpret a figure? Why? Do you think that it is interesting?

**1. INSTRUCTIONS:** This activity is based on interpretations on pictures that have meaning.

- **Step 1.-** The class will be divided into groups of 4 or 6 students each one.
- **Step 2.-** The teacher will give a picture to each group with a dramatic but unexplainable situation.
- **Step 3.-** Each group can invent a story or write a dialogue to tell the described situation.
- **Step 4.-** The teacher has the authority to decide what activity the students will perform. If a story or write a dialogue.
- **Step 5.-** The members of each group (in a time of 2 minutes each one) will compare all results based on probability or originality.

**Suggestion:** The teacher then can help himself from the following images to work with the students:



Image 5:

Source:

<http://webmaster15.areafor.com/unai/galery/2016/05/23/el-surrealism-and-the-dream/>



Image 6:

Source:

<http://webmaster15.areafor.com/unai/galery/2016/05/23/el-surrealism-and-the-dream/>



Image 7

Source:

<http://www.taringa.net/posts/images/16639920/Surrealism-and-Creativity.html>



Image 8:

Source:

<http://webmaster15.areafor.com/unai/galery/2016/05/23/el-surrealism-and-the-dream/>



## 2. EVALUATION

VALUE OF THE REACTIVE	CHARACTERISTICS TO COMPLY	COMPLIES				Total
		Always	Usually	Sometimes	Never	
5%	Time management					
20%	Properly used of structures / grammatical elements.					
5%	The student is involved in conversation in respectful manner using strategies like "turn-taking".					
20%	The student uses the minimum required vocabulary.					
10%	The student uses vocabulary related to the research topic treated.					
10%	The student makes comments based on researched Information from reliable sources.					
5%	The conversation is coherent and keeps relationship with the treated topic.					
10%	The student is fluent.					
5%	The student has diction and uses an adequate volume of voice.					
10%	The student pronounces the words correctly.					
<b>100%</b>	<b>QUALIFICATION</b>					



## ACTIVITY 12: A strange man out

**OBJECTIVE:** Selecta “an odd man out” from a given set of elements.

**SKILLS:** Speaking

**LEVEL:** Intermediate

**TIME:** 120 minutes

**LANGUAGE:** Simple Present Tense / (Statement)

**TOPIC:** Distribution of actions / equality

**ORGANIZATION:** Groups of 6 students

**REQUIRED MATERIAL:** Small Slips of papers.

**WARMING-UP:** Would you like to select “a strange man out” from a given set of elements?  
Why?

**1. INSTRUCTIONS:** This activity is based on selecting “a strange man out” from a given set of elements to a group of students. For example a simple set of elements: cat, horse, mouse, camel, lion, cow. Each one can be considered “an odd man out”.

**Cat:** the only one that drinks milk.

**Horse:** the only one commonly used for sports.

**Mouse:** the only pest.

**Camel:** the only one that lives in the desert.

**Lion:** the only one that may eat a man.

**Cow:** the only one commonly occurring in large groups.

- **Step 1.-** The teacher will divide the class into groups of 6 students each one.
- **Step 2.-** Each group will be given a set of simple elements (the set has 6 elements)
- **Step 3.-** Each student group will be given only one element, so that each student’s contribution for the final result is necessary.
- **Step 4.-** After having a discussion within the group, each student (in a time of 2 minutes) must justify why he believes his own element may be “the odd man out”



- **Step 5.-** After a deliberation in each group, a consensus can be reached to decide which element of the group can become "the odd man out".
- **Step 6.-** We can mention some sets of elements for this activity:
  - Apple, orange, mango, banana, grape, peach.
  - India, China, France, Uganda, U.S.A., New guinea.
  - Finger, blood, heart, eye, muscle, tongue.
  - Soak, coat, dress, underpants, scarf, jeans.
  - Red Riding Hood, Hansel and Gretel, Snow White, Sleeping Beauty, Goldilocks, Cinderella.
  - Tree, Bush, flower, weed, plant, grass.
  - Trumpet, drum, violin, flute, harp, piano.
  - River, waterfall, lake, sea, marsh, puddle.
  - Quiet, angry, graceful, shy, modest, quick.
  - Peace, joy, harmony, beauty, delicacy, grace.



2. EVALUATION						
VALUE OF THE REACTIVE	CHARACTERISTICS TO COMPLY	COMPLIES				Total
		Always	Usually	Sometimes	Never	
5%	Time management					
20%	Properly used of structures / grammatical elements.					
5%	The student is involved in conversation in respectful manner using strategies like "turn-taking".					
20%	The student uses the minimum required vocabulary.					
10%	The student uses vocabulary related to the research topic treated.					
10%	The student makes comments based on researched Information from reliable sources.					
5%	The conversation is coherent and keeps relationship with the treated topic.					
10%	The student is fluent.					
5%	The student has diction and uses an adequate volume of voice.					
10%	The student pronounces the words correctly.					
<b>100%</b>	<b>QUALIFICATION</b>					



## ACTIVITY 13: Discover differences in images

**OBJECTIVE:** Discover the differences existing between 2 images through discourse.

**SKILLS:** Speaking – Writing

**LEVEL:** Intermediate

**TIME:** 50 - 60 minutes

**LANGUAGE:** Simple declarative descriptions / Questions / Statements and questions together.

**TOPIC:** Organizations of Activities / Detecting differences (Image differences).

**ORGANIZATION:** Distribution of actions

**REQUIRED MATERIAL:** Images

**WARMING-UP:** Would you like to find out differences in 2 identical images? Why?

**1. INSTRUCTIONS:** This activity is based on discovering differences on 2 identical images through discourse.

- **Step 1.-** The class will be divided into groups of 2 students each one
- **Step 2.-** The students have to discover the differences by themselves.
- **Step 3.-** The complexity of the exercise (image) will depend on the academic level of the students.  
**Step 4.-** If the level is intermediate or advanced, it will be more difficult to describe images and the number bigger of differences to find.
- **Step 5.-** It is advisable to prepare images from 10 to 15 differences.
- **Step 6.-** The students must be communicated of how many differences exist in the images.
- **Step 7.-** Do not write down the differences on the same images. Advise this information in advanced.
- **Step 8.-** Write down the differences found in a sheet of paper.
- **Step 9.-** Generally you can write down only one word, it will be enough.





- **Step 10.-** Most of the sentences will be in the form of declarative descriptions. For example in image 9 the snake doesn't have tongue. In image 10 the snake has a tongue.
- **Step 11.-** Certain prepositions and expressions of place are very important to describe the position of different components of an image:
  - **Prepositions:** Under, in, on, behind, in front of, between, among, over, above, through, beside, next to, to the left/right of.
  - **Expressions of place:** On the left/right, at the bottom/top, in the middle, at the edge, in the foreground/background, in the top/bottom/left-hand/right-hand corner.

**Suggestion:** The teacher then can help himself from the following images to work with the students:



Image 9: Horror castle 1

Source: <http://intelligence.island> game  
.es/pirates-paintings.html



Image 10: Horror castle 2

Source: <http://intelligence.island>  
game.es/pirates-paintings.html

**Answers:**



1. The tongue of the snake is missing. (Image 9)
2. The button on the goblin's sweater is missing. (Image 9)
3. One window in the castle is missing. (image 9)
4. The shadow on the right goblin's shoe is missing. (Image 9)
5. A little rock on the floor at the bottom of the spider is missing. (Image 9)
6. The right ear of the ogre is missing. (Image 9)
7. The leg of the spider is missing. (Image 9)
8. A branch in the right tree with a background moon is missing. (Image 9)
9. A wart on the ogre's left cheek is missing. (Image 9)
10. The bat's wing next to the moon is shorter. (Image 9)



Image 11: Crossing the street



Image 12: Crossing the street

**Answers:**

1. The grip on the door of the building is missing.(image 3)
2. The wall is a little destroyed (image 11)
3. The can of soda on the floor is missing. (image 11)
4. The happy face on the girl's sweatshirt is missing. (image 11)
5. A spot on the dog is missing. (image 11)
6. The teacher's glasses is missing. (image 11)
7. The handle of the car's bonnet is missing. (image 11)
8. A brick on the wall next to the car is missing. (image 11)
9. A brick on the wall over the car is missing. (image 11)
10. The boy's mouth next to the dog is closed. (image 11)



2. EVALUATION						
VALUE OF THE REACTIVE	CHARACTERISTICS TO COMPLY	COMPLIES				Total
		Always	Usually	Sometimes	Never	
5%	Time management					
20%	Properly used of structures / grammatical elements.					
5%	The student is involved in conversation in respectful manner using strategies like "turn-taking".					
20%	The student uses the minimum required vocabulary.					
10%	The student uses vocabulary related to the research topic treated.					
10%	The student makes comments based on researched Information from reliable sources.					
5%	The conversation is coherent and keeps relationship with the treated topic.					
10%	The student is fluent.					
5%	The student has diction and uses an adequate volume of voice.					
10%	The student pronounces the words correctly.					
<b>100%</b>	<b>QUALIFICATION</b>					



## ACTIVITY 14: Giving excuses

**OBJECTIVE:** Motivate students with many opportunities through Role plays (Alibi), and may have an opportunity of discussing and talking in English about a particular situation.

**SKILLS:** Speaking

**LEVEL:** Intermediate

**TIME:** 120 minutes

**LANGUAGE:** Present and past continuous in their declarative forms, interrogative and negative. / simple past tense.

**TOPIC:** Distribution of actions

**ORGANIZATION:** Individual / Groups

**REQUIRED MATERIAL:** None

**WARMING-UP:** Would you like to have a role of a suspect in a scene of robbery and a crime? Why?

**1. INSTRUCTIONS:** This activity is based in giving the students opportunities to perform role plays, in which they can develop the skill of “speaking” that may be through discussion.

- **Step 1.-** Situation: Three suspects (3 students) are accused of robbing a bank and have committed a crime. For example, it may be that they robbed the Pacific Bank between 8 and 9 hours in the morning last Monday.
- **Step 2.-** The three suspects (3 students) have to prepare an “Alibi” each other, saying that they were in company of other people in a different place to the crime scene.
- **Step 3.-** The rest of the students are divided into 3 groups, who in turn will prepare a battery of questions (listed if necessary), while the suspects are preparing their argument to defend themselves.
- **Step 4.-** The suspects are interrogated simultaneously by each one of the members of the groups. Then each one of the suspects rotate by the three groups, that is to say, for example, the suspect “A” goes to the group “B”, then the suspect “B” goes to group “A”, and so on, and the interrogators will seek discrepancies.
- **Step 5.-** Finally, the students will compare their evidences ( this is the feedback session ) and dictate sentencing. Each student evaluation would be through individual interrogations.



## 2. EVALUATION

VALUE OF THE REACTIVE	CHARACTERISTICS TO COMPLY	COMPLIES				Total
		Always	Usually	Sometimes	Never	
5%	Time management					
20%	Properly used of structures / grammatical elements.					
5%	The student is involved in conversation in respectful manner using strategies like "turn-taking".					
20%	The student uses the minimum required vocabulary.					
10%	The student uses vocabulary related to the research topic treated.					
10%	The student makes comments based on researched Information from reliable sources.					
5%	The conversation is coherent and keeps relationship with the treated topic.					
10%	The student is fluent.					
5%	The student has diction and uses an adequate volume of voice.					
10%	The student pronounces the words correctly.					
<b>100%</b>	<b>QUALIFICATION</b>					



## ACTIVITY 15: Succession of pictures

**OBJECTIVE:** Evaluate the pieces of evidence connected and recognize the causal, temporary or progression relationship among them.

**SKILLS:** Speaking - Reading

**LEVEL:** Intermediate

**TIME:** 120 minutes

**LANGUAGE:** For this activity, there is no need to review or prepare any structures or vocabulary beyond the obvious expressions “what comes before”, “what comes later”.

**TOPIC:** Placing in order

**ORGANIZATION:** Groups of 4 or 6 students.

**REQUIRED MATERIAL:** Pictures (Images)

**WARMING-UP:** Would you like to connect images in a correct order according to a logical sequence? Why?

**1. INSTRUCTIONS:** This activity is based in connecting images in the correct order according to a logical sequence of events or occurrences.

- **Step 1.-** Form groups of 4 or 6 students in the classroom.
- **Step 2.-** Each member of the group will be given a picture of a series of logical sequences.
- **Step 3.-** The students should not show their pictures to each other.
- **Step 4.-** Each student in the group should describe the content of his image verbally. The teacher will assess to each member of the group individually.
- **Step 5.-** After a discussion, the group should try to find the correct order of a series of logical sequence..
- **Step 6.-** Finally, the members of each group will present orally the correct order of their images in a series of logical sequence respectively.

**Suggestion:** The teacher then can help himself from the following images to work with the students.



Image 13: Situation 1

Source:

<https://avelinadalih.wordpress.com/sequence/>

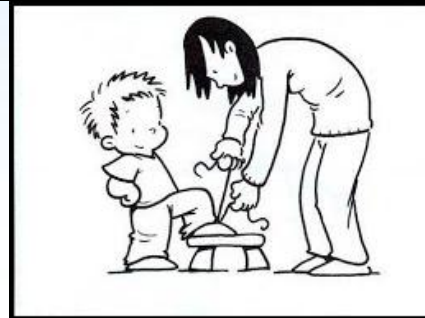


Image 14: Situation 2

Source:

<https://avelinadalih.wordpress.com/sequence/>



Image 15: Situation 3

Source:

<https://avelinadalih.wordpress.com/sequence/>



Image 16: Situation 4

Source:

<https://avelinadalih.wordpress.com/sequence/>



Image 17: Situation 5

Source:

<https://avelinadalih.wordpress.com/sequence/>



Image 18: Situation 6

Source:

<https://avelinadalih.wordpress.com/sequence/>



## 2. EVALUATION

VALUE OF THE REACTIVE	CHARACTERISTICS TO COMPLY	COMPLIES				Total
		Always	Usually	Sometimes	Never	
5%	Time management					
20%	Properly used of structures / grammatical elements.					
5%	The student is involved in conversation in respectful manner using strategies like "turn-taking".					
20%	The student uses the minimum required vocabulary.					
10%	The student uses vocabulary related to the research topic treated.					
10%	The student makes comments based on researched Information from reliable sources.					
5%	The conversation is coherent and keeps relationship with the treated topic.					
10%	The student is fluent.					
5%	The student has diction and uses an adequate volume of voice.					
10%	The student pronounces the words correctly.					
<b>100%</b>	<b>QUALIFICATION</b>					





## ACTIVITY 16: Succession of sentences

**OBJECTIVE:** Order in sequence of sentences or parts of sentences through passages.

**SKILLS:** Speaking

**LEVEL:** Intermediate

**TIME:** 50 - 60 minutes

**LANGUAGE:** Simple Present / Simple Past / Future

**TOPIC:** Placing in order

**ORGANIZATION:** Groups of 4 or 6 students.

**REQUIRED MATERIAL:** Paper strips

**WARMING-UP:** Would you like to connect sentences in a correct order according to a logical sequence ? Why?

**INSTRUCTIONS:** This activity is based on connecting sentences in correct order through passages according to a logical sequence of events.

- **Step 1.-** The teacher takes a written passage from a simple story.
- **Step 2.-** The teacher cuts and gives to each member of the group a “sentence” in a paper strip.
- **Step 3.-** Each student must memorize the sentence.
- **Step 4.-** Later the paper strips are confiscated by the teacher.
- **Step 5.-** Each student must express orally the sentence that corresponds to him within the group
- **Step 6.-** After a discussion and expressing their criteria within the group, (each student will be assessed) they will have a consensus on which they will find a logical sequence of sentences of a passage.
- **Step 7.-** Finally, one student from each group ( in a time of 5 minutes ) will present (will read) the logical sequence of sentences found in the passage within their group.
- **Step 8.-** For this activity is recommended the following passages:
  - Simple stories
  - Unfamiliar anecdotes
  - Dialogues
  - Poems
  - Passages from novels
  - Non-fiction material newspaper



## 2. EVALUATION

VALUE OF THE REACTIVE	CHARACTERISTICS TO COMPLY	COMPLIES				Total
		Always	Usually	Sometimes	Never	
5%	Time management					
20%	Properly used of structures / grammatical elements.					
5%	The student is involved in conversation in respectful manner using strategies like "turn-taking".					
20%	The student uses the minimum required vocabulary.					
10%	The student uses vocabulary related to the research topic treated.					
10%	The student makes comments based on researched Information from reliable sources.					
5%	The conversation is coherent and keeps relationship with the treated topic.					
10%	The student is fluent.					
5%	The student has diction and uses an adequate volume of voice.					
10%	The student pronounces the words correctly.					
100%	<b>QUALIFICATION</b>					



## ACTIVITY 17: Categorization

**OBJECTIVE:** Order a set of elements in the form of a list, according to the priorities and according how far they conform the criteria.

**SKILLS:** Speaking - Writing

**LEVEL:** Intermediate

**TIME:** 120 minutes

**LANGUAGE:** Comparatives and Superlatives

**TOPIC:** Preferences

**ORGANIZATION:** Groups of 5 or 6 students.

**REQUIRED MATERIAL:** Small Slips of Paper

**WARMING-UP:** Would you like to classify words (elements) according to priorities and criteria? Why?

**INSTRUCTIONS:** This activity is based in order a set of elements grounded in priorities and criteria.

- **Step 1.-** The teacher divides the class in groups of 5 or 6 students each one.
- **Step 2.-** Each group will be given a list of a set of elements such as: clothing, characters, stories, food, and criteria are usually adjectives such as: high, low, old, useful, and so on.
- **Step 3.-** Each group has to analyze and classify the set of elements and put them in order of priority according to the given criteria.
- **Step 4.-** Finally, the results will be presented by each one of the members of the group to be compared.
- **Step 5.-** You can also provide a list of a set of elements but without the criteria, so that the students can suggest some of them by themselves, which is a good base for a preliminary discussion, which provides a warm up for the main task of qualifying. This decision of the criteria will depend on the teacher.



- **Step 6.-** The groups will be asked to find so many different criteria, with their corresponding priority order as they can in a given time.
- **Step 7.-** A test with the whole class is recommended before dividing the class into groups..
- **Step 8.-** It can be mentioned some lists of elements set of articles with suggestion of criteria:
  - **SCHOOL SUBJECTS:** Biology, Art, Literature, Mathematics, music, Psychology, Foreign languages, cooking.
  - **CRITERIA:** Useful, difficult, interesting, creative.
  - **COLORS:** Red, yellow, purple, green, orange, white, black, brown
  - **CRITERIA:** Cheerful, dark, warm, restful, fashionable, practical.
  - **CLOTHES:** Boots, coat, jeans, belt, gloves, hat, shirt.
  - **CRITERIA:** Useful, expensive, comfortable, warm, decorative.
  - **ANIMALS:** Dragon, shark, elephant, snake, crocodile, tiger, wolf.
  - **CRITERIA:** Dangerous, large, beautiful, strong, common.
  - **LEISURE ACTIVITIES:** Swimming, dancing, walking, reading, sleeping, stamp-collecting, going to the theatre, listening to music, drinking (beer, wine, soda )
  - **CRITERIA:** Educational, refreshing, restful, healthy, enjoyable, productive, sociable.
  - **FOOD:** meat, tomatoes, bananas, chocolate, bread, water, cake, oil, rice.
  - **CRITERIA:** Essential to life, sweet, cheap, healthy, fattening.
  - **MEANS OF TRANSPORT:** Ship, yacht, plane, bus, car, lorry, helicopter, hovercraft.
  - **CRITERIA:** Speedy, comfortable, heavy, noisy, costly, useful.



- **FAMOUS PEOPLE:** Charlie Chaplin, Hitler, Napoleon, Leonardo Da Vinci, Cleopatra, King Salomon.
- **CRITERIA:** Famous, good, powerful, popular, ancient.
- **HÉROES:** Superman, Prometeo, sansón, Sherlock Holmes, Davy Crockett, Peter Pan, Robín Hood.
- **CRITERIOS:** Viejo, guapo, sexy, inteligente, admirable.
- **WAYS OF GETTING MONEY:** Bank robbery, tax evasión, hard work, inheriting a fortune, speculation, marrying a rich wife/husband, winning the pools.
- **CRITERIA:** Efficient, ethical, difficult, reliable.
- **HEROES:** Superman, Prometheus, Samson, Sherlock Holmes, Peter Pan, Robin Hood.
- **CRITERIA:** Old, handsome, sexy, intelligent, admirable.



2. EVALUATION						
VALUE OF THE REACTIVE	CHARACTERISTICS TO COMPLY	COMPLIES				Total
		Always	Usually	Sometimes	Never	
5%	Time management					
20%	Properly used of structures / grammatical elements.					
5%	The student is involved in conversation in respectful manner using strategies like "turn-taking".					
20%	The student uses the minimum required vocabulary.					
10%	The student uses vocabulary related to the research topic treated.					
10%	The student makes comments based on researched Information from reliable sources.					
5%	The conversation is coherent and keeps relationship with the treated topic.					
10%	The student is fluent.					
5%	The student has diction and uses an adequate volume of voice.					
10%	The student pronounces the words correctly.					
<b>100%</b>	<b>QUALIFICATION</b>					



## ACTIVITY 18: Topics or Cases (Discussion)

**OBJECTIVE:** Discuss, exchange ideas, information and opinions among a small group of people (students) about a specific topic, where each participant has an opportunity of explaining his opinion, with which it can combine a formal communication and also can produce spontaneous expressions.

**SKILLS:** Speaking – Writing –  
Reading

**LEVEL:** Intermediate

**TIME:** 120 minutes

**LANGUAGE:** Review of simple present, simple past, future, modal auxiliaries, perfect tenses, passive voice, subordinator clauses.

**TOPIC:** Topics or cases (Discussion)

**ORGANIZATION:** Groups of 6 students / Roleplay

**REQUIRED MATERIAL:** None

**WARMING-UP:** Would you like to expose and discuss your opinion freely on a given topic? Why?

**INSTRUCTIONS:** This activity is based on exchange opinions, ideas through discussion, with which it **aims to reach an agreement or consensus**, considering that should be given on a dialogue of mutual respect and where prevails what is defended on a proposed topic.

- **Step 1.-** The teacher must make a general grammar review with all the students in class.
- **Step 2.-** The teacher must divide the class into groups of 6 students each.
- **Step 3.-** Each group must appoint a secretary within the group.
- **Step 4.-** The topic to be addressed in the discussion should be on a topic that has a general consensus of the whole class.
- **Step 5.-** The topic should be prepared with 1 or 2 weeks in advance, so that the students have the opportunity to research the topic.
  
- **Step 6.-** It should be made a general review of vocabulary on the subject to be studied.
- **Step 7.-** Each group will discuss a given topic, for example: divorce.
- **Step 8.-** Three students are in favor and three against divorce.



- **Step 9.-** Each group will discuss the topic.
- **Step 10.-** Each group will have a time limit of 20 minutes for discussion.
- **Step 11.-** The first 3 students who are in favor will have 10 minutes, and the other 3 students who are against will have 10 minutes too.
- **Step 12.-** Finally, the secretary of each group will present his conclusions.

It should be considered the following procedures to carry out a discussion:

- The instructor (teacher) proposes the problem or question.
- The instructor divides the group into small sub-groups.
- Each sub-group appoints a secretary.
- The instructor (teacher) specifies the product that each sub-group must reach.
- The instructor (teacher) proposes how to proceed, or let the participants (students) to determine themselves.
- Each sub-group tackles the specific task.
- Each sub-group, through the secretary presents its conclusions to the whole group.
- Groups conclusions are obtained.

#### **RECOMMENDATIONS:**

- Ability to moderate the discussion, stimulate it and do not allow deviates.
- Verify that the topic to discuss is of interest.
- Procure the analysis of all aspects of the subject.
- Prevent that a participant (student) monopolizes the discussion.
- Have tact and patience to understand and proceed the opinions of the participants (students)
- Do not allow the discussion extends too much time on the same topic.
- Guide towards achieving objectives.





2. EVALUATION						
VALUE OF THE REACTIVE	CHARACTERISTICS TO COMPLY	COMPLIES				Total
		Always	Usually	Sometimes	Never	
5%	Time management					
20%	Properly used of structures / grammatical elements.					
5%	The student is involved in conversation in respectful manner using strategies like "turn-taking".					
20%	The student uses the minimum required vocabulary.					
10%	The student uses vocabulary related to the research topic treated.					
10%	The student makes comments based on researched Information from reliable sources.					
5%	The conversation is coherent and keeps relationship with the treated topic.					
10%	The student is fluent.					
5%	The student has diction and uses an adequate volume of voice.					
10%	The student pronounces the words correctly.					
100%	<b>QUALIFICATION</b>					



## ACTIVITY 19: Topics or cases (Debate)

**OBJECTIVE:** Discuss topics of interest, where participants (students) can have the opportunity to express their points of view, ideas, thoughts, and that during the process they can learn and improve oral expression in English.

**SKILLS:** Speaking – Writing –  
Reading

**LEVEL:** Intermediate

**TIME:** 120 minutes

**LANGUAGE:** Review of simple present, simple past, future, modal auxiliaries, perfect tenses, passive voice, subordinator clauses.

**TOPIC:** Topics or cases (Debate)

**ORGANIZATION:** Groups of 6 students / Roleplay

**REQUIRED MATERIAL:** None

**WARMING-UP:** Would you like to participate in a Debate exposing your criteria in a given topic? Why?

**INSTRUCTIONS:** This activity is based on sharing criteria, thoughts, ideas through a debate on an issue or a problem. It should be emphasized that a Debate is presented in a more formal way than a Discussion. Within the Debate will not provide solutions, only are used to clarify arguments about a problem on a given topic.

- **Step 1.-** The teacher must make a general grammar review with all the students in class.
- **Step 2.-** The teacher must divide the class into groups of 6 students each.
- **Step 3.-** The topic to be addressed in the debate must have the consensus and acceptance of the whole class.
- **Step 4.-** A moderator must be chosen among the students to coordinate the debate.
- **Step 5.-** Also a general secretary must be chosen to write down the main ideas of each group.



- **Step 6.-** The topic should be prepared with 1 or 2 weeks in advance, so that the students can have enough time to research the topic.
- **Step 7.-** It should be made a general review of vocabulary on the subject to be studied.
- **Step 8.-** The 2 groups will debate on a given topic. For example: Why do people smoke?
- **Step 9.-** Three students will be in favor and three against smoking.
- **Step 10.-** Each group will debate the topic.
- **Step 11.-** The first 3 students who are in favor will have 10 minutes, and the other 3 students who are against will have 10 minutes too.
- **Step 12.-** Later each group has the floor for 3 minutes to answer the other group.
- **Step 13.-** The general secretary at the end of the debate should provide a summary of the comments made by each group.

**Rules to follow in a debate:**

The rules set out over the course of a debate must be respected by all the members of the same one for its normal development, they are as follows:

- Be objective.
- Be tolerant respect to differences.
- Respect the speaking time assigned by the moderator.
- Do not mock anyone's participation
- Respect the turn of the Word.
- Let others participate.

**Recommendations to the participants of the Debate**

- **Clarity:** Avoid using terms that can be misinterpreted.



- **Evidence:** Avoid in the argumentation phrases like “According to....”, “The text says.....”, “Most of the people believe.....”. It must be supported with real facts the ideas expressed.
- **Emotionalism:** Avoid using expressions that cause angry reactions in the opposing party as: !liberal¡, !Conservative¡, !Socialist¡, !Communist¡, !Hippy¡, !Fascist¡, etc.
- **Causalidad:** Evitar conclusiones que conlleven a falacias.
- **Security of Information:** Verify various sources the credibility of the topic to investigate.
- **Understand the arguments of opponents:** It is part of the base that the opposition party also has reason exposing; so you can discover some concepts that can help improve the argument.

**Topics on social concern that can be used in a debate:**

- Women´s Rights.
- Liberal views about sex: Is it Harmful to the social system?
- Can happiness be measured mathematically?
- We have moved away from our real self, due to materialism?
- Pornography: Should it be banned?
- El alcoholism in the society.
- Human Rights: the doctrine of protest.
- Animal Rights: should children be aware?
- HIV / AIDS : How should we deal with it?
- Stress: a product of materialism in society?
- Why do people smoke?



2. EVALUATION						
VALUE OF THE REACTIVE	CHARACTERISTICS TO COMPLY	COMPLIES				Total
		Always	Usually	Sometimes	Never	
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10%	The student pronounces the words correctly.					
<b>100%</b>	<b>QUALIFICATION</b>					