

Speaking activities to enhance beginners' communication

A guidance for EFL Teachers



Compiled by:

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SPEAKING ACTIVITIES TO ENHANCE BEGINNERS' COMMUNICATION

A GUIDANCE FOR EFL TEACHERS

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FOREWORD

Dear colleagues:

The following manual includes a series of activities compiled by teachers like you: teachers who struggle with creating new ideas to teach every day.

These activities have been compiled based on our experience gathered through the years on EFL classrooms and as a result of the work in the Language Project of Universidad de Costa Rica, Pacific Campus.

With this resource, we intend to facilitate all teachers out there a booklet with activities they can implement easily without exhausting preparation; particularly, for helping beginners in their process of achieving oral production.

We hope you find it useful!

Graciela & Rosberly

ACTIVITIES:

1

WHAT'S YOUR NAME?

Topic	1. Write on the board (What's your name? It's Robert/ What are your favorite colors? They're blue, white and pink) and briefly review the grammar.
Personal information	
Functions	2. Students work in pairs to ask and answer the target language and take notes. (Annex 1)
Exchanging personal information	
Grammar	3. Based on their notes, students switch partners and share the information gathered from their previous peer as they point to them.
Verb be, contractions of verb be, possessive adjectives, wh-questions, numbers, name parts.	Example: His name is Robert and his favorite colors are blue, white and pink.

2

OH MY GOD! ARE YOU...?

Topic	1. Write on the board (When is your birthday? It's on May 23rd/ Is your birthday on May 23rd? yes, it is/ No, it isn't.) and briefly review grammar.
Personal information	
Functions	2. Give a card to each student. (Annex #2) Let them know those are their new identities.
Exchanging personal information	
Grammar	3. Students walk around the classroom to introduce themselves to each other by telling their names, nationalities, place of residence, age.
Verb be, contractions of verb be, possessive adjectives, wh-questions, numbers, name parts.	4. They keep their given roles and act them out accordingly. 5. Remind students to greet all their classmates. 6. Encourage them to use various expressions as they greet each other.

3

IS YOUR BIRTHDAY ON MAY 23RD?

Topic	1. Teacher provides Students with a worksheet (Annex #3) and has them work in pairs to ask and answer the questions to each other as they write their partners' answers down on their worksheets.
Personal information	
Functions	2. Teacher collects the sheets, shuffles them and hand them out randomly.
Asking for personal information.	3. Based on the answer they should come up with a yes or no question. For example: "it's Friends" = Is Friends your favorite T.V. show?
Grammar	4. Students walk around the class to find the person who gave those answers. They do so by asking the questions.
Verb be, wh-questions, yes/no questions, short and long answers	

4

SPELLING-SUPER BOWL

Topic	
Alphabet	1. Divide the class into 5 groups.
Functions	
Spelling words	2. Give a list of words and phrases (Annex #4) to each group and have them practice their spelling and pronunciation for some minutes.
	3. Cut out the words and put them in a bowl.
	4. Have groups take turns taking a cut out of the bowl and spell the word or phrase. Do as many rounds as required for all group members to participate.
	5. Game rules: start by reading aloud the word or phrase and then spell it. You're not allowed to correct mistakes. If it is a phrase, say "space" in between words to separate words from each other. When done, repeat the word or phrase you just spelled for concluding your participation.
	6. The group who spells more words correctly wins.

5

ALL AROUND THE WORDS!

Topic

Spelling

Functions

Identifying the spelling of words to create new ones.

1. Have students stand or sit in a circle. If the class is too big, divide it evenly.

2. A first student says a word: let's say "table". Then the next one to the right says a second word that begins with the final letter of the first one; that's letter "e" so that, the student comes up with -let's say- "Egg" and then third one says "game" or "glove" and so on.

3. To make sure words aren't repeated, you can write those words on the board or have someone do it.

4. At the end, have students improvise a conversation about the topic being studied, using the words they mentioned.

POSSIBLE VARIATIONS:

Give students a limited amount of time so that they have to think fast. You can play active background music as they play.

The activity can be tailored to a specific topic being studied at the moment.

6

MY PERFECT MATE

Topic

Personal Information
Likes and dislikes

Functions

Interviewing people
about their personal
information, likes,
dislikes, so on.

Grammar

Simple present

1. Students record themselves in a short video to participate in a show called “Finding My Perfect Mate”. Assign the roles of interviewer and interviewee (a contestant and a host). Have students feel free to produce the video as creatively as they’d like.
2. The instructor assigns a different nationality to every pair in advance, so students contextualize their interventions.
3. The host needs to ask questions to the contestant about personal information, likes, dislikes, hobbies and the like.
4. Students prepare at least 6 questions that **MUST** include the grammar structures and vocabulary studied so far in the class.
5. After finishing the video, each pair share it, so all the group can watch, analyze and discuss the video for matching the couples with their “perfect mates”.

POSSIBLE VARIATIONS:

Students can prepare the show in the classroom and present it live in front of the class.

7

BINGO!

Topic

Regular and irregular plural nouns.

Functions

Spelling and pronouncing regular and irregular plural nouns.

Discriminating among singular and plural nouns pronunciation.

1. Write the following singular nouns on the board and review the rules of plural nouns. (Book-Fox-Body-Fish-Thief-Foot-Potato)

2. Hand a bingo card in to each student (they can play individually or in pairs). (Annex #5)

3. The teacher calls the bingo.

8

WHAT'S IN YOUR BAG?

Topic	1. Students work in pairs.
Classroom objects	2. Give a card to each student. (Annex #6)
Functions	3. In the cards, students will have a picture with some classroom objects in a bag.
Asking and answering about classroom objects.	4. Encourage students to ask questions about the classroom objects they have in their bags.
Grammar	5. Students must mention the object's colors.
Verb be, questions and answers with is there and are there.	Example: Is there a pen in your bag? – yes, there is a blue pen in my bag.
Articles a / an / the	Are there books in your bag? – Yes, there are 4 brown books in my bag.
Plural nouns.	_ No, there isn't any.

9

WHOSE THIS?

Topic

Personal objects.

Functions

Using demonstrative adjectives and possessives in the same sentences.

Grammar

Verb be, demonstrative adjectives, possessives with -s

1. Have students take 3 personal objects out of their bags. Do not allow cellphones or classroom objects as notebooks or pens in order to avoid repetitions.

2. Students will present their objects by using the articles (a /an) and plural forms.

Example:

-This is a mirror, this is an umbrella and these are keys.

3. Then, have students choose one of their objects and secretly put it inside a bag.

4. The teacher will mix the objects and have students take an object out of the bag and guess whose object it is.

Example:

I think this is Robert's watch. (I believe this is, it may be...)

5. If student does not guess, give the chance to any willing student to try.

Example:

I believe, that is Steven's watch.

10

WHAT A MESS! WHERE ARE MY SHOES?

Topic	1. Students work in groups of four.
Objects.	2. Each student must describe the picture in the given card (Annex #7).
Functions	- Have students mention colors, sizes and amounts.
Describing pictures in detail.	- Encourage students to use structures like, there is and there are and phrases like, I can see... too.
Answering about objects' position.	
Grammar	3. After the pictures' description, students will ask and answer questions about the objects position.
Verb be, Where questions, prepositions of place, there is, there are.	- Have students use prepositions of place like, in, on, under, next to, behind, in front of, above in their answers.

11

ARE YOU BUSY ON MONDAY?

Topic

Affirmative sentences,
simple present tense.

1. On the board, draw 5 big circles.

-In the 1st circle write "SUBJECTS" and ask students to write possible subjects (subject pronouns and names) without repeating.

Functions

Forming sentences with
adverbs of frequency.

-In the 2nd circle, write "ADVERBS OF FREQUENCY" and ask students to write all the ones they remember.

Grammar

Simple present,
adverbs of frequency.

-In the 3rd circle, write "VERBS AND DAILY ACTIVITIES" and encourage students to write a verb or activity without repeating anyone.

-In the 4th circle, write "COMPLEMENT" and ask students to look at the verbs and think about a possible complementary information and write it in that circle.

-In the last circle, write "TIME EXPRESSIONS" and ask students to write all the possible time expressions for simple present tense.

2. After filling the circles with the required information, the students will build a sentence orally by taking a word per circle, while teacher crosses the taken ones out.

3. Later, teacher asks students to write down 5 or 10 sentences out of the information in the board.

12

FIND SOMEONE WHO...

Topic

Affirmative sentences, simple present tense.

1. Deliver the worksheet (Annex # 8)
2. Elicit the way of asking a yes/no question for getting the information required.

Functions

Asking simple present questions.

Example: Find someone who...

- Exercises every Sunday.

Grammar

Simple present, adverbs of frequency.

o Do you exercise on Sundays? Yes, I do/ No, I don't

3. Elicit the way of asking for extra information by building wh-questions.

Example: - Where do you exercise?

o acknowledge verb be in questions 10 and 11.

4. After the individual work (building the questions), students must ask the yes/no questions to their partners until finding a positive answer.
5. Clarify that the extra information questions will be asked only to the people who answered positively.
6. The activity is oral but the students should take notes in their worksheets.
7. Elicit some students to share their findings.

13 SCHEDULES

Topic	
Routines	1. Have students fill Annex# 9 with their routines.
The time	2. Encourage them not to repeat the activities.
Days of the week	3. They must include only 2 activities they do in the morning, in the afternoon and at night per day.
Weekdays	
Weekend	4. After the individual work (filling the schedules), have students work in pairs; they must switch their schedules and present their partners' schedules details in front of the class.
Functions	
Sharing information about daily routines and schedules.	5. Highlight the importance of the third person -s ending.
Grammar	
Simple present	Example:
Third person, -s ending pronunciation.	-Betsy works in the morning on weekdays. -On Sunday, she goes to the gym at 10 am.

14

TIC TAC TOE: HOW OFTEN DO YOU...?

Topic	1. Write on the board important information for a short review of asking and answering how often questions.
Functions	E.g.
Grammar	
Routines.	
Reviewing adverbs of frequency.	o Once a day-Twice a week-3 times a month- Every hour- Every day- Every week- Every month- Every year-every other day, once in a blue moon.
Simple present	o Write adverbs of frequency.
Adverbs of frequency	2. Draw 2 Tic Tac Toe boards in the board with the heading "HOW OFTEN DO YOU..". In each space, write actions like the ones suggested next.
Third person, -s ending pronunciation.	- Visit grandparents-take the bus- eat pineapple- ride a horse- laugh- go swimming- get up late- look in the mirror- do homework. - Go to the zoo, read, drink orange juice, have a party, watch TV, cry, wear a hat, hold a baby, do iron.
	3. Have students work in two groups.
	4. They must choose a position in the Tic Tac Toe board, and everyone in the group should answer the how often question correctly in order to get their mark in the chosen position.

15

WHAT TIME IS IT?

Topic

The time.

Functions

Making questions about the time.

Telling the time.

Grammar

Simple present.

Adverbs of frequency.

Third person, -s ending pronunciation.

1. Have students stand in two horizontal lines, facing each other.

2. Explain them that one line would not move, and the other one will move a step to the right when they listen to the bell ringing or the teacher clapping; at that point, the last person in line will quickly move to the first spot.

3. Each student will be holding a card with information, e.g. the time the supermarket opens or closes. (Annex # 10)

EXAMPLE:

THE CONCERT STARTS 7:30 PM

4. The person in front of you will read the card you are holding for asking you about the time, the person answers based on his/her own card.

EXAMPLE: Q/ What time does the concert start? A/ It starts at "half past seven"

16

GUESS! YOU'RE TALKING ABOUT...

Topic

Famous people.
Personality traits.
Physical appearance.

1. Have students write on the board all the adjectives for describing personality and physical appearance they had learned in classes.

Functions

Using adjectives to describe people.

2. Then, student should write down the description of a famous person by using as many clues (adjectives) as possible but without saying his/her name.

Grammar

Simple present

Verb be

Verb have/has

Has got

3. After the individual work, students go in front of the class for challenging their classmates to guess the name of the famous person they are describing.

17

MY PARTNER'S FAMILY TREE

Topic	1. Students work in pairs.
Family members. Personality traits.	2. Give a paper to each student.
Functions	3. Tell them they must draw their partner's family tree based on the information dictated by their partner.
Describing and understanding family trees.	Example: My grandparents' names are Pedro and Lisa. They are my mother's parents. My father's parents' names are Jorge and Joana.
Describing personality.	4. After that, the students switch their family trees and start introducing their family members to the rest of the class by saying a personality characteristic of their family members.
Grammar	
Simple present	
Possessives with 's	5. Highlight that the drawing skills aren't important in the activity.

18

DESCRIBING PEOPLE

Topic	1. Students work in groups of 5 people.
Physical appearance	2. Hand in the set of 5 people (Annex #11) to each group.
Adjectives order	3. Encourage them to describe the physical appearance of the people in the picture in detail.
Functions	4. Then, give a cartoon picture (Annex #11) to each group and encourage them to describe the picture for the rest of the class.
Describing physical appearances.	
Grammar	POSSIBLE VARIATION:
Simple present	Students take pictures of themselves in advance or provide a social media profile picture to the instructor so the teacher can create digital groups with pictures of different students and assign them to others for them to describe.
Verb be	
Verb have	
Have got	

19

WHAT'S MR. BEAN DOING?

Topic

Describing actions in the moment.

1. Students work in pairs. Tell them they will watch a Mr. Bean video of 4 minutes:

<https://www.youtube.com/watch?v=bJQEVYBS5ew>

Functions

Describing actions using present progressive.

2. Students must sit one in front of the other one. Only one of them will be watching the screen.

Grammar

Present progressive

Positive sentences

3. The student who is watching the video will be describing Mr. Bean actions to the other one. In a simultaneous action (watching-describing), they must use present continuous all through the description.

Example: Mr. Bean is wearing earphones.

He is listening to music and singing.

4. Then, the teacher elicits the sequence of actions from the video out of the ones who weren't watching.

5. Then the students switch places and the activity is repeated with a similar video.

<https://www.youtube.com/watch?v=jxMYcIZstCk>

6. At the end, you can play both videos again just to please the ones who didn't watch one or the other and have fun.

20 MIMICS!

Topic

Describing actions in the moment.

1. Write on the board “They are cooking dinner /She is dancing in a talent show” and briefly review the present progressive tense structure of positive sentences.

Functions

Describing actions using the present continuous.

2. Have students work in 2 groups, they will play mimics, the teacher will give a slip of paper with a positive progressive sentence on it (Annex #12) to the participant in turn while the corresponding group guesses the complete phrase for getting the point in the given time.

Grammar

Present progressive.

Positive sentences structure.

3. By taking turns, both groups participate in the activity.

4. The suggested time per participant is 2 minutes.

21

WHAT ARE THEY DOING?

Topic

Describing actions in the moment.

1. Divide the group in 4.
2. Deliver a picture (Annex #13) to each group.

Functions

Asking and answering questions using present progressive.

3. Encourage students to challenge each other by asking what the people in the picture are doing.
4. After some minutes, rotate the pictures among the groups until every group has had the 4 pictures.

Grammar

Present progressive

22

GAMEBOARD

Topic

Describing actions in the moment.

Functions

Reviewing present progressive.

Grammar

Present progressive

1. Have students work in groups of 5 people.
2. Deliver a table game (Annex #14) and a set of dice to each group. Explain to students, they should take turns for tossing the dice and move through the board. For staying in the spot they must make a positive or negative sentence by using the present continuous tense and the picture.
3. Have them play until someone reaches the finish spot.

23

WHAT ARE YOU DOING THESE DAYS?

Topic	1. Have students work in pairs.
Describing actions in the moment.	2. Give a question-starter card to each one. (Annex #15)
Functions	3. Tell them to ask the questions to each other and any other question that can emerge in the conversation.
Reviewing present tenses.	4. Students should take notes about their partners' answers.
Grammar	5. Encourage students to use present continuous and simple present for answering the questions.
Present progressive	
Simple present	

24

IT'S 12 O'CLOCK! WHERE ARE YOU? WHAT ARE YOU DOING?

Topic

Routines.

Functions

Describing routines.

Grammar

Present progressive

Simple present

1. Write on the board "12 o'clock/Where are you? /What are you doing?"

2. Have students make a circle; explain to them they will do a repetition chain.

3. Choose a person to start, tell him/her to say the starting phrase "It's 12 o'clock..." and then answer the questions on the board "Where are you? What are you doing?" without repeating each other's answers.

Example:

It's 12 o'clock/ I am in my house/ I am cooking my lunch.

4. The next person should repeat his/her partner sentence and add his/her own and so on.

Example:

It's 12 o'clock "Rebeca" is in her house, she is cooking her lunch, I am in the school, I am studying.

5. Tell them you will challenge their memories.

6. If the students forget something, they will be out of the circle.

7. Encourage students to use the correct verb forms, subjects, objects and pronouns when rephrasing their partners' sentences.

25

I CAN PAT MY HEAD AND RUB MY STOMACH, CAN YOU?

Topic

Abilities and possibilities.

1. Pat your head, rub your stomach, and challenge your students to do the same. (optional)

Functions

Using can and can't.

2. Students will work in pairs. Hand in a worksheet with more challenges. (Annex #16) and tell them to take notes about the done and failed challenges.

Grammar

Use of can, can't and but.

3. Ask the students to report the findings by using can and can't.

Example: Rose can't spell her name backwards BUT she can write her name with the left hand.

26 WHO AM I?

Topic

Abilities and possibilities.

1. Students will play Who am I?

2. The subgroup size will depend on the amount of students per group.

Functions

Reviewing can and can't.

3. Give 5 superhero pictures to each group (don't allow them to watch them before their turn). (Annex #17)

Grammar

Use of can and can't.

4. The card should be facing down on the table. Someone in the group pastes a card in the participant's forehead, the participant starts asking "can" questions. The other members of the group must answer yes or no only.

Example: Can I fly? –no, you can't./ Can I lift heavy things? Yes, you can.

5. The participant continues asking until guessing which super hero he/she is.

6. Everyone in each group participates.

27 IMAGE CONSULTING, ROLE-PLAY!

Topic

Clothing, Weather.

1. Have students do a role-play; they will ask for clothing advice to a professional image consultant.

Functions

Asking for and giving advice.

- The client will travel to many different countries around the world.
- The consultant will give pieces of advice about the most suitable clothing stuff to each country or place.

Grammar

Imperatives: like to, want to, have to, need to

28

FASHION CRITICS!

Topic	1. Have students work in groups of three.
Clothing	2. They must look for and choose a famous person full body picture.
Functions	3. Encourage them to criticize the person's outfit while giving advice for improving the committed fashion mistakes.
Asking and giving advice	
Grammar	4. After group work, have students show the picture to their classmates and say the different advice you found out for the person.
Imperatives: like to, want to, have to, need to	

29

WHO AM I TALKING ABOUT?!

Topic

Clothing.

Functions

Describing what people are wearing.

Grammar

S/he is wearing... (a long dress)

The one wearing... (a denim jacket)

The wo/man in... (white pants)

1. Have students work in pairs.

2. Give to each group a picture with several people on it. (Annex # 18)

3. Tell them to describe someone's outfit (from the picture) without saying their name while the rest of the group guesses the person they're referring to.

POSSIBLE VARIATIONS:

- Give a different card to each student and ask them to correct their partner's description based on their own picture.
- Students describe people from the class instead.

30 HOW MUCH IS IT?

Topic

Shopping -Clothing

Functions

Asking and telling prices.

Grammar

How much questions.

Vocabulary

It's on sale, I need a

Bargain.

Verbs: put on, take off, wear, dress up, try it on.

1. Give an item card to each student. (Annex #19)

2. Ask them to check all the item details.

3. Have students sell and buy their products around.

4. Encourage them to use the shopping vocabulary.

31

THE DEPARTMENT STORE

Topic	1. Students will work in groups of 4.
Shopping.	2. Assign to each group a store department
Functions	• WOMEN, MEN, SHOES, BABIES, JEWELRY, HOME
Asking and telling prices.	3. Tell them to organize themselves for bringing labeled items and set their store department in the classroom.
Grammar	4. Encourage them to prepare themselves with the vocabulary as a client and as the clerk.
How much questions.	5. The assigned day, give them some time to rearrange all their stuff and start asking students to buy specific objects in specific departments. For example:
Vocabulary	• Rebeca: go and buy a nice jacket for your mom, remember her color and style preferences.
It's on sale, I need a Bargain.	6. Correct mistakes and create a nice learning environment.
Verbs: put on, take off, wear, dress up, try it on.	POSSIBLE VARIATION: Ask students to buy a complete outfit for a specific activity such as a cocktail party, formal business dinner, a wedding or other.

32

HOT VERBS

Topic

Verbs review.

Functions

Reviewing the simple past verbs.

Grammar

Simple Past .

1. Get a list of verbs in simple form, both regular and irregular.

2. Split the group into two teams.

3. Place a chair in the middle or in front of the classroom. Every team member will have to sit there and provide the past tense of the verb that the teacher randomly gives from the list. Once the student answers the verb, another member sits and does the same; if they don't know the verb, they can pass. Someone from the other group can assist tracking time and keeping score of the correct answers.

4. Every team has 1 minute to answer as many verbs as possible.

POSSIBLE VARIATIONS:

You can repeat roles as many times as you need; this will depend on the group. Also, the time you provide might be different.

33

WHAT DID THEY DO?

Topic

Past activities.

Functions

Reviewing the simple past verbs.

Grammar

Simple Past.

1. Ask a few volunteers to stand in front of the class (or choose a few!).

2. You paste a different card on their foreheads, but do not allow them to see their cards. Every card has a phrase in past. (Annex #20).

3. Each one will have their turn to come in front of the class. The rest of the students have to mime what is on the card as specifically as possible, so their classmate responds to the question “What did they do?” providing the full phrase. The important thing to emphasize here is the past sentence structure.

POSSIBLE VARIATIONS:

Instead of having cards, you can present the phrases digitally in slides every time each student goes in front of the class.

You can also ask the question: “What didn’t they do?”, so the student has to respond more spontaneously with a negative answer.

34

WHAT DID THEY SAY?

Topic	First part:
Past verbs	1. Bring a song with verbs in past (Annex #21 suggests one)
Functions	2. Start by providing a sheet with the lyrics with spaces to fill out.
Recognizing words and phrases and create a story based on them.	3. After checking the answers, divide the class into two teams.
Grammar	Second part:
Simple Past	4. Write different words and phrases from the song randomly all over the board.
	5. Ask for a volunteer of each group to come in front of the class and provide them a marker of a different color. Each student has to stand in front of the board.
	6. Ask the rest of the group to put the lyrics sheet away and play the song one more time. The students in front of the board must mark out the phrases or word in the moment they hear it in the song; only if and when they hear it. Once the phrase has been marked by one of the players, it belongs to their team and can't be marked again. The rest of the group may shout out to their teammate if they listen to one of the phrases.
	7. At the end, every team creates a new song with the words they got.
	POSSIBLE VARIATIONS:
	You may write the words in paper and paste them on the board or a wall, so they grab them.
	Students can create a conversation, a role-play, or even a poem.

35

ONCE UPON A TIME

Topic

Simple Past.

Functions

Creating impromptu stories.

Grammar

Simple Past.

1. Divide the group into teams of three members.
2. Provide each one a set of cards with random pictures. (Annex#22). Each team must distribute the cards among the members without looking at the pictures.
3. Once every member has their cards, they have to start telling a past tense story based on the pictures; every sentence or action they mention with it, must have a sequential logic. They have to place one picture at a time in the middle of the group for everyone to see as they tell the sentence. The person with the card with the phrase “Once upon a time” will be first; the second participant will be the next to take a card and add it a sequential action. The “winner” will be the member who finishes their cards first.



IRREGULAR BINGO!

Topic

Irregular verbs

Functions

Reviewing the simple past verbs.

Grammar

Simple Past.

1. Provide students a bingo board with the past form of different irregular verbs. (Annex #23)

2. You have a list of irregular verbs to take out of a bag/box; these verbs will be in simple form, so students have to identify the past tense of the verbs you call out.

3. You can play individually or in pairs, as many times as you want and as many board variations as you wish.

WHAT NOW?

Let's use this! We know you have plenty of great ideas; certainly, these are just a few activities we've implemented along our way as English instructors; you've definitely used one or two, or maybe more! But has it ever happened to you that, over the years, you get so overwhelmed with work and personal activities that you tend to get a little creatively-stuck and even had trouble remembering activities you previously used? We definitely have! So, what we expect from this booklet is for you to have a set of ready to use activities with the material you need for it, so you can help your students gain confidence in their path of speaking English.

Even though these activities have been developed based on the syllabus from the project ED-2884 from UCR Pacific Campus, you can completely vary them according to your needs and class, and even for teaching other languages.

We certainly hope these can be used and modified as you please, but especially, that they can be used as a resourceful tool in your daily teaching routine, for the sake of your class objectives and your students. Feel free to cut the annexes and use them at your best convenience!

CUTTABLE ANNEXES

ANNEX #1

WHAT'S YOUR NAME?

1. What's your name?
2. What are your favorite colors?
3. What's your phone number?
4. What's your middle name?
5. What are your last names?
6. What's your nationality?
7. What's your ID?

IMPORTANT:

It is:
It's
Singular

They are:
they're
Plural

**POSSESSIVE
ADJECTIVES**

His: male
Her: female

ANNEX #2

OH MY GOD! ARE YOU...?



Name:
Johnny Depp
(John Christopher Depp II)

Age: 57
Country: USA
Lives: USA



Name:
George Clooney
(George Timothy Clooney)

Age: 59
Country: USA
Lives: USA



Name:
Jackie Chan

Age: 66
Country: China
Lives: Hong Kong



Name:
Brad Pitt
(William Bradley Pitt)

Born: 57
Country: USA
Lives: USA



Name :
Leonardo DiCaprio
(Leonardo Wilhelm DiCaprio)

Age: 46
Country: USA
Lives: USA



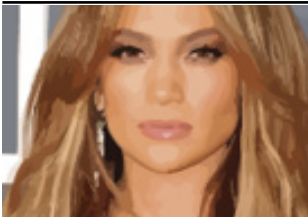
Name:
Pope Francis
(Jorge Mario Bergoglio)

Age: 84
Country: Argentine
Lives: Rome



Name:
Tom Cruise
(Thomas Cruise Mapother IV)

Age: 58
Country: USA
Lives: USA



Name :
Jennifer Lopez
(Jennifer Lynn López)

Age: 50
Country: USA
Lives: USA



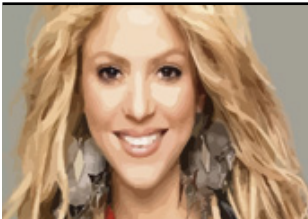
Name:
Mel Gibson

Age: 63
Country: USA
Lives: USA



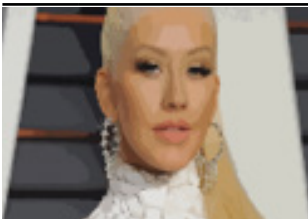
Name:
Cristiano Ronaldo.
(Cristiano Ronaldo dos Santos Aveiro)

Age: 34
Country: Portugal
Lives: Spain



Name:
Shakira
(Shakira Isabel Mebarak Ripoll)

Age: 43
Country: Colombia
Lives: Spain



Name:
Christina Aguilera
(Christina Maria Aguilera)

Age: 40
Country :USA
Lives: USA



Name:
Madonna
(Madonna Louise Ciccone)

Age: 62
Country: USA
Lives: USA



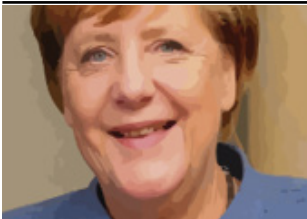
Name:
Nicolas Maduro Moros.

Age: 58
Country: Venezuela
Lives: Venezuela



Name:
Maribel Rocío Fernández García

Age: 61
Country: Costa Rica
Lives: Mexico



Name:
Angela Dorothea Merkel

Age: 66
Country: Germany
Lives: Berlin



Name :
Britney Jean Spears

Born : 39
Country : USA
Lives : USA



Name:
Neymar da Silva Santos Júnior

Age: 28
Country: Brazil
Lives: Paris



Name:
Laura Pausini

Age: 46
Country: Italy
Lives: Italy



Name:
David Beckham.
(David Robert Joseph Beckham)

Age: 45
Country: England
Lives: England/USA



Name:
Ana Maria Polo Gonzalez

Age: 61
Country: Cuba
Lives: USA



Name:
Franklin Ramón Chang-Díaz

Age: 70
Country: C. R.
Lives: Costa Rica



Name:
Queen Elizabeth II, Elizabeth
Alexandra Mary Windsor

Age: 94
Country: Great Britain
Lives: London



Name:
Matthew Steven LeBlanc,
Matt LeBlanc

Age: 53
Country: USA
Lives: USA

ANNEX #3

IS YOUR BIRTHDAY ON MAY 23rd?

Wh-QUESTIONS	Yes/no Question
1. What's your favorite TV show?	
2. When's your birthday?	
3. How old are you?	
4. What's your e-mail address?	
5. Where do you live?	
6. What's your last name?	
7. Why are you studying English?	

IMPORTANT STRUCTURES:

WH-QUESTIONS

Wh-word
+verb be
+subject
+complement?

YES/NO QUESTIONS

Verb be +
subject +
+complement?

ANNEX #4

SPELLING – SUPER BOWL

ROXANA	SPORTS
SURNAME	BRITISH
FAVORITE	ARAYA
AMERICAN	PORTUGUESE
LORENA	NATIONALITY
AGE	WORK
STUDENT	GOOD MORNING
ALPHABET	JAPANESE
ENGLISH	YORLENY
COUNTRY	MAUREN
SEE YOU LATER	RODRIGUEZ
SPANISH	LAST NAME
ITALY	CANADIAN

EXTRA WORDS FOR TIES (DON'T SHOW THESE WORDS TO THE STUDENTS)

GERMANY- XIOMARA-ALVARADO

ANNEX #5

BINGO!

Bingo caller's cards
Cut them up and put them in a bowl or bag.

Babies

Baby

Box

Boxes

Child

Children

Deer

Duck

Ducks

Wolf

Wolves

Penny

Pennies

Sheep

Snake

Snakes

Sandwich

Sandwiches

















ANNEX #6

WHAT'S IN YOUR BAG?



NOTES:

WHAT'S IN YOUR BAG?

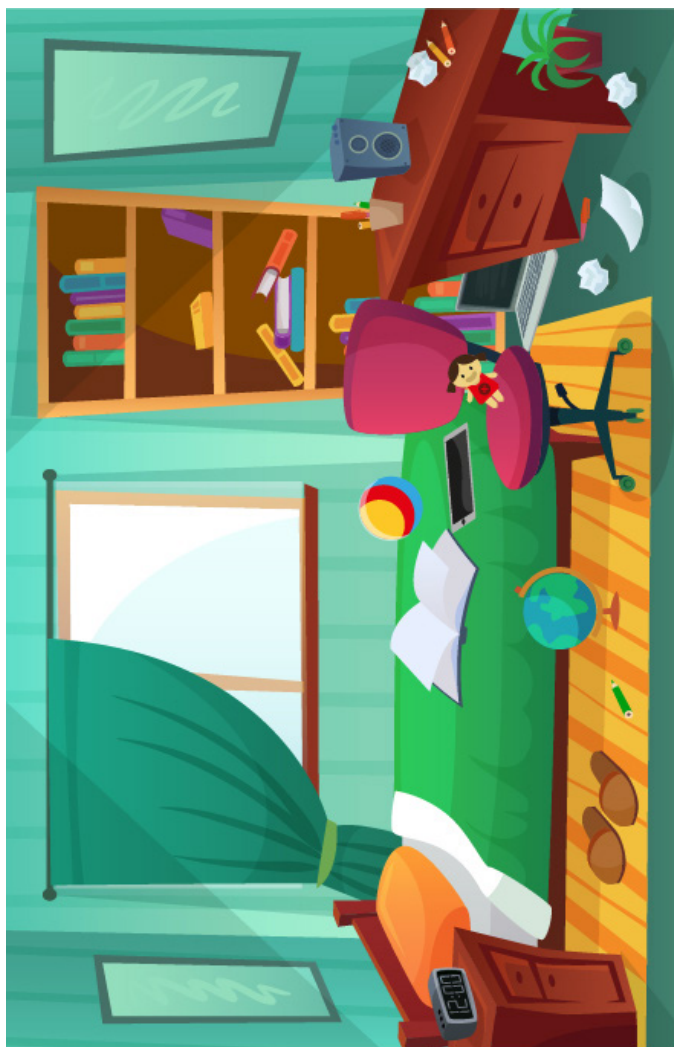


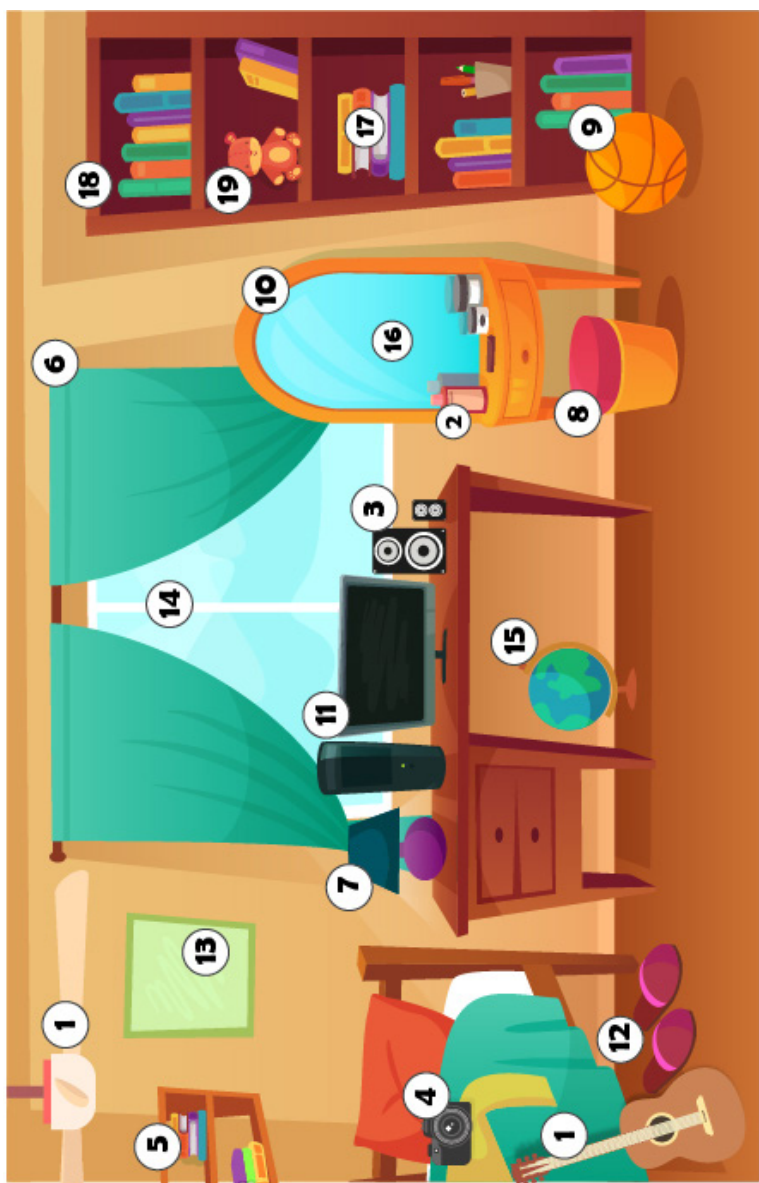
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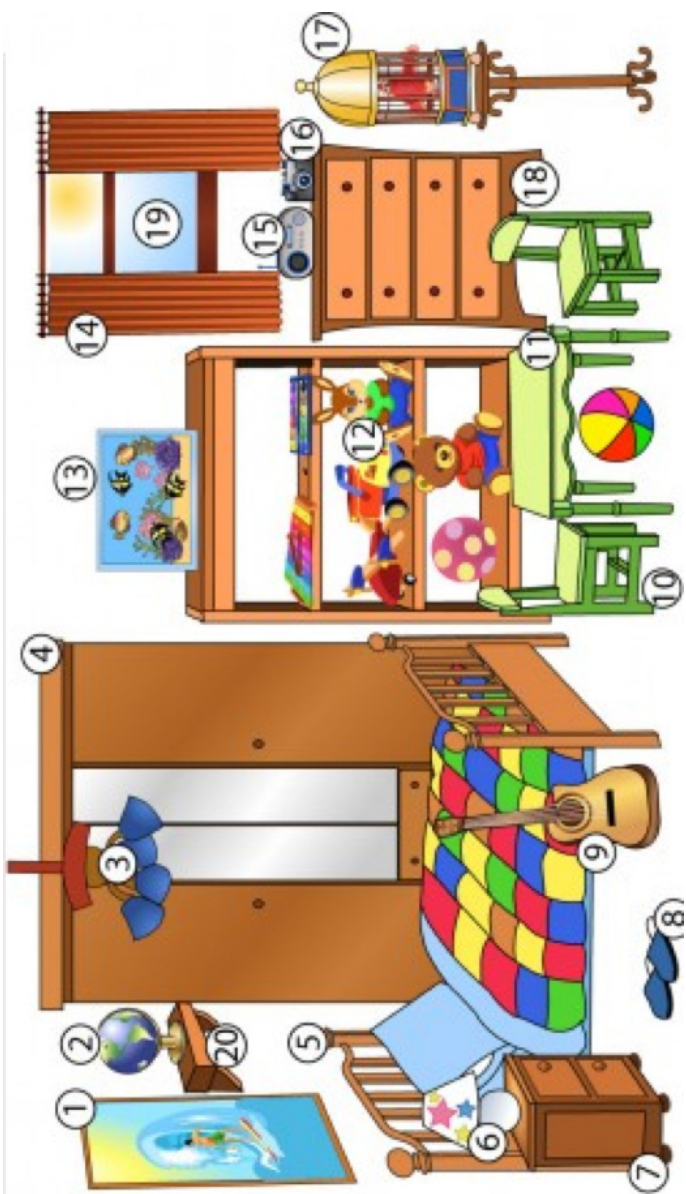
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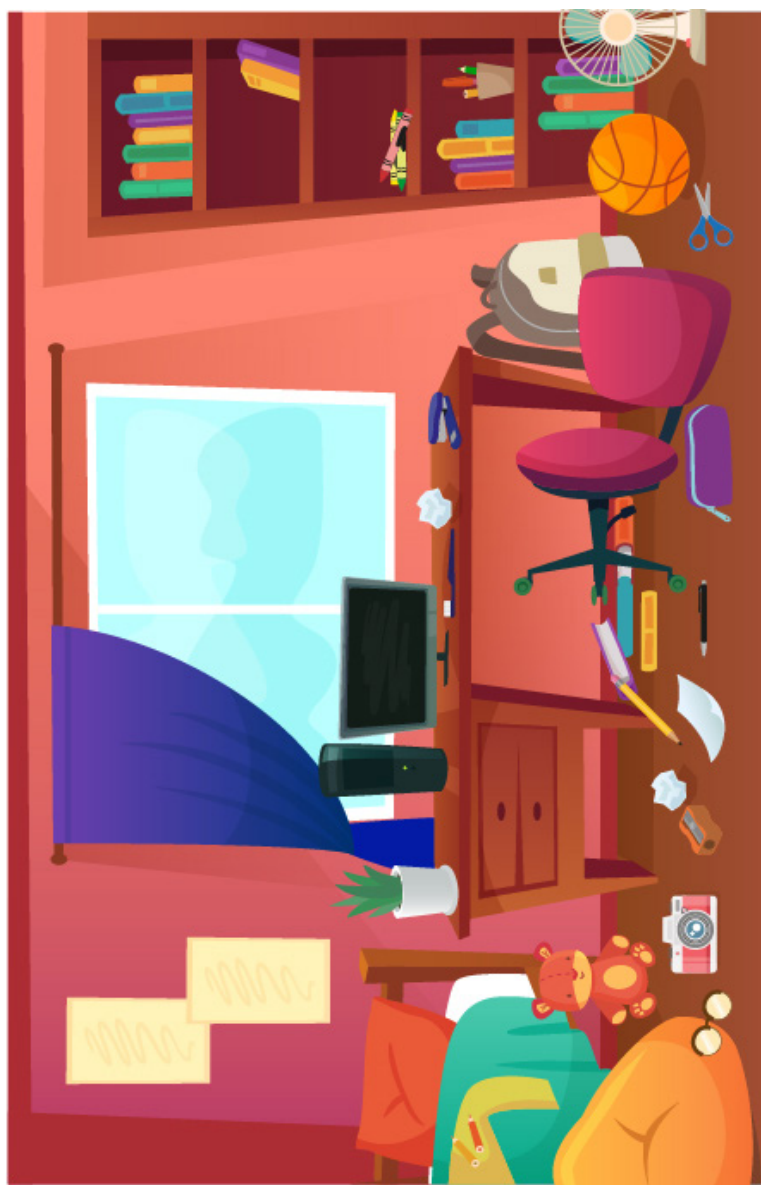
ANNEX #7

WHAT A MESS! WHERE ARE MY SHOES?











ANNEX #8

FIND SOMEONE WHO...

1. Goes to the gym every week

Name Yes/no Question Extra Information

2. Always eats healthy breakfast.

Name Yes/no Question Extra Information

3. Works more than eight hours per day.

Name Yes/no Question Extra Information

4. Studies at least 30 minutes per week.

Name Yes/no Question Extra Information

5. Speaks with his/her mother every morning.

Name Yes/no Question Extra Information

6. Takes a shower more than two times per day.

Name Yes/no Question Extra Information

7. Sleeps less than

Name Yes/no Question Extra Information

8. Drives to work or school.

Name Yes/no Question Extra Information

9. Has 2 or more dogs.

Name Yes/no Question Extra Information

10. Is under 20 years old-

Name Yes/no Question Extra Information

11. Is married.

Name Yes/no Question Extra Information

ANNEX #9

SCHEDULES

Use the spaces in the schedule to write two or three activities and the time you normally do them.

	From 6:00 am to 11:30 am In the Morning	From 12:00 md to 5:30 pm In the afternoon	From 6:00 pm to 10:00 pm At night
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			
SATURDAY			
SUNDAY			

ANNEX #10

WHAT TIME IS IT?

SUPER MARKET CLOSE	CONCERT START	ENGLISH CLASS BEGIN	ENGLISH CLASS FINISH
8:45 PM	6:00 PM	5:30 PM	9:15 PM
BUTCHERY OPEN	WAKE UP	SOCCER MATCH START	WORK BEGIN
6:20 AM	8:05 AM	3:50 PM	10:35 AM
EXERCISE	GYM OPEN	BAKERY CLOSE	DANCE CLASS BEGIN
10:40 PM	5:55 AM	7:10 PM	11:25 AM
THE SOAP OPERA START	DO HOMEWORK	GO TO BED	HAVE DINNER
NOON	4:50 PM	11:40 PM	8:15PM
HAVE BREAKFAST	TAKE SHOWER	CHURCH SERVICE END	POOL PARTY START
6:05AM	5:35AM	3:30PM	11:50AM
LEAVE HOME	GROCERY STORE CLOSE	TALK SHOW START	MEETING END
7:00 AM	1:20PM	9:45 AM	6:00PM

ANNEX #11

DESCRIBING PEOPLE



ANNEX #12

MIMICS!

Cut the slips of paper and mix them in a bowl.

They are relaxing on
the beach.

He is washing
his car.

I am cooking
a steak.

He is singing
in the shower.

We are going
to bed.

We are flying
a kite.

They are speaking
Japanese.

They are playing
basketball.

They are
playing chess.

She is doing yoga.

I am washing
my hair.

She is studying
English.

He is waiting
for a bus.

I am riding my
motorcycle.

He is watching
a soap opera.

We are listening
to pop music.

She is sending
an e-mail.

We are driving
to school.

They are having
a party.

They are having dinner
in a restaurant.

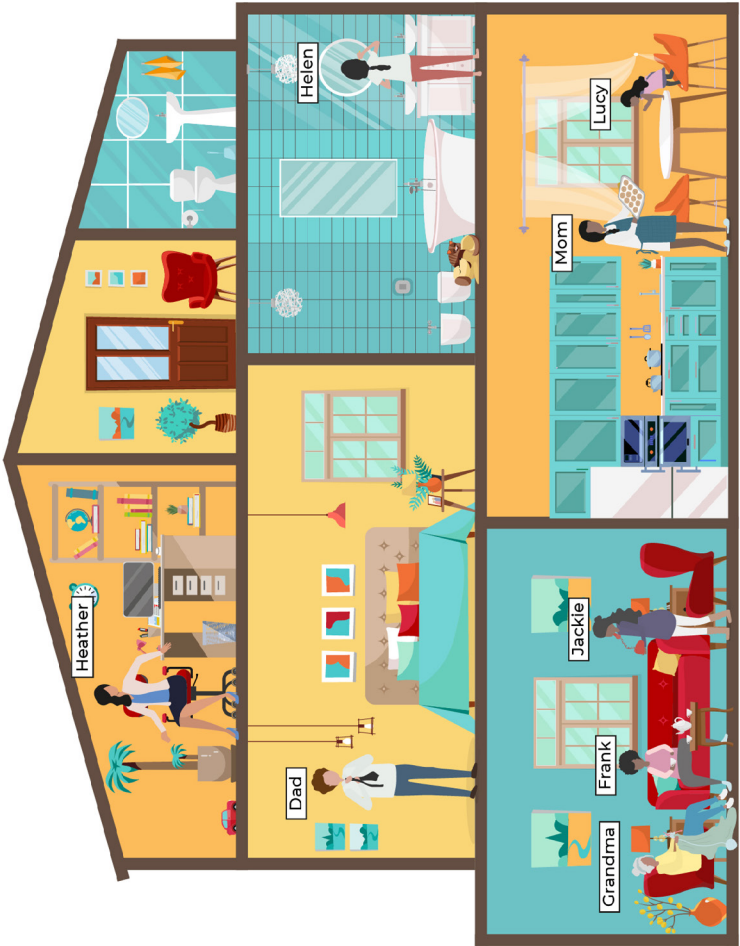
I am playing
the piano.

ANNEX #13

WHAT ARE THEY DOING?



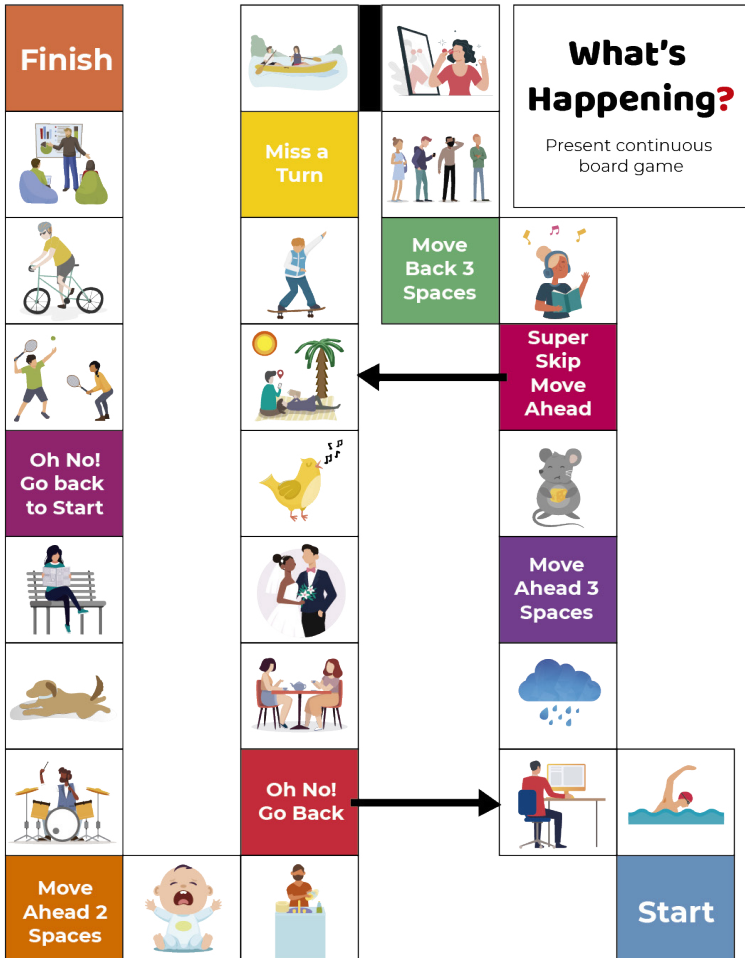






ANNEX #14

GAMEBOARD



ANNEX #15

WHAT ARE YOU DOING THESE DAYS?

STUDENT A

1. What are you doing this year to improve yourself?
2. What do you think your best friend is doing right now?
3. Are you reading any interesting books these days? Which ones?
4. What TV shows are you watching now?
5. Think of your favorite celebrity. What do you think they are doing right now?

STUDENT B

1. Who are you hanging out with a lot these days?
2. What projects are you working on this week?
3. What are you studying these days?
4. Show your partner a picture on your phone. Describe what is happening in the photo.
5. What is your favorite sports team? How are they doing this season?

ANNEX #16

I CAN PAT MY HEAD AND RUB MY STOMACH, CAN YOU?

Can you...	Notes:
1. mention the name of 7 of your partners?	
2. write your name with your left hand. (left-handed ones use right hand and vice versa)?	
3. spell your name backwards?	
4. make a paper boat?	
5. move your ears?	
6. say 10 English words in 20 seconds?	
7. draw a square with the right hand and a circle with the left hand simultaneously?	

ANNEX #17

WHO AM I?



Black Widow



Captain America



Flash



Thor



Batman



Hulk



Iron man



Superman



Wonder Woman



Wolverine

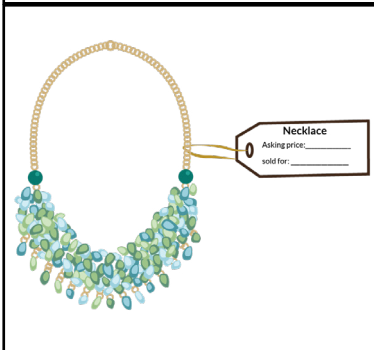
ANNEX #18

WHO AM I TALKING ABOUT?



ANNEX #19

HOW MUCH IS IT?











ANNEX #20
WHAT DID THEY DO?

WOKE - UP
LATE

DRANK
COFFEE

SWAM IN A
POOL

SANG IN A
KARAOKE

FOUND
MONEY

DROVE A
CAR

WROTE A
BOOK

RODE A
BIKE

TOOK A
PICTURE

ATE ICE-
CREAM

ANNEX #21

WHAT DID THEY SAY?

<https://www.youtube.com/watch?v=NJWBIe0N90>

“Who knew”

PINK

You _____ my hand, you _____ me how

You _____ me you'd be around

Uh huh, That's right

I _____ your words

And I _____ in everything

You _____ to me

Yeah huh. That's right

If someone _____ three years from now

You'd be long gone

I'd stand up and punch them out

'Cause they're all wrong

I know better

'Cause you _____ forever

And ever... Who knew

Remember when we _____ such fools
And so convinced and just too cool
Oh no...No no

I wish I could touch you again
I wish I could still call you friend
I'd give anything

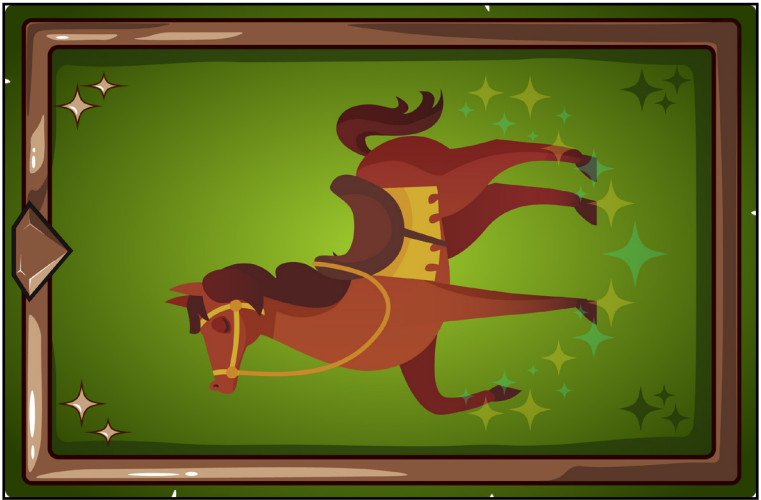
When someone _____ count your blessings now
For they're long gone
I guess I just _____ how
I _____ all wrong
They _____ better
Still you _____ forever
And ever...Who knew...Yeah yeah

I'll keep you locked in my head
Until we meet again. Until we... Until we meet again
And I won't forget you my friend, what _____

ANNEX #22

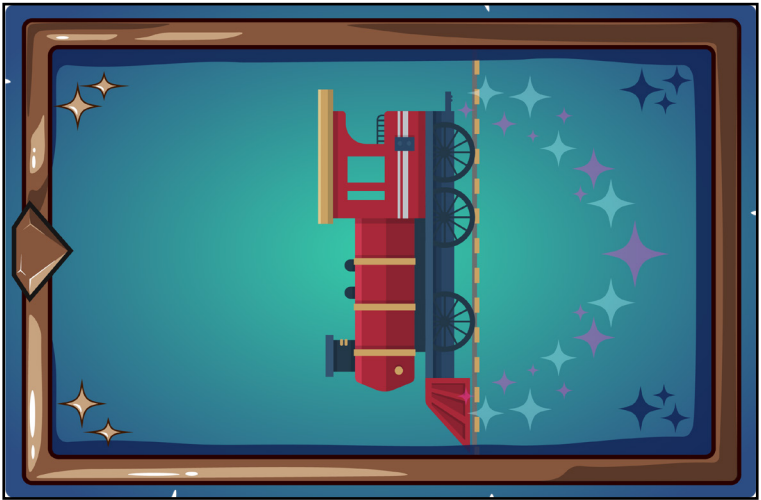
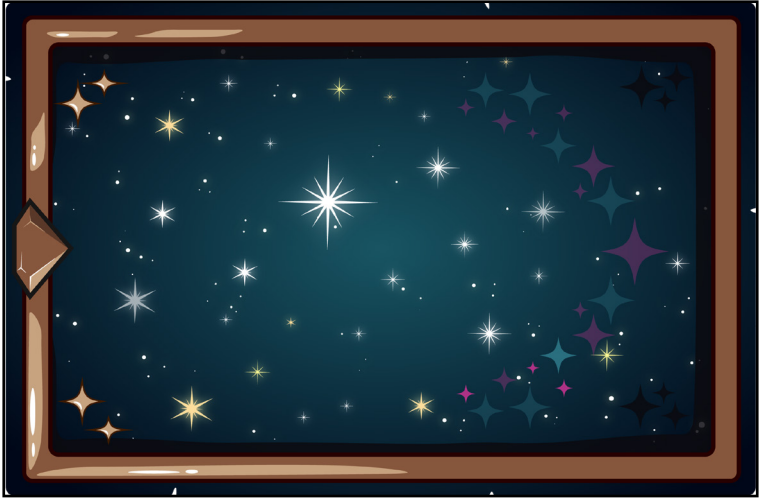
ONCE UPON A TIME



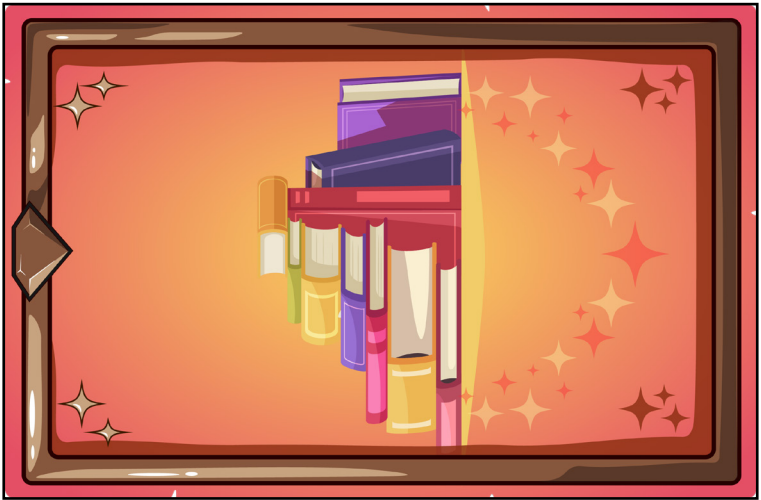
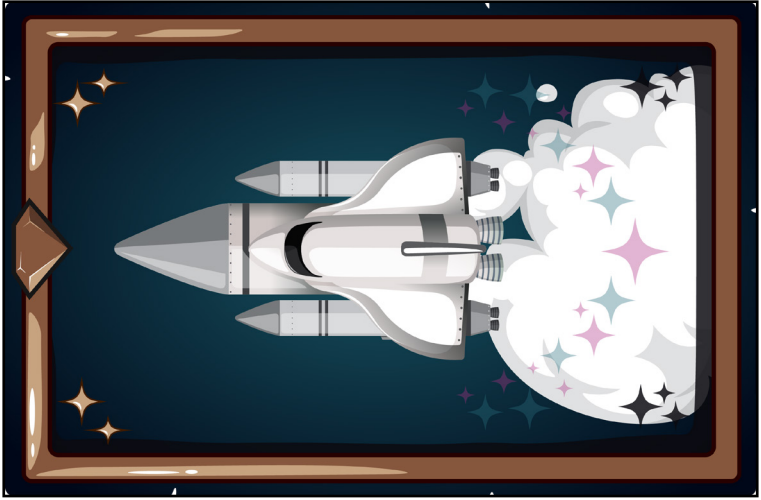












ANNEX #23

IRREGULAR BINGO BOARDS

B	I	N	G	O
WROTE	BUILT	FOUND	SAW	BEGAN
FORGOT	FOUGHT	WOKE	BROUGHT	SPENT
WON	BROKE	SLEPT	TOLD	GOT
CAME	HEARD	SAT	CUT	MET
THOUGHT	UNDERSTOOD	MADE	HAD	SPOKE

B	I	N	G	O
FELT	CUT	WORE	FED	FOUND
MET	HEARD	HAD	SOLD	BOUGHT
CAUGHT	DROVE	LEFT	SAID	BUILT
SPOKE	SAT	CAME	TAUGHT	SLEPT
SPENT	FOUGHT	PUT	UNDERSTOOD	MADE

B	I	N	G	O
FELL	SOLD	DID	FELT	HAD
PUT	WAS/WERE	TOLD	DROVE	WENT
PAID	RAN	SWAM	DRANK	ROSE
WROTE	HEARD	WON	CAUGHT	BUILT
SAW	SPENT	CAME	WORE	FOUGHT

B	I	N	G	O
PAID	MADE	BEGAN	LEFT	SPOKE
SHOOK	FELL	CUT	ATE	BROKE
BUILT	FOUND	STOLE	FELT	HAD
CAUGHT	DROVE	TOLD	SOLD	SPENT
DRANK	BROUGHT	WOKE	WON	HEARD

B	I	N	G	O
HEARD	CAME	THOUGHT	TAUGHT	PAID
TOLD	SWAM	GAVE	UNDERSTOOD	RODE
CUT	HAD	WOKE	MADE	FOUND
DID	WROTE	FELT	PUT	FORGOT
DRANK	GOT	SPENT	FOUGHT	SAT

B	I	N	G	O
WENT	SAID	SAW	LEFT	BUILT
SPENT	WAS/WERE	SAT	LOST	SLEPT
GAVE	ROSE	MADE	RODE	SHOOK
BOUGHT	PAID	PUT	HAD	MET
HEARD	BROKE	CAME	WORE	RAN

B	I	N	G	O
WOKE	DID	FORGOT	DROVE	STOLE
ATE	THOUGHT	SHOOK	BUILT	FOUND
MET	FELT	SPENT	CAUGHT	WAS/WERE
RODE	BEGAN	GAVE	SOLD	SAW
LEFT	ROSE	BROKE	HEARD	BROUGHT

B	I	N	G	O
TOLD	SPOKE	MADE	CUT	WROTE
STOOD	FORGOT	CAME	DRANK	LEFT
RAN	BUILT	SAID	HEARD	TAUGHT
GAVE	WENT	RODE	PAID	PUT
SPENT	HAD	FED	SWAM	SHOOK

B	I	N	G	O
RODE	DROVE	CAUGHT	BROKE	DID
FED	THOUGHT	CUT	RAN	LET
PUT	UNDERSTOOD	WORE	BUILT	SAW
MADE	HEARD	PAID	CHOSE	WOKE
FORGOT	SPOKE	FOUGHT	TOLD	BEGAN

B	I	N	G	O
WROTE	CUT	RODE	HAD	MET
SLEPT	LEFT	GOT	SOLD	SHOOK
GAVE	ATE	TAUGHT	BROKE	BOUGHT
SAT	TOLD	LOST	WON	FED
CHOSE	PAID	DRANK	HEARD	WENT

B	I	N	G	O
SWAM	CAUGHT	SHOOK	MADE	ROSE
THOUGHT	SLEPT	SAID	LOST	FOUGHT
CUT	ATE	CHOSE	GAVE	PUT
RODE	LET	FELL	SOLD	HAD
DRANK	DID	SAW	WROTE	CAME

B	I	N	G	O
BROKE	UNDERSTOOD	ROSE	LET	BEGAN
SHOOK	LEFT	PAID	MADE	STOLE
BUILT	WORE	RAN	TAUGHT	GOT
GAVE	BOUGHT	SLEPT	RODE	FELL
WROTE	WAS/WERE	CHOSE	HEARD	DROVE

B	I	N	G	O
ROSE	BUILT	SWAM	BROKE	LOST
SOLD	GAVE	CAUGHT	RAN	DID
HEARD	TAUGHT	TOLD	CUT	FED
CAME	WENT	HAD	THOUGHT	ATE
UNDERSTOOD	STOLE	BOUGHT	MADE	FELT

B	I	N	G	O
RAN	WENT	BUILT	LEFT	PAID
BROUGHT	STOOD	HAD	DRANK	SWAM
SHOOK	PUT	BEGAN	LET	FOUGHT
MET	MADE	SLEPT	CHOSE	WAS/WERE
DID	BROKE	THOUGHT	HEARD	CAUGHT

B	I	N	G	O
DRANK	RODE	BEGAN	ROSE	SHOOK
ATE	CUT	STOOD	SAW	UNDERSTOOD
TAUGHT	SOLD	PAID	LET	LEFT
WORE	HAD	RAN	STOLE	CHOSE
WON	DROVE	BROUGHT	MADE	BUILT

B	I	N	G	O
BROUGHT	FOUGHT	LEFT	CAME	CAUGHT
WENT	SAID	WAS/WERE	GOT	ROSE
PUT	FED	SAT	STOLE	SPENT
CHOSE	HEARD	BROKE	CUT	PAID
BEGAN	LET	LOST	SOLD	STOOD

BINGO VERB LIST

CUT	SIT	SLEEP	TEACH
LET	FEED	FIGHT	THINK
PUT	MEET	SELL	HAVE
BUILD	GET	TELL	PAY
SPEND	UNDERSTAND	LEAVE	MAKE
SAY	STAND	BRING	HEAR
WIN	FIND	BUY	BREAK
LOSE	FEEL	CATCH	RUN
WAKE	SWIM	RISE	SEE
CHOOSE	DRIVE	WRITE	EAT
STEAL	BE	SHAKE	FALL
FORGET	SPEAK	DO	GIVE
WEAR	BEGIN	GO	RIDE
DRINK	COME		







