



# ACTIVIDADES DE CLASE PARA AUXILIARES DE CONVERSACIÓN

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# Activities Purpose

- Why are the activities necessary?
- What are the activities for?

To supply direct contact with the target language (English) and its culture, traditions, history, etc.





## HOW

- With constant interaction with the students depending on their level (using mimic, drawings, questions, repetition drills, etc), lifting up the pages whenever is possible...

## FINAL OBJECTIVE

- Make all the activities

**A FUN EXPERIENCE!!!**

- No matter what, ENJOY!!!



HAVE THE CHANCE AND  
ENJOY THE FACT THAT...



YOU ARE **NOT**



THE BORING TEACHER



STUDENTS USUALLY  
HAVE!!!





# TYPES OF EXERCISES

(along with Role-Plays and Teamwork)

- Icebreakers and Welcoming Activities
- Warmers and fillers
- With Newspapers
- With Articles
- With Songs (or videoclips)
- With Readers
- With TV, Video and the Radio
- With OverHead Projector and Transparencies...
- ...



# RESOURCES

Media: press, TV, Radio and...

# INTERNET

SOFTWARE EXAMPLES TO CAPTURE AND EDIT IMAGES, VIDEOS AND AUDIO:

- Audacity (for audio): <http://audacity.sourceforge.net/>
- Zdsoft Screen Recorder: <http://zd-software.com/> or SnapzPro (for Mac)
- Atube Capturer: <http://atube-catcher.sourceforge.net/>

# ICEBREAKERS / welcoming activities

## Ball Game

Level Pre-Intermediate onwards

Activity type Whole class

Equipment/Materials a ball

Warm up the students by playing “catch” briefly in the classroom.

- When the ball comes back to you, say, “I’m Angel and I like playing with dolls.”
- Throw the ball to another student and, using gestures, make it clear that this person is now to introduce yourself and him/herself to the class, using a similar phrase for example, “This is Angel, he likes playing with cars and I’m Juan and I enjoy going to the movies.”
- This person then throws the ball to another member of the group who introduces those in the chain before them, before introducing themselves and throwing the ball on.
- This pattern continues until everyone has been introduced.

# ICEBREAKERS / welcoming activities

## Famous Person Labels

Level	Elementary to Intermediate
Activity type	Mingle/open space activity
Equipment/Materials	labels

- Draw up a list of famous people whose names will be familiar to your students. Write one of these names on a sticky label for each student in the class.
- Ask the students to stand with their backs to you and place one label on each back. Allow the students to turn, mingle and examine each other's labels. Explain that the aim of the activity is to discover their new identity using only Yes/no questions, for example, "Am I a man?"
- The same person can go on asking until the answer is *no*.



# ICEBREAKERS / welcoming activities

## Conversation Dice

Level	Elementary onwards
Activity type	Whole class
Equipment/Materials	A set of dice

- Prepare a list of tasks corresponding to the numbers on the dice, for example:
- 4 = Tell the group about your family.
- 5 = Ask someone about their hobbies.
- The students take it in turns to throw the dice. Each time they throw, they have to perform the task on the list that you have prepared. If a student throws the same number twice, he or she can either throw the dice again, or give more information.

# WARMERS AND FILLERS

## One-Word Story

Level	All levels
Activity type	Whole class
Equipment/Materials	Scrap paper

- This activity works best when the students are seated in a circle, or horseshoe, with desks in front of them.
- Explain to the students that they are going to tell a story, but that they are only allowed to contribute one word at a time. Begin the story yourself with the word *the*.
- Ask the first student to continue the story with the next word, and so on. Correct any mistakes as they occur by using gesture.

# WARMERS AND FILLERS

## First Letter, Last Letter

Level	Elementary to Intermediate
Activity type	Mingle/competitive activity
Equipment/Materials	None

- Ask the students to stand in a circle. Tell one student to say any word at all.
- Tell the student to his or her left to say a word that begins with the last letter of the previous word, the next student continues in the same manner, for example, ***peach*** ... ***house*** ... ***engineer*** ...
- To make the activity into a game, give students a five-second limit to each word. If they do not say an appropriate word in the time allowed, they have to leave the circle.

# WARMERS AND FILLERS

## Alphabet Race

Level	Elementary onwards
Activity type	Competitive activity / game
Equipment/Materials	None
<ul style="list-style-type: none"><li>• Put the students into pairs or small groups. Ask one student in each group to write the alphabet vertically down the side of a piece of paper (or you may wish to photocopy some sheets in advance).</li><li>• Write a topic on the board and give the students a time limit. They have to write one word related to that topic beginning with each letter of the alphabet. The group with the most words wins.</li></ul>	

# WARMERS AND FILLERS

## Just a minute

Level	Intermediate onwards
Activity type	Competitive activity / game
Equipment/Materials	A watch; cards

- Write on cards some topics that your class will feel confident talking about, for example *My house*, *My last holiday*.
- Ask a more confident student to take a card at random and read the topic aloud to the group. Explain that the aim of the game is for this student to talk on this subject for one minute without hesitating or making a serious grammatical error.
- Tell the other students to challenge if they feel that rules have been broken.
- Continue the game with another student and a new topic card.



# WARMERS AND FILLERS

## Class expert

Level	Intermediate onwards
Activity type	Whole class
Equipment/Materials	None

- Ask the class to think about subjects or topic areas which they, as individuals, know a lot about, for example: fishing, banking...
- On a list, each student write their topic next to their name. Explain that over the coming weeks, you would like the students to take it in turns to answer questions on their chosen area.
- If you wish to extend the activity, ask the students to write down, on a piece of paper, anything new that they have learnt during the session. They should hand these slips to the expert for checking.

# WARMERS AND FILLERS

## Taxi Ride

Level	All levels
Activity type	Pairwork
Equipment/Materials	None

- Put the students into pairs. Ask them to sit side by side and imagine that they are in a taxi.
- Tell the student on the left that their aim is to keep the conversation going for a given time.

# NEWSPAPERS

## Present a Newspaper

Level	Elementary to Intermediate
Activity type	Groupwork
Equipment/Materials	None
Plus...	One different newspaper for every three or

- Four students in the class
- Pre-teach any essential newspaper vocabulary, for example *column, article, feature, caption, headline*.
- Put the students into small groups and give each group a different newspaper.
- Tell them to analyse all the different sections of the newspaper to see how much column space is allocated to different topic areas and how much advertising there is.
- The students then present the description of the newspaper that they have been examining to the class.

# NEWSPAPERS

Spot the Paper

Level	Intermediate onwards
Activity type	Groupwork
Equipment/Materials	Photocopies of four or five newspaper articles, each from a different newspaper

- Give your students a selection of perhaps five articles. You may wish to omit the headlines.
- Tell them to skim the articles and decide which British newspaper they are taken from, supporting their decision using their own knowledge of the press.
- Alternatively this can be played as a gambling game.

# ARTICLES

## Style and Register

Level	Intermediate onwards
Activity type	Pairwork/groupwork
Equipment/Materials	Photocopies, two newspaper articles, and a simple table

- Choose two articles from two newspapers, both on the same subject but differing in terms of style and register. Before the lesson, produce a table consisting of three vertical columns headed “Information contained only in article A”, “Information contained only in article B” and “Information contained in articles A and B”.
- Put the class into two groups: group A and group B. Give each student in group A a copy of article A, and each student of group B a copy of article B. Ask the students to read the whole of their article individually and resolve any problems, either by discussion, within their group or by using a dictionary.
- At the end of this stage put students into AB pairs. Give each pair a table to fill in. When they have finished ask them to select some of the items they have written in the column “Information contained in articles A and B”. Ask them to underline the phrases that express these items. Discuss the differences in language.



# [ ARTICLES

## Film Reviews ]

Level	Pre-Intermediate onwards
Activity type	Groupwork
Equipment/Materials	Photocopies
Plus...	a selection of film reviews

- Select four or five reviews of current cinema releases. They should be similar in length. Photocopy one copy of each for every student.
- Put the class into groups of four or five (depending on the number of reviews you have). Give each student a different film review. Allow the students time to read the reviews.
- Take back the reviews. Tell the students that each group is going out to see a film together; they have to decide which film they want to see. Students discuss the films and negotiate a plan for the evening.
- Each group then tells the class which film they have chosen and why.

# ARTICLES

## Agony aunts

Level

Pre-Intermediate onwards

Activity type

Pairwork

Equipment/Materials: A problem page from a magazine or newspaper

- Take a problem page that has a variety of problem letters and replies giving advice. Cut the page up, so that each letter and each reply is now separate. Paste these onto a piece of paper in a random order; however, omit three of the replies and photocopy these onto another piece of paper.
- Finally, photocopy both pasted up pages, one for each pair of students in the class. Hand out the photocopies with the letters and answers (but not the photocopy of the three replies) and ask each pair of students to match them. Explain that there are three letters that do not yet have any replies.
- Check the matching exercise as a class.
- Explain to the students that they are now working as “agony aunts” for the same newspaper. Working in pairs, they are to write the replies to the three unanswered letters. When the students have finished their replies, put these up around the class and encourage them to read each other’s. At the end of the lesson, hand out the real agony aunt replies for the students to compare with their own.

# SONGS

## Line-by-Line Mingle

Level	Beginner to Intermediate
Activity type	Mingle/open space activity
Equipment/Materials	Single cassette player; photocopies; a recording of a song and a cut-up text

- Photocopy the lyrics of a song and cut up the song line by line.
- Give each line to a different student.
- Ask the students to stand up and to stand in a line in the correct sequence, in order to form the lines of the song, in the correct order.
- When the students have finished jostling for position, play the song and see if the students want to move. You may need to do this more than once.
- Once the lines are in order, students should read the song aloud, saying one line each. They could even sing it, but don't count on it!

# SONGS

## Split Song

**Level**

**All levels**

**Activity type**

**Pairwork**

**Equipment/Materials**

**Single cassette player; photocopies**

**Plus...**

**A recording of a song and the words**

- **Choose a song and type it up. Make two copies, one with the odd numbered lines gapped and the even numbered lines complete (copy A), and the other with the even numbered lines gapped and the odd numbered lines complete (copy B). Make one copy of either A or B for each student.**
- **Play the song through once. Ask students one or two questions about it.**
- **Split the class into pairs, giving one member of each pair copy A, and the other copy B. Play the song again, pausing every few lines. Ask the students to complete the gapped lines individually.**
- **When the dictation is finished, students check the answers with their partners.**

# READERS

## Movie Screenplay

Level	Pre-Intermediate onwards
Activity type	Groupwork
Equipment/Materials	Photocopies

- ❑ Find three or four passages in the book with dramatic possibilities. These may be key scenes, involving several of the main characters. Photocopy each passage for the number of students in each group
- ❑ Divide the class into three or four groups. You may wish to vary the size of the groups depending on the number of characters in each scene. Give each group one of the passages. Ask them to read it, and to discuss what has happened up to that point in the story.
- ❑ The students then work in their groups to produce a screenplay for their scene, imagining that they are filming this episode. They draw up a list of characters, invent dialogue and could even discuss possible sound effects.
- ❑ When they have worked together on their screenplays, they cast the different character roles within their own group. They then rehearse the scene for a short time.
- ❑ Finally each group performs their scene for the rest of the class.



# READERS

## Reviews

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Level	Intermediate onwards
Activity type	Homework (optional)
Equipment/Materials	Photocopies
Plus...	one or two book reviews

- ☐ Look at one or two book reviews in class, discussing any issues of style and language.
  - ☐ Ask each student to produce a review of the book that he or she is reading for the other students in the class.
  - ☐ These reviews are then made available for everybody to read. They may be displayed in the classroom or in the school library, or they may be put into a reviews file so that any student can consult them.
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# RADIO

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## How many Stories?

Level	Elementary and Pre-intermediate
Activity type	Pairwork
Equipment/Materials	Single cassette player
Plus...	A radio news broadcast

- Choose a fairly briskly-paced news broadcast, which will inevitably be too difficult for your students.
- Put the students into pairs, and ask them to brainstorm anything that is likely to be in that day's international news.
- Tell them that you are going to play them a news summary in English. They have to tell you, at the end of the broadcast, how many stories there were today in the news.
- Play the news again, this time asking the students to note down the subject of each news story.

# RADIO

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## **Good Interviewer?**

Level	Pre-intermediate onwards
Activity type (optional)	Pairwork / groupwork
Equipment/Materials	Single cassette player
Plus...	A radio broadcast

- Record a radio interview with a famous person.
- Tell your students that they are about to listen to an interview with this person. Put them into pairs or small groups and ask them to write any questions which have been answered.
- Play the interview. The students should tick any questions which have been answered.

# TV AND VIDEO

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## Using the Pause Button

Level	All levels
Activity type	whole class
Equipment/Materials	Single Video player
Plus...	A video

- Use the pause button to freeze-frame the picture.
- Use this to create an opportunity for discussion of what has just happened, what is going to happen and a detailed description of what is on the screen at the moment.

# TV AND VIDEO

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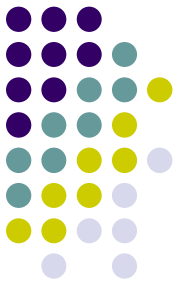
## **Sound Down, Picture Up**

Level	All levels
Activity type	Pairwork / groupwork (optional)
Equipment/Materials	Single Video player
Plus...	A video

- Show the video to the students with the volume set at zero.
- Use this to elicit language from the students that is related to the context and that may be used in the dialogue.
- The students can also provide Voiceovers for a scene, after watching it.
- The students may provide a commentary to what is happening on the screen.



# OVERHEAD PROJECTOR

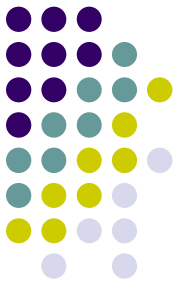


## Out of focus pictures

Level	Elementary to intermediate
Activity type	Whole class
Equipment/Materials	OHP
Plus...	OH Transparencies of pictures

- Before you project the transparencies to the students, ensure that it is out of focus. Project the out of focus image and invite the students to guess what it is.
- Gradually bring the image into focus, encouraging students to reappraise constantly.

# OVERHEAD PROJECTOR



## Dictogloss

Level

Elementary onwards

Activity type

Groupwork

Equipment/Materials

OHP; photocopies; a short text

- Choose a short narrative or descriptive text. Make a copy for each student. Now read the text aloud to the class at normal speed.
- Tell the students that you are going to read the same text again and that they should write down any keywords that they hear. Explain that you will read the text at the same speed as before, and that they should not attempt to write down every word.
- Read the text aloud for a second time. Put the students into groups, together they have to construct a text which includes the language that they have just recorded.
- Photocopy the completed texts onto an OHT and allow the class to read each text in turn.
- Give the students a copy of the original text to study.

# OVERHEAD PROJECTOR



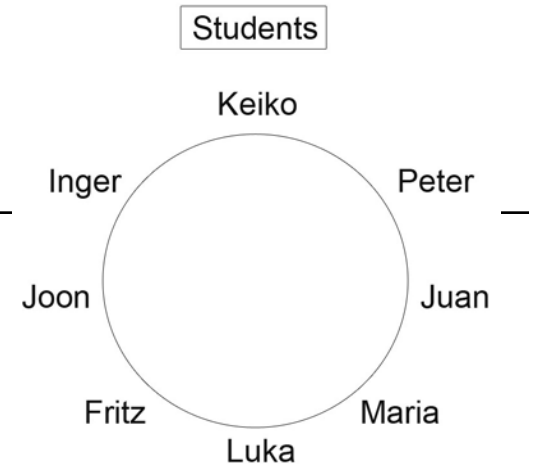
## Cut-up lines

Level	All levels
Activity type	Whole Class
Equipment/Materials	OHP

- Cut up an OH Transparency of a text, line by line. Place the lines at random on the OHP. Allow the students time to read the cut-up lines. The students negotiate in order to reconstruct the text.
- Focus: grammar, discourse, vocabulary and pronunciation

# CIRCLES

## Summaries Circle

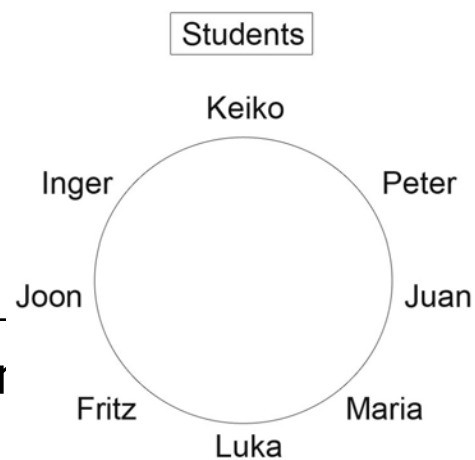


Level	All levels
Activity type	Whole Class
Equipment/Materials	Prepared cards; two clipboards and summaries, circle cards

- Ask Keiko to take one of the topic cards, for example 'My last holiday' and to read it to the group. Tell the others that they can ask Keiko any questions about her last holiday. Give the clipboard to Luka and explain that his role is: firstly to take notes during the conversation; and secondly, when all the questions have dried up, to give a summary of the topic discussed to the whole group.
- When Luka has given his summary, it is Peter's turn to take a card and Fritz's turn to act as note-taker.

# CIRCLES

## Waiting-room Circle



Level Pre-Intermediate onward  
Activity type Groupwork  
Equipment/Materials: A set of cards with lists of symptoms

- Explain to the students in the circle that they are in a waiting-room. They are waiting to consult a new doctor, about whom they are very curious. Every student has to choose a symptom from the list.
- Ask one of the students to take the role of the doctor. Seat this person outside the circle. The patients take it in turns to visit the doctor, who asks them numerous questions about their symptoms and lifestyles, makes a diagnosis and gives advice. The patients return to the group and the doctor calls in the next patient from the circle.
- While the doctor is consulting his or her second patient, the first patient reports his or her consultation to the others in the waiting room. This must be in as great a detail as possible, so that the full range of reporting verbs and language is used. Encourage the students to gossip.

# LESSON PLAN #1

Vocabulary – 50 minutes			Intermediate level
<b>Aim:</b> Learners understand and have the chance to practice expressions using the word 'heart'.			
Stage/ Time	Activity	Interaction	Rationale
0–5 Warmer	Teacher draws a heart on the board. Learners discuss what they associate with the image and any expressions using (a translation of) 'heart' they have in their own language.	st–st	to introduce the lesson and raise interest in subject matter
6–12 Focus on Meaning	Learners match examples of use to definitions (individually).		to ensure that learners understand the meaning of the expressions and have a record of how they are used in a sentence
	Learners compare answers in pairs.	st–st	to build confidence
	Feedback	sts–t	to ensure learners have the correct answers

13–18 Practice 1	Learners answer the questions as quickly as possible.	sts–t	to check learners have understood how the expressions are used
	Feedback		to ensure learners have the correct answers
19–25 Practice 2	Learners work in two groups, A and B, and complete the gaps in their questions. Teacher monitors and helps/corrects as necessary.	sts–sts	to give further practice to ensure learners have the correct answers
26–38 Practice 3	A learner from A works with one from B to ask and answer the questions.	st–st	to give further oral practice and to integrate new language with existing knowledge
	Feedback: learners report their conversations.	sts–t	to round off the discussion and give further practice
	Feedback: teacher corrects any mistakes heard.	t–sts	to focus on accuracy of use
39–50 Practice 4	Learners work individually to complete the sentences.		to check that learners have understood the new expressions
	Learners compare answers in pairs.	st–st	to build confidence
	Feedback	sts–t	to ensure learners have the correct answers

## LESSON PLAN #2

Reading — 50 minutes		Pre-intermediate level	
Aim: Learners practise reading for gist and specific information.			
Stage/Time	Activity	Int.	Rationale
0–4 Building interest	Teacher asks learners which animals make the best pets.	t–sts	to introduce the theme of the text and create interest in the text
5–12 Vocabulary focus	Teacher elicits/teaches essential vocabulary <i>blaze, cat flap, nominate, gutted</i> and writes it on the board.	t–sts sts–t	to make the text easier to understand for the learners
13–20 Prediction	Learners work in groups to predict content of story from vocabulary and headline.  Learners report their predictions to the class	sts–sts  sts–sts	to practise vocabulary and help with understanding the text by thinking in advance of content  to set up following activity
21–24 Gist reading	Learners read (max. 2 mins.) to see whose prediction was closest to the story.	st–text	pre-set task creates a reason to read the text. Time limit creates the need to read quickly and therefore practise gist reading



## LESSON PLAN #2

	Learners compare answers in pairs.	st-st	to build confidence
	Teacher checks answers.	t-sts	to ensure answers are correct
<b>25-35 Intensive reading</b>	Teacher gives out intensive reading questions.	t-s	pre-set task creates a reason to read the text.
	Checks learners understand questions.	st-text	
	Learners read and answer questions.	st-st	to build confidence
	Learners compare answers in pairs. Teacher checks answers	t-sts	to ensure answers are correct
<b>36-45 Extension activity</b>	Learners work in groups to discuss the advantages and disadvantages of keeping pets.	sts-sts	to provide speaking/listening practice in the context of the text
<b>46-50 Feedback</b>	Learners report their discussions.	sts-sts	to highlight the communicative value of the speaking
	Teacher highlights good examples of language used and also some mistakes.	t-sts	to help learners improve and learn from mistakes

## LESSON PLAN #3

**Aim:** to present and practise *used to* + infinitive to refer to past habits and states (to a class of adult learners).

Stage/ /Time	Activity	Interaction	Rationale
0–10 Discussion	The teacher introduces the theme of the lesson – schooldays – and gives learners the following prompts – <i>discipline, uniform, play time</i> . Learners sit quietly to think of what they want to say about the prompts, and use dictionaries or ask the teacher questions.	t–sts	to give learners ideas of what they could talk about to give learners a chance to think of vocabulary they need and gather some ideas
	Learners then work in groups of three to discuss their schooldays.	sts–sts	to practise communicating about the past
11–17 Model of language use	Teacher plays a tape of English people doing the same activity. Learners fill in gaps in the tapescript.	sts–text	gaps focus on <i>used to</i> and draw attention to its use in context
18–21 Focus on form	The teacher writes an example sentence from the tapescript and highlights the form on the board.	t–sts	to ensure learners understand the form

22–25 Checking understanding	Learners look at the example <i>We used to play football in the playground</i> and answer the following questions: Is this about the past or the present? ( <i>past</i> ) Did the speaker play once or many times? ( <i>many</i> ) Teacher checks answers	t–sts	to ensure learners understand the meaning of <i>used to</i>
26–40 Discussion 2	The teacher gives learners the following prompts – <i>teachers, friends</i> and <i>hours/times/ages</i> Learners sit quietly to think of what they want to say about the prompts and use dictionaries or ask the teacher questions. Learners then work in groups of three to discuss their schooldays.	sts–sts	to give learners ideas of what they could talk about to give learners a chance to think of vocabulary they need and gather some ideas to practise communicating about the past and give the opportunity to use the new language introduced
41–45 Feedback1	Teacher leads feedback on the discussion	sts–t	to highlight the communicative value of the speaking
46–50 Feedback 2	Teacher highlights good uses of language noticed during the lesson and some mistakes.	t–sts	to help learners improve and learn from mistakes

## LESSON PLAN #4

Writing — 50 minutes		Pre–intermediate level	
Aim: Learners write short letters to and from a problem page.			
Stage/Time	Activity	Int	Rationale
0–4 Warmer	Teacher leads discussion on types of magazine and sections within them. Leads to problem page.	t–sts	to provide lead in to the theme of the lesson
5–12 Building context	Learners read three short letters to a problem page and match them to the responses.	st–text	texts are a model of the type of writing learners will later create
	Learners compare answers	st–st	to build confidence
	Feedback to teacher	sts–t	to ensure answers are correct
13–18 Language focus	Teacher focuses on some of the useful language in the letters and suggestion and advice structures	t–sts	to prepare learners for the following writing task

19–27 Writing 1	Learners work in pairs to make up and write a short problem letter. Teacher circulates and helps where necessary.	st–st	to practise writing skills to provide support and avoid learners making too many errors
28–40 Writing 2	Teacher collects the letters and redistributes to another pair. Learners read and then write a response. Teacher collects and returns 'advice' to original letter writers.	st–st	to ensure that there is communication in the activity to practise writing skills
41–45 Feedback 1	Teacher leads feedback on whether advice was thought to be useful.	sts–t	to highlight the communicative value of the writing
46–50 Feedback 2	Teacher highlights good uses of language noticed during the lesson and some mistakes.	t–sts	to help learners improve and learn from mistakes

# Lesson Planning Checklist

According to Vocabulary and grammar, Receptive skills (reading and listening) or Productive skills (speaking and writing), check with your activities and lesson plans:

- Is there a lead in to the topic?
- Are there sufficient and varied practice opportunities?
- How will the meaning of the new language be conveyed?
- Have interaction patterns been considered?
- Will the teacher/activity dictate the form and content of what is produced, or will the learners be free to produce the language they want?
- Has the form been covered adequately?
- Will learner understanding of the new language be checked?

- 
- Is there enough/too much new language?
  - How will language errors be dealt with?
  - Are there clear tasks and will they be set before the learners see the text?
  - Has the language been presented in a common context or contexts?
  - Is there too much new vocabulary in the text?
  - Will the focus be on fluency, accuracy or both?
  - Will learners have the opportunity to discuss answers?
  - Would using time limits for tasks be helpful?
  - Has the meaning been covered adequately?
  - How will problems in understanding be dealt with?
-

AND A FINAL COMMENT:

**BASICALLY, HAVE  
FUN WITH IT!!!**

**AND ENJOY  
THE PROCESS!!!**



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