LOOKING BACK  PROJECT PRESENTATION

1- TIMING: 20´

2- RESOURCES: NONE

3- PROCEDURE: Discuss with the students what they know about soap operas: titles, names of characters, the personality of the characters, etc. Tell them that they will be creating a soap opera. It is better not to imitate an existing soap opera.

4- DYNAMICS: Groupwork.
CREATING A SOAP OPERA (Activity 1)

1- DESCRIPTION: working on the final product.

2- TIMING: 45´

3- RESOURCES: Two photos of people:

4- PROCEDURE:
1- Show them the two photos you have selected, and tell them that these are the central characters. Ask questions to establish an identity, personality and concerns about each of them according to the students´ language level. They must think of a few aspects of the personality, appearance and abilities for each character.
2- They must also create a background for each character in the past and record it in written form.
3- Ask the students to find pictures (or, in some cases, real objects) for homework, which illustrate different aspects of the protagonists´ lives, for example, a car, a house, a holiday, etc, and also photographs to create other characters.

5- DYNAMICS: Group work.
CREATING A SOAP OPERA (Activity 2):

1- **DESCRIPTION**: the final product: a poster and a fake newspaper article.

2- **TIMING**: 1h.30’

3- **RESOURCES**: Internet support.

4- **PROCEDURE**:

1- Display all the photographs and real objects together with the pictures of the characters. Write on a digital poster ([www.buncee.com](http://www.buncee.com)) what the class has agreed about each aspect. This will act as guiding model for the learners when they invent their own person.

2- Extend the community by asking each pair of learners to create another protagonist, to choose a picture of him/her and to write down his/her particulars, then introduce the character to the rest of the class.

3- The students can then walk about in the class holding a picture of their character. They meet other characters, exchange names and ask for other information and decide whether they want to be friend or not with each of the others.

4- Make a relationship diagram and write a description of the relationships on the poster.

5- Discuss and agree on a place for those people to live. It may be a city district, or a small town or a village, record it on the poster.

6- Introduce an event, for example, *the electricity supply for the town breaks down*. Help the students explore what the people do, how they interact, what stories they have to tell. You can help by asking questions about where the characters were, how they were affected, what they thought, felt, said and did.

7- **FOR HOMEWORK** ask the learners to write articles about the event for a local newspaper, use the program: [www.fodey.com](http://www.fodey.com)

5- **DYNAMICS**: Pair and Group work.
1-PEOPLE’S FACES

1-DESCRIPTION: Speaking activity. Using Pictures and drawings to describe people’s appearance.

2-TIMING: 45´

3-RESOURCES: Two pictures for each pair of students.

4-PROCEDURE:

1- Before starting the activity revise some vocabulary on people’s appearance:

<table>
<thead>
<tr>
<th>Height</th>
<th>Build</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>tall, short,</td>
<td>slim,</td>
<td>young, middle-</td>
</tr>
<tr>
<td>short, robust</td>
<td>plump,</td>
<td>aged, elderly,</td>
</tr>
<tr>
<td></td>
<td>skinny,</td>
<td>old, thin,</td>
</tr>
<tr>
<td></td>
<td>middle-</td>
<td>elderly,</td>
</tr>
<tr>
<td>Face</td>
<td>Eyes</td>
<td>Hair</td>
</tr>
<tr>
<td>round, oval,</td>
<td>big round</td>
<td>brown, black,</td>
</tr>
<tr>
<td>square,</td>
<td>blue,</td>
<td>straight,</td>
</tr>
<tr>
<td>wrinkled,</td>
<td>blue,</td>
<td>wavy,</td>
</tr>
<tr>
<td>flat,</td>
<td>small,</td>
<td>curly, short,</td>
</tr>
<tr>
<td>smooth,</td>
<td>bright</td>
<td>straight,</td>
</tr>
<tr>
<td>puffy</td>
<td>narrow</td>
<td>wavy,</td>
</tr>
</tbody>
</table>

- Laugh, smile, beam, grin, frown, grimace, scowl

Hair
Texture/Appearance
- wavy, curly, straight, spiky, stiff, buzzed, shaved, parted, neatly-combed, tamed, long, short, cropped

Hair Styles
- braids, ponytail, pigtail, bun, twist, bob, ringlets, flip, bangs, buzz
- layered, feathered, chopped, gelled, spiked, slicked down

Lots of hair
- thick, full, lustrous, bushy, coarse, wiry (stiff)

Little hair
- thin, straggly, fine, baby-fine, wispy, limp, flat, balding, bald, bald spot, receding hairline (gradual loss of hair at the front of the head)

Treated hair
- permed, dyed, bleached, highlighted, weaved

Hair colors
- black, brunette, brown, chestnut-brown, honey-blonde, blond, golden-blonde, ash-blonde, auburn, red, strawberry-blonde, gray, silver, white, salt-and-pepper

Facial Hair
- beard, goatee, moustache, sideburns
- Five o’clock shadow: new beard growth, shadowy in appearance, that can be seen late in the day on the jaw, chin, or cheek area (also known as stubble)
- Adjectives: bearded, unshaven, clean-shaven, trimmed, neatly-trimmed

Clothing
- Fabric: denim, twill, wool, cotton, tweed, polyester, corduroy, fleece, spandex, leather
- Bottoms: jeans, cargo pants, flat-front pants, pleated pants, shorts, trousers, overalls, sweatpants, crop pants, capris, skirt, culottes, shorts, board shorts
- Tops: sport shirt, dress shirt, polo shirt, button-down shirt, tank top, blouse, long-sleeve, short-sleeve, sleeveless, collared, T-shirt, sweatshirt, hoodie, parka, sweater, cardigan
- Other clothing: dress, uniform, costume, pajamas, bathrobe, robe, vest, jacket, blazer, coat, scarf, stockings, gloves, hat, cap, shoes, boots, slippers, sandals, flip-flops, heels, pumps

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2- Divide the class in pairs and give each pair these two pictures:

2- Each student will have to describe his/her picture to the other student without showing it. The other student will draw a picture according to the description.
3- At the end of the activity all the drawings are stuck on the wall and the student vote what’s the most accurate.

5- DYNAMICS: Pair work.

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2-ADJECTIVES FOR EVERYONE

1-DESCRIPTION: learning new adjectives and revising the already known. Warming up activity.

2- TIMING: 45 minutes.

3- RESOURCES:

1- Video advertisement: Coca Cola for everyone, youtube: https://www.youtube.com/watch?v=DcCSa77mzWk

2- Worksheet.

4- PROCEDURE

1- Tell the students they are going to listen and watch an ad where they can hear many adjectives.
2- Ask them to take note of as many adjectives they can understand. Play the video several times.
3- Gather and comment on the adjectives they have understood.
4- Hand the worksheet out:

“For the fat, for the skinny, for the tall, for the short, for those that laugh, for the nearsighted, for those who cry, for the optimistic, for the pessimistic, for those who have it all, for those who have nothing, for the open, for the players, for the closed,

for the families, for the anxious, for kings, for magicians, for the committed, for castaways, for the rockers, for those that go, for those who ride the train, for the well-mannered, for those who suffer, for bikers, for the ones who are there, for the ones who work, for the ones who are here, for the romantics, for those who love you, for those who love you not, for those who love you a little, for those who love you a lot, for the tanned, for nudists,

for the superstitious, for the originals, for jugglers, for the calculating, for the bald, for sportsmen, for those who read, for those who write, for astronauts, for twins, for the different, for clowns, for those who live alone, for those who live together, for the undecided, for kissers, for the first, for the last, for men, for the cautious, for her, for musicians, for the transparent, for the strong, for the ones who excel, for the ones who participate, for the ones who add, for the ones who won’t be silent, for us, for everyone.”

5- Play the video again and, now while they are reading the worksheet.
6- Work on the adjectives they have understood and the new ones.

5-DYNAMICS: Group work.

Following up activity: Playing a game speaking activity.

1- One student stands back to the board.
2- The teacher writes one of the adjectives on the board.
3- The rest of the class has to explain the adjective without naming it.
4- Repeat with different adjectives and students.

Ad Transcript:

ADJECTIVES FOR EVERYONE

“For the fat, for the skinny, for the tall, for the short, for those that laugh, for the
nearsighted, for those who cry, for the optimistic, for the pessimistic, for those
who have it all, for those who have nothing, for the open, for the players, for the
closed,
for the families, for the anxious, for kings, for magicians, for the committed, for
castaways, for the rockers, for those that go, for those who ride the train, for the
well-mannered, for those who suffer, for bikers, for the ones who are there, for
the ones who work, for the ones who are here, for the romantics, for those who
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bald, for sportsmen, for those who read, for those who write, for astronauts, for
twins, for the different, for clowns, for those who live alone, for those who live
together, for the undecided, for kissers, for the first, for the last, for men, for the
cautious, for her, for musicians, for the transparent, for the strong, for the ones
who excel, for the ones who participate, for the ones who add, for the ones who
won’t be silent, for us, for everyone.”

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3- SUPERCHILL MONKEY

1-DESCRIPTION: Practice of 3rd person singular of the Present Simple, and Past Simple with basic routine verbs.

2- TIMING: 45 minutes.

3- RESOURCES:
1- Video: https://www.youtube.com/watch?v=nBFhvrAOFqY
2- Paper handout

4-PROCEDURE:

1- Make a copy of the handout for each student:

   * First he ___ his apartment.
   * Then he ___ the lift downstairs.
   * He ___ the bus.
   * He ___ his iPod.
   * He ___ a text.
   * He ___ some letters.
   * He ___ the lights to change.
   * He ___ the road.
   * He ___ his photo to the receptionist.
   * He ___ his lines.
   * He ___ the audition room.
   * He ___ his clothes.
   * He ___ .
   * He ___ his clothes.
   * He ___ a sandwich.

2- Write the following verb items on the board:

   CAN YOU REMEMBER THE VERBS? USE THEM IN THE THIRD PERSON SINGULAR:

   - Leave
   - Take
   - Get on
   - Listen to
   - Send
   - Post
   - Wait for
   - Cross
   - Give
   - Look over
   - Go into
   - Take off
Monkey around (explain the meaning)
Put back

3- Show the clip and ask students to fill in the missing verbs IN THE SIMPLE PRESENT.

4- Tell your students that they are going to repeat the drill but this time they are going to say what happened (in the past tense).

5-DYNAMICS: Students work individually.
4- TIME PREPOSITION GAME

1-DESCRIPTION: Warming up game to revise basic time prepositions: on in at.

2- TIMING: 20´

3-RESOURCES: Not needed.

4- PROCEDURE:

1-Divide your class into two teams, and have one person from each team come to the front of the room to stand on either side of a desk or table.

2-Ask a question about an activity most people do every day. For example, “When do most people eat breakfast?”

3-Students should race to slap the table, and the first person who gets her hand down answers with one of the following: in the morning, in the afternoon, in the evening or at night. If a person gives the correct answer, she scores a point for her team. If she gives an incorrect answer, she loses a point for her team.

4-After everyone in the class has had a turn, tally the scores to see who wins.

5- DYNAMICS: Team work.
**5- ADJECTIVE BINGO**

1- **DESCRIPTION:** Warm up listening activity to revise descriptive adjectives.

2- **TIMING:** 30´

3- **RESOURCES:**

Teacher’s Worksheet:

<table>
<thead>
<tr>
<th>LONG</th>
<th>HOT</th>
<th>COLD</th>
<th>HUGE</th>
<th>QUIET</th>
</tr>
</thead>
<tbody>
<tr>
<td>WONDERFUL</td>
<td>FLAT</td>
<td>DARK</td>
<td>DRY</td>
<td>WIDE</td>
</tr>
<tr>
<td>NARROW</td>
<td>SHALLOW</td>
<td>FAR</td>
<td>THICK</td>
<td>STRAIGHT</td>
</tr>
<tr>
<td>HIGH</td>
<td>DANGEROUS</td>
<td>DEEP</td>
<td>ROUGH</td>
<td>TINY</td>
</tr>
<tr>
<td>SMOOTH</td>
<td>CLEAN</td>
<td>EMPTY</td>
<td>WEALTHY</td>
<td>LIGHT</td>
</tr>
</tbody>
</table>

Students´ Worksheet

1  
Through the Windows, I can see a ……. and …….river. It is very ………and waters the green shore.  
The sheep eat the growing grass, their wool is white and …………..They look like………. figures of a far Nativity scene.

2  
It is a very ……. Day. The waves are ………., and it is…… to go into the water.  
The beach is…….., big and ………… clouds hang on the sky. It´s going to rain.

3  
From the train window, there is a …………… view. ………….mountains surround the …………… landscape, full of fields and trees.  
Outside, it is very …………………sweat drops fall down my face.

4  
The path is ………. and ………., it is difficult to walk, and my feet try to follow the …………….line that it draws. At the end, I arrive at a …………. where I can swim in a ………..and enormous lake.

5  
The sun is shining in this summer day. The place is ………….and……….  
…………..from the city, I keep walking along a …………path. All the countryside is ………………, no plants grow around the place.

4- **PROCEDURE:**

1- Hand out the Students´ Worksheet among the students, all of them must have one even if it´s repeated.
2- Explain the students they are going to listen to different adjectives and must write the most appropriates in the blanks provided in their worksheets.

3- Read the adjectives in the Teacher’s Worksheet at random, one by one, repeating each twice.

4- Students must write the ones they choose on their worksheets.

5- The winner is the student who fills all his/her blanks correctly.

6- If no one fills all his/her blanks, repeat the reading again, till one student fills them.

5- DYNAMICS: Students work individually.
6-LIFE MEMORIES

1-DESCRIPTION: Speaking activity about personal experiences in the past.

2- TIMING: 60´

3-RESOURCES:
1-Student A and Student B question worksheet.
2- Bubbles Drawing.

Student A question worksheet.

In the beginning
1-What is your earliest memory?
As a child
2- What was your favourite room in the house where you grew up?
3- What was the name of the person you really admired when you were young?
Life experience
4- What is the most interesting place you have ever been?
5- What is the strangest thing you have ever seen or done?
Looking back on your life
6- What is the biggest success that you’ve ever had?
7- What was the biggest opportunity that you missed?

Student B question worksheet

In the beginning
1-What was the first present you received?
As a child
2- What was the most interesting place in the neighbourhood where you lived as a child?
3- As a child, what was the first job you wanted to do when you grew up?
Life experience
4- Who was the most interesting person you ever met?
5- What is the most dangerous or frightening thing that ever happened to you?
Looking back on your life
6- What do you most regret doing?
7- What are you most proud of?

Bubble drawing

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4. PROCEDURE:

1. Tell the students that they are going to talk to each other about their lives and experiences. Put them in pair and give out the photocopies, making sure that both partners have the same sheets: Student A with Student A, and Student B with Student B.

2. Ask the students to interview each other using the questions. Explain that they should write a short title for each of their partner’s answers in the bubble drawing. The titles should be short.

3. When they have finished, ask them to exchange sheets, so they each have the map of their own life. Students then tear off the questions and keep the map of their life.

4. Ask the students to find a new partner with the opposite sheet. Tell them to exchange their life maps and asks each other questions about the titles on their partner’s map and find out what they mean.

5. DYNAMICS: Pairwork.

Follow up

In pairs, students use the headings from the question sheets and write a list of other questions.
7- LOVE MESSAGES

1-DESCRIPTION: Exploiting a video to talk and write about past actions.

2-TIMING: 45´

3-RESOURCES: Short silent video: https://www.youtube.com/watch?v=gVUkbRng7fo

4- PROCEDURE:

1- Play the video once and ask the students to elicit all the possible verbs they can use to write a story. (Possible answers: look, take out, paint, go upstairs, climb, pass, enter, be, sleep, open, sit, lay, smile, thank)

2- Use these verbs to revise the difference between regular and irregular verbs formation in the past tense.

3- Play the video again and now ask the students to think of all the possible time sequencers they can use to link the story. (Possible answers: first, then, next, after that, finally.)

4- Play the video for the last time and ask the students to concentrate on little details that can help them to write the story.

5- Write the story in the past using time sequencers.

5- DYNAMICS: Group work for the elicitation, individually for the writing.

Following up activity:

Create a debate using the ideas that the video can generate.
8- PHONETIC WAS/WERE BINGO

1-DESCRIPTION: Activity to practise the pronunciation of past form of to be: WAS/WERE.

2-TIMING : 30´

3-RESOURCES: WORKSHEET GRID

<table>
<thead>
<tr>
<th>wash</th>
<th>fur</th>
<th>wasp</th>
<th>turn</th>
</tr>
</thead>
<tbody>
<tr>
<td>shirt</td>
<td>Lot</td>
<td>worn</td>
<td>flirt</td>
</tr>
<tr>
<td>what</td>
<td>water</td>
<td>furniture</td>
<td>got</td>
</tr>
</tbody>
</table>

4-PROCEDURE:

1- Introduce the pronunciation of the two forms WAS/WERE of the simple form of the verb to be.

   Were ( w3: )   was   ( wɒz )

They repeat the pronunciation aloud with the help of some listening if it’s possible.

2- Hand out the bingo grid to play the game:

   wθ   w3:

   wθz   wɒz

3- Explain the students that they are going to listen to different sentences that include words which contain these four phonetics sounds. They have to cross each sound when they hear it. The student who crosses all the four vowel sounds first, is the winner.

Possible words to play the bingo: wash, wasp, watch, water, what, word, work, worn, shirt, turn, word, fur, got, pot, gone, lot

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Eg. I don’t want to waste time

5- Dynamics: Students work in group first for the preparation, and individually to play the bingo.
9-INTONATION AND FEELINGS

1-DESCRIPTION: A speaking task to work on the importance of intonation to express your feelings.

2-TIMING: 45’

3- RESOURCES: A handout with a written dialogue:

A: Well, some things aren't for sale.
B: Such as?
A: Well, you can't buy people.
B: That's naive, Diana. I buy people every day.
A: In business, maybe, but not when real emotions are involved.
B: So what are you saying? You can't buy love? That's a bit of a cliché, isn't it?
A: It's absolutely true.

4- PROCEDURE:

1- Ask students how they are feeling (and why) and write any adjectives they say on the board.
Example: I feel tired because I was studying all night.
I feel nervous because I have an exam.
2- Explain that ‘intonation’ is very important in English to show how the speaker is feeling and what his or her attitude is to the listener. Use the example ‘really?’ with high pitch intonation to show interest as a listener.
3- Practise humming 3 pitch ranges with Ss (high pitch – strong feelings; mid-range pitch – neutral; low pitch –slightly negative feelings) Let students find the 3 pitch ranges.
4- Introduce the example question “What do you want?” and say it in normal pitch. Students have to guess the feeling of the speaker.
5- Tell students that you are going to hum the question and you want them to say how you feel. Can they guess your mood?
6- Now students take it turns to hum and their partner says how they are feeling.
Here are some examples: excited, polite, angry, sexy, nervous, sarcastic, happy, grumpy, bored...
7- Divide the class into pairs (A and B) and handout a short dialogue.
8- In pairs, Ss have to read the dialogue quickly to themselves, then they choose an adjective from above but they don’t tell their partner which one. Students act out the dialogue using the intonation of their adjectives. When they have finished, their partners have to say how they were feeling (which adjective they chose).

5- DYNAMICS: Pair and group work.
10- HOLIDAY QUIZ

1-DESCRIPTION: Game speaking activity to practice on positive statements, questions and negatives in the simple past tense.

2-TIMING: 45’

3-RESOURCES: A set of 10 cards:
4- PROCEDURE:

1- Divide the students into groups of three or four and copy one set of pictures for each group.

2- The students should sit round a table with the cards placed face down in a pile in the middle of the group.

3- They should take it in turns to pick up cards from the pile. The object of the game is for the other players to guess when the player holding the card went, by asking questions. (i.e. Did you eat spaghetti? Did you see a Kangaroo?)

4- When they have guessed correctly, the next player should pick up a card and the others should question him in the same way.

5- DYNAMICS: Group work.
11- TELL AND RETELL

1- DESCRIPTION: Listening and speaking activity. Explaining a funny story.

2- TIMING: 45’

3- RESOURCES: A short funny story:

“Jesus was worried about the drug epidemic plaguing the world. In an effort to solve this dilemma, he decided that a few apostles would return to earth and fetch a sample of each drug, so they could understand what these substances did.

Two days after the operation is implemented, the disciples begin to return. Jesus, waiting at the door, lets in each disciple: "Who is it?" "It’s Mark" Jesus opens the door. "What did you bring Mark?” "Marijuana from Colombia" "Very well son, come in."

Another soft knock is heard. "Who is it?” "It’s Matthew" Jesus opens the door. "What did you bring Matthew?" "Cocaine from Bolivia" "Very well son, come in."

At the next knock Jesus asks, "Who is it?” "It’s John" Jesus opens the door. "What did you bring John?” "Crack from New York" "Very well son, come in."

Someone starts pounding on the door. "Who is it?” "It’s Judas" Jesus opens the door. "What did you bring Judas?” "FREEZE! THIS IS THE FBI!"

4- PROCEDURE:

1- Four students leave the classroom while the teacher explains a short funny story.

2- When student 1 comes in, several members of the class, explain him the story. This student listens carefully, and when student 2 comes in, the 1st explains the story to the 2nd one as accurately as he can.

3- Number 2 explains it to number 3 with the help of number 1 and so on.

4- At the end, the members of the class can make questions to finish up the story, and they even can retell it again.

5- DYNAMICS: Group work.
12- THE PRINCESS AND THE PEA

1- DESCRIPTION: Reading activity in the past tense to work on intonation, accentuation and fluency in reading.

2- TIMING: 60´

3- RESOURCES: A story and two colours of highlighters to mark the text.

The Princess on the Pea
by Hans Christian Andersen

Once there was a Prince who wanted to marry a Princess. Only a real one would do. So he travelled through all the world to find her, and everywhere things went wrong. There were Princesses aplenty, but how was he to know whether they were real Princesses? There was something not quite right about them all. So he came home again and was unhappy, because he did so want to have a real Princess.

One evening a terrible storm blew up. It lightened and thundered and rained. It was really frightful! In the midst of it all came a knocking at the town gate. The old King went to open it.

Who should be standing outside but a Princess, and what a sight she was in all that rain and wind. Water streamed from her hair down her clothes into her shoes, and ran out at the heels. Yet she claimed to be a real Princess.

"We'll soon find that out," the old Queen thought to herself. Without saying a word about it she went to the bedchamber, stripped back the bedclothes, and put just one pea in the bottom of the bed. Then she took twenty mattresses and piled them on the pea. Then she took twenty eiderdown feather beds and piled them on the mattresses. Up on top of all these the Princess was to spend the night.

In the morning they asked her, "Did you sleep well?"

"Oh!" said the Princess. "No. I scarcely slept at all. Heaven knows what's in that bed. I lay on something so hard that I'm black and blue all over. It was simply terrible."

They could see she was a real Princess and no question about it, now that she had felt one pea all the way through twenty mattresses and twenty more feather beds. Nobody but a Princess could be so delicate. So the Prince made haste to marry her, because he knew he had found a real Princess.

As for the pea, they put it in the museum. There it's still to be seen, unless somebody has taken it.

There, that's a true story.
4- PROCEDURE:

1- Pre-teach any important vocabulary.
2- Hand out the text to the students.
3- Read the text aloud to the students and have them highlight any dialogue.
4- Have the students exchange papers and compare them in pairs. They should check to see if they and their partners have highlighted correctly.
5- Read the story together as a class and mark the key sentence in the narrative with a second highlighter colour. Make these lines the narrator’s part.
6- Have the students take parts and read the highlighted text as if it were a script. Perform the play as a class. If possible record the performance to listen to later.

5- DYNAMICS: Group work.
13- WET PAINT

1- **DESCRIPTION:** Writing activity to work on the use of the forms: There was/were, was/were.

2- **TIMING:** 45´

3- **RESOURCES:** Picture Story.

4- **PROCEDURE:**

1- Before using the story, revise the uses of the forms there was/were, was and were. Revise also time sequencers (then, after, next...)
2- Scramble and hand out the cartoons of the story, give one set for each group of three or four students.
3- Ask the students to elicit any possible new vocabulary looking at the cartoons (Ex: fence, pedestrian crossing, overalls...)

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4- Ask the students to put the story in order.
5- Do a common practice to check if the students have the same version of the story.
6- Ask them to write a split sentence for each cartoon, trying to use the structures given (Ex. There was a swimming pool, the man was surprised…).
7- Students must link their sentences with time sequencers, adding any possible vocabulary they need to make the story catchier.
8- In turns, ask each group of students to read the story aloud for the rest of the class.
9- At the end of the activity, students have to vote for the best story.

5- DYNAMICS: Group work.
14- SOUNDED DIALOGUES

1- DESCRIPTION: provide students with some prompts to create, practice and write dialogues in the past tense using the forms was/wasn’t, were/weren’t. Use the word anyway to change theme or finish conversation.

2- TIMING: 60´

3- RESOURCES: 9 music and sound audio files with short strange sounds. [link]

4- PROCEDURE:

1- Revise the past forms of was/were, wasn’t/weren’t in question and negatives. Explain also the use of anyway in conversation.
2- Play the sounds in provided order. You may want to change the order. The music excerpts allow students time to elaborate on their dialogues. Students need to incorporate their interpretation of the strange sounds in them. Note that the strange sounds are very short and their meaning is not clear. This is just a prompt to get the students to write a dialogue. The order in which they incorporate the sound is not important.
3- Ask the students to work in pairs and write a short dialogue for each audio they hear, incorporating the forms was/were, wasn’t/weren’t in question and negatives, using also the word anyway.
4- In turns, each pair of students must read the dialogues aloud for the class, when they finish.

5- DYNAMICS: Pairwork.

Inma Sanmartín
15- RUNNING DICTATION

1-DESCRIPTION: A Redding-speaking activity in the past.

2- TIMING: 45´

3-RESOURCES: A short text in the Simple Past Tense:

Ben's day.

When I woke up this morning, I found my dog, Fox, waiting for me. He wanted me to take him for a walk. I was too hungry, so first I had breakfast. I had a glass of milk and a piece of toast. Then I washed my teeth and put on a tracksuit and a heavy coat, because it was really cold outside. Fox was already impatient. We both went out, and walked to the park near home. He ran and jumped, and pursued some passers-by. He also destroyed some pieces of furniture somebody left on the road. I sat on a bench all the time, wishing I could be inside my warm bed. When my hands were frozen, I decided it was time to go back home. Fox didn’t want to, but I pulled hard and I managed to take him back. When we arrived at the front door, I realized I didn't have my keys with me, so we stayed out in the cold for more than an hour! Fox was happy, but I was late for work!

4- PROCEDURE:

1- Depending on the size of the class, display one or more copies of the text on the classroom wall or on the table.
2- Divide the students into pairs and have each pair decide who will be student A and student B.
3- Student A must run to the text, read it and decide and try to memorise as much of it as possible before running back to student B. Student A should dictate what she/he remembers of the text to student B, who should record it in writing. Student A can run to the text as often as is necessary to complete dictating the whole text.
4- Applaud the first pair to finish with less mistakes.

5- DYNAMICS: Pair work.
16- DATING

1- DESCRIPTION: Writing activity to practise the negative form of the Past Simple: DIDN’T.

2- TIMING: 45´

3- RESOURCES: Student’s Worksheet:

Last Saturday Pam had a date with Tom. They went out together. Tom had a great time, Pam didn’t have a great time at all!!

Watching the images, imagine what Pam wrote in her diary using the negative form of the Past Simple.
4- PROCEDURE:

1- Hand out the Student´s Worksheet among the students, and explain them they are going to write a story in the past in the negative form.
2- Before starting writing, try to elicit all the possible things that Pam would have liked to do and didn´t do, as well as new vocabulary, create a discussion with all the students.
3- Now, Students are going to work in pairs, writing Pam´s diary.
4- When they finish writing, read all the diaries aloud and vote for the best.

5- DYNAMICS: Pairwork
### ASSESSMENT GRID FOR LOOKING BACK PROJECT WORK

<table>
<thead>
<tr>
<th>Score</th>
<th>Content</th>
<th>Organization and planning</th>
<th>Communication</th>
<th>Creativity and Participation</th>
<th>Project Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>✔️+</td>
<td>Shows a high level of understanding and critical thinking. Skillfully uses multiple specific details.</td>
<td>Provides a clear and precise interpretation of elements of the project. Is engaging and easy to follow.</td>
<td>Demonstrates a superior ability to communicate with clarity. Is fluent, varied, precise, and vivid in expression.</td>
<td>Shows a high degree of creativity (including humor), without sacrificing accuracy or clarity. Interacts very much.</td>
</tr>
<tr>
<td>3</td>
<td>✔️</td>
<td>Shows understanding and critical thinking. Contains minimal inaccuracies. Uses multiple specific details. Shows some personal engagement with the project.</td>
<td>Provides a clear interpretation of elements of the project. Is easy to follow.</td>
<td>Demonstrates ability to communicate clearly. Follows the conventions of grammar and usage.</td>
<td>Shows some creativity, without sacrificing accuracy or clarity. Rather interactive.</td>
</tr>
<tr>
<td>2</td>
<td>✔️-</td>
<td>Shows basic understanding but little critical thinking. Responds to the project in a generic or superficial way. Contains several inaccuracies. Uses a few specific details. Shows minimal personal engagement with the project.</td>
<td>Provides a presentation of elements of the project that is mostly clear. Is fairly easy to follow.</td>
<td>Demonstrates an inconsistent ability to communicate clearly. Includes multiple errors.</td>
<td>Shows some creativity, but may lack accuracy or clarity. Poor participation.</td>
</tr>
<tr>
<td>1</td>
<td>❌</td>
<td>Demonstrates serious misconceptions about the project. Uses very few specific details. Demonstrates minimal personal engagement with the project.</td>
<td>Presentation of elements of the project is unclear or confused.</td>
<td>Demonstrates a weak ability to communicate clearly.</td>
<td>Demonstrates little or no genuine effort to be creative. No participation at all.</td>
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<td>0</td>
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</tbody>
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Inma Sanmartín