

SPEAKING ACTIVITIES FOR THE LANGUAGE CLASSROOM

FLORIDA FOREIGN LANGUAGE CONFERENCE

OCTOBER 15 -17, 2015

1. Greetings and Leave taking / Goodbyes

Students are standing in a circle one facing each other. Students have already studied the basic greetings, how are you, what is your name, where are you from. Also students have learned how to tell time. Students converse using those questions. After a little while the teacher rings a bell. At that moment the student on the inside of the circle says Oh, what time is it? The other students looks at the time projected on the board and gives the time. The student on the inside of the circle says oh I have to go now, goodbye and moves to the student on the right and begin the conversation again.

2. Descriptive Adjectives

After teaching the descriptive adjectives, show pictures of different personalities and have students describe them. Include pictures with different gender and number. El presidente Obama es alto y delgado, yo creo que él es inteligente también.

3. Describing family members

Students bring pictures of their family members. In groups of 3 they talk about their family. Students ask each other questions about their family members.

5. Story with a twist

In groups of 3 students have the pictures of a well-known story. In their group they are to come up with a different order for the story and present it to the class.

4. To practice vocabulary about pastimes

Have pictures of different pastimes based on the unit studied.

Project the picture of someone swimming.

One student says:

---Quiero nadar, ¿voy a una biblioteca?

(I want to swim, should I go to the library?)

Another student responds:

---No chica/o eso es ridículo, vas a la playa / la piscina.

(No, that's ridiculous, you go to the beach/ swimming pool.)

Other options:

--Quiero patinar *(I want to skate)*

-- Quiero ver una película *(I want to watch a movie)*

--Quiero ver pinturas de Picasso

(I want to see Picasso's paintings)

--Quiero leer una revista *(I want to read a magazine)*

6. The Detective –Direct Objects

The instructor has bags with different items in them. Each student has a bag. Each student looks in his/her bag to see the item he/she has without letting others see it.

On the board there are pictures representing items that the instructor took on her trip and now she cannot find. Students are going to help the instructor find the missing items.

Student A, looks at the list and chooses an item. For example he chooses the passport. This means that he is going to look for the instructor's passport.

Student A says: *¿Quién tiene el pasaporte de la profesora? (Who has the professor's passport?)*

Student A approaches Student B and says: *¿Tú lo tienes? (Do you have it?)*

If Student B does not have the passport in his bag he says: *Yo no lo tengo. (I don't have it?)*

Student A goes to another student and says: *¿Tú lo tienes? (Do you have it?)*

Student C says: *No, yo no lo tengo or sí lo tengo (No, I don't have it or Yes, I have it -if he has it)*

If he has it then he becomes the detective. The game continues until all items are found or the time is up.

7. Practicing vocabulary and irregular verbs

In the speed dating position students begin by using the greetings, asking the name, where are you from and then continue with the questions provided students can add other questions of their own to continue the conversation until the instructor gives the signal to move to the next person.

These are options of questions each one has an irregular verb to be conjugated.

- *¿Ir al cine frecuentemente?*
- *¿Cuándo practicas deportes, querer ganar siempre?*
- *¿Poder nadar?*
- *¿Almorzar en la cafetería?*
- *¿Querer aprender español bien?*
- *¿Repetir el vocabulario en clase?*
- *¿Traer tu libro de español a clase todos los días?*
- *¿Hacer muchas preguntas en clase?*
- *¿Ir al cine frecuentemente?*
- *¿Poder jugar al vóleibol?*
- *¿Gustar dormir en el parque?*
- *¿Hacer tu tarea todos los días?*
- *¿Querer aprender a jugar al golf?*
- *¿Recordar todo el vocabulario?*
- *¿Pensar que es importante practicar deportes?*
- *¿Entender a la profesora cuando ella habla en español?*
- *¿A qué hora empezar la clase de español?*
- *¿Dormir bien?*

8. The weather and the present progressive

Students have a picture that depicts the weather and the picture has a sticker with the name of a Spanish speaking country.

One student calls another and they converse about where they are, what the weather is like and what they are doing.

Student A calls Student B

Students A: *Hola Carlos ¿cómo estás?*

Student B: *Estoy muy bien, ¿y tú, dónde estás?*

Student A: *Estoy en Argentina.*

Student B: *¡Qué bien! ¿Qué tiempo hace hoy en Argentina?*

Student A: *Hace...*

Student B: *Y ¿qué estás haciendo?*

9. ¿Dónde estoy y qué estoy haciendo? (Where am I and what am I doing? Practicing the -ing endings)

One student is sitting up front facing the other students. The instructor has a few cards in her hand with the names of different places. The student picks one randomly without looking at it. The instructor places the chosen card in front of the student's desk so that all the other students can see what is written on the card, but the student up front cannot see it. The student at the front asks: ¿Dónde estoy? ¿Qué estoy haciendo? (*Where am I, what am I doing?*) The students give clues so that the one in front can guess.

For example:

The card says :La biblioteca
(*The library*)
The students say: Estás
estudiando / Tienes
muchos libros (*You are
studying / You are writing a
lot / You have a lot of
books*)

10. Students prepare a short presentation on a touristic attraction in a Spanish speaking country. It includes pictures and vocabulary from Lessons 1- 5.

11. To practice vocabulary on clothing and foods also direct and indirect object pronouns.

Make simulated stores with paper items and have students "purchase" items from the stores. Then the instructor will ask: What did you buy? Who did you buy it /them from?

13. To practice the parts of the body and the vocabulary related to medical conditions

The instructor shows the picture of a popular medication. Students mention the parts of the body it can be used for and what medical symptoms or conditions it can alleviate.

12. La rutina diaria (Daily routine)

Students bring pertinent props and present a "crazy" version of a student's daily routine. One student explains the "crazy" daily routine of the other while that student acts out what the other is saying.

14. To practice the present perfect indicative and the vocabulary words on well-being (El bienestar)

One student will be the celebrity and the others will ask him / her questions about his lifestyle and other things...

For example:

One student is President Obama

Student A: Presidente Obama, ¿usted ha fumado recientemente? (*Have you smoked recently*)

Obama: He fumado por 10 años pero no he fumado recientemente. (*I smoked for 10 years but I haven't smoked recently.*)

16. To practice vocabulary and structures in general

Students have received 5-6 (amount varies depending of the size of the group) pieces of paper. Each paper has a vocabulary word written on it. Students are seated in a circle and they are to have a conversation using their words each student needs to use all of his words as the conversation progresses. However, each student is responsible for keeping the conversation going and reacting to what others say

Presented by:
Dr. Violeta Donovan
Visiting Instructor of
Spanish
University of South
Florida

mackdonovan@usf.edu
vgmack@hotmail.com

15. To practice the Past Perfect

Indicative

(from Enfoques 4th ed. p. 398)

Each student gets a slip of paper with a phrase on it. Students are seated in a circle separated in pairs. Each pair asks each other if he / she has done what is on the paper before he / she was sixteen. Students have to conjugate the verb in the past perfect tense. They also ask follow-up questions. When instructed students pass their 2 papers to the next pair of students and receive 2 more new slips of paper. Now they ask the questions from the new slips of paper.

At the end the instructor asks some students to tell us about something that their partner did before he/ she was 16.

Examples of other sentences:

Hacer un viaje en avión / Levantar pesas
Escribir un poema / Leer una novela
Enamorarte / Tomar clases de aeróbicos

17. To practice affirmative and negative commands

Students are seated in a circle. Each has a slip of paper with a phrase. For example: ¿Borrar este archivo? (*Should I erase the file?*) The student says: ¿Borro este archivo? Students on either side of him / her will give a different response. For example the student on the right might say: -Sí borra el archivo (*Yes, erase the file*). Then the student on the left would say: No, no borres el archivo (*No, don't erase the file*). Then the student with the question would decide which he / she will do and would say: -Sí, borro el archivo (*I will erase the file*) or No borro el archivo (*I won't erase the file.*)

Examples of other questions:

¿Llamo al mecánico? / ¿Compro un teclado nuevo?
¿Compro una computadora portátil? / ¿Apago la radio?
¿Quemo estos discos compactos? / ¿Prendo el televisor? /
¿Grabo el vocabulario de español?