

Methodology and Strategies for English Speaking using Whatsapp

Volume 3

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For English speaking using WhatsApp**

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GENERAL INDEX

CHAPTER I.....	1
1. INTRODUCTION	1
CHAPTER II.....	8
2. STATISTICAL STUDY PRE-TEST AND POST-TEST	8
2.1 Hypothesis testing	8
2.2 Research design	8
2.3 Working methodology	8
2.4 Depth level	8
2.5 Field of Research	9
2.6 Sample.....	9
2.7 Validity and reliability of the research instruments	9
2.7.1 Validity	9
2.7.2 Reliability.....	9
2.8 Technique for processing and analysis of results	9
2.9 Hypotheses Statement	10
CHAPTER III	13
3. STRATEGIES TO IMPROVE RESPONSES.....	13
3.1 Strategies to improve response in Question 1	13
3.1.1. What do we notice?.....	14
3.1.2 Helpful strategies before the test.....	15
3.1.4 Set a range of contexts	16
3.1.5. Identify the question tense	17
3.1.6 Identify key vocabulary words.....	22
3.1.7 Make vocabulary associations	24
3.1.8 Prevent isolated answers	26
3.1.9 Include a wide range of adjectives and adverbs.....	28
3.1.10 Use a range of connectors	36
3.1.11. Combine tenses when possible	37
3.1.12 Attempt intelligibility	39
3.1.13 Ask for clarification.....	40

3.1.14 Rephrase.....	41
3.2 Strategies to improve response in Question 2.....	42
3.3 Strategies to improve response in Questions 3	50
3.3.1 What you have to do	50
3.3.2 What you don't have to do	51
3.3.4 GRAMMAR	53
3.4 Strategies to improve response in Questions 4, 5 and 6	59
3.4.1. Tips for answering questions in a better way.....	63
3.4.2 Grammar	65
3.5 Strategies to improve response in Questions 7-9	66
3.6 Strategies to improve response in Question 10.....	80
3.7 Strategies to improve response in Question 11	84
CHAPTER IV	92
4 METHODOLOGY.....	92
4.1 Talk about the use of technology	92
4.2 About the TOEIC exam.....	92
4.3 Applications to be used in this book	93
4.4 WhatsApp Good Practices	94
LESSON PLAN No. 1	95
LESSON PLAN DEVELOPMENT No. 1.....	97
LESSON PLAN No. 2	109
LESSON PLAN DEVELOPMENT No. 2.....	111
LESSON PLAN No. 3	122
LESSON PLAN DEVELOPMENT No. 3.....	123
LESSON PLAN No. 4	135
LESSON PLAN DEVELOPMENT No. 4.....	137
LESSON PLAN No. 5	164
LESSON PLAN DEVELOPMENT No. 5.....	165
LESSON PLAN No. 6	181
LESSON PLAN DEVELOPMENT No. 6.....	183

METHODOLOGY AND STRATEGIES FOR ENGLISH SPEAKING USING WHATSAPP

LESSON PLAN No. 7196
LESSON PLAN DEVELOPMENT No. 7.....198

LESSON PLAN No. 8221
LESSON PLAN DEVELOPMENT No. 8.....223

LESSON PLAN No. 9 (Part 2B)245
LESSON PLAN DEVELOPMENT No. 9 (Part 2 B).....247

Bibliography260

CHAPTER I

1. INTRODUCTION

The present work “Methodology and Strategies for English speaking using WhatsApp” is a guide developed from academic and scientific research in one of the most important public institutions of Higher Education in the city of Riobamba and the center of the country, such as Escuela Superior Politécnica de Chimborazo (ESPOCH). The research was developed with students from the Faculty of Computer Science and Electronics, who were part of the study and with whom it was possible to demonstrate a significant improvement in their oral performance in managing the competence of the English foreign language, after having applied the methodology and strategies that will be detailed in this text. The importance that middle and higher-level teachers have a detailed guide to specific processes and procedures to be applied within the classroom, as well as in remote environments, is of utmost relevance since the development of oral skills is probably one of the most difficult competencies for English learners to master.

We must accept the reality that the level of linguistic competence in the English language is minimal in developing countries like ours. According to the online learning magazine (2020), Ecuador was ranked 81 out of 100 in the evaluation ranking with a score of 46.57 points, which corresponds to an A1 level of competence, equivalent to very low on the international scale. Evaluation of the Common European Framework of Reference. This gives clear light that an improvement is necessary in the way in which the teaching of this language is being approached within educational institutions and with this work, we are able to solve the need to give a radical turn to the traditional way that has been applied in educational institutions in the country since it is an innovative methodology in the city and the region, easily applicable and reproducible.

English teachers know that the development of oral expression is undoubtedly one of the most difficult skills to achieve for those users of a foreign language;

Difficulties such as organization and structure of discourse are aspects that are mostly affected by problems of semantics, syntactics or comprehension. Structuring ideas chronologically is a significant drawback to fluent oral production and poor communication. Likewise, there are aspects such as categorizing main and secondary ideas or mostly emotional factors that lead to insecurity with excessive hesitation, pauses, false starts, correction etc.

Acquiring a second language allows you to open borders, understand other contexts, bring cultures closer together, progress, and play a decisive role in the development of a country; being bilingual is an essential requirement to respond to the demands of an open and globalized society, the need to promote a society that knows several languages that allows its students to transit, study, and function in a plural, open and competitive society is preponderant. evolution (Roza González, 2005).

Mederos (2016) states that the teaching of a second language requires the development of activities based on concrete experiences that activate language knowledge schemes to promote both the acquisition and learning of concepts. In other words, this multidisciplinary approach requires the systematic integration of activities for teaching English as a second language with concrete activities for teaching science, or both, and where students use manipulative materials.

In this sense, achieving efficiency in learning a second language (SL) in this case English is imminent in the current scenery, the globalized world demands knowledge of English, since science, technological advances, business, services, and tourism are developed mainly in this language. (Moreno, 2020)

Educators ought to be aware that dealing with language learning involves several factors that must be taken into consideration when planning and developing class sessions in order to improve the final outcome, which is a more accurate oral performance from participants. Effectiveness of target activities, appropriate teaching techniques, motivation, time, students' learning styles, and resources are some of the key aspects to be taken into account if developing the oral competence is aimed. In this sense, the current material deals with aspects like the appropriate selection of contents from a needs-based approach (Nunan, 2006), the provision of opportunities to language use in different contexts, and the enhancement of learners' experiences to oral class activities. This approach aims to tackle the ineffective way of carrying out activities during class time through repetitive sequences of non-sense drills addressed to memorize patterns.

Referring to current communication needs, it is important to mention that language is changing and constantly evolving with its use; however, the appropriate communication protocols are those that achieve effective interaction. Inappropriate use of oral expression can interfere with explicit conventions and can misrepresent ideas. Then, one must tend to an oral practice that involves continuous improvement in a systematic, oriented and conscious way; In order to achieve this, educators must tend to promote comprehensive development of oral expression in order to correctly comply with the basic functions of the language, in addition to implementing resources that are versatile, friendly, understandable and effective that adapt to the needs of both students and teachers.

Teaching methodologies and techniques are key aspects to promote oral skills acquisition. However, English teachers are still dealing with old-fashioned techniques which limits students' motivation. As such, learning processes must include a variety of didactic strategies that motivate users and promote active participation at all levels.

The use of educational technologies in learning a foreign language has been evolving, initially, computer-assisted language learning programs meant the possibility of individual and autonomous work, now they focus more on collaborative learning guided by experts. Currently, the use of ICT affects the increase in interaction and collaboration, beyond the walls of the classroom but rather in a digital environment.

Digital media can favor autonomous learning inside and outside the modern language classroom, although they will always require the guidance of an expert. Communicative competence in several languages, especially in English, together with digital competence, constitute two essential skills of the 21st century that favor access to the labor market as well as mobility within it. (Buyse, 2017)

Considering the current context in which virtual environments have gained great space and are widely accepted, instruction and guidance in the field of foreign language teaching should turn towards innovative teaching. Additionally, the teaching style must also be more dynamic and adjust to current needs. Mobile devices and applications have had a great development in recent times, which should be seen as an advantage when planning our teaching work. Contreras, et al. (2009) mentioned that among the factors that can be considered to use mobile devices in learning environments are: their growing distribution, the

adaptation of cell phones in society without distinction of age, independence of socioeconomic status, or activities to which human beings dedicate themselves, and the possibility of impacting the education of students without limits of space, place or time.

Under these circumstances, the use of technological resources to develop language skills requires special attention, especially those that present greater difficulty because they are productive skills. As part of these skills we find that of “speaking”, whose translation into Spanish is “oral comprehension”, which is an essential part of the communication process in which we are constantly involved in our society. As can be inferred, oral production does not work in isolation since all receptive and productive skills must be integrated for linguistic development to occur adequately. In this sense, receptive skills such as Listening and Reading, which refer to listening and reading comprehension, provide the necessary input for oral production to become more effective. In the same way, the skill of Writing or written comprehension makes us enhance our writing skills in a systematic and coherent way; that is, the function as teachers is to find resources that cover all these characteristics in a propitious way and what better than through elements that are available to the vast majority of students such as mobile devices and online applications as part of educational innovation.

The pedagogical use of mobile devices is called mobile learning (m-learning, which means Mobile learning in English) and consists of the acquisition of knowledge through some mobile computing technology (Traxler, 2009b). The application method of these technologies can be diverse as it adjusts to the needs, contexts and objectives to be achieved. If the application of appropriate techniques, which are varied and adaptable to many cases, do not work or are simply not applied, you will not have a good command of oral communication skills and teaching-learning will be done halfway. The new methodological strategies give opportunities for them even to adapt to favor the student as he learns best.

The different social situations, the ages and the environment in which the learning of young students takes place, the innovative forms of self-learning, are the opportunities available to the student; this indicates that it is a weakness to continue teaching traditionalist of the classroom, the blackboard and the book, processes that for today’s youth have been left behind. The application of appropriate techniques leads to the implementation of appropriate learning styles, in which the student has the opportunity to develop their intellectual capacities

inclusively, based on their own characteristics, to achieve effective instruction. There is no pure or unique style, the need of each person is different; therefore the interest in learning is also different, the styles are various, but there is always one predominant. The strategies are linked to the learning style that is used; for this reason, each style needs a different strategy. One of the most exciting and well founded theories that have emerged in recent years is Howard Gardner's theory of multiple intelligence, which defines intelligence as the set of capabilities that allows us to solve problems or manufacture valuable products in our culture. For his part, David Kolb (1984) establishes a widely used model for diagnosing Learning Styles at adult levels. Kolb is part of the rich tradition of experiential learning, which is based on the premise that our survival depends on the ability to adapt to changing conditions in our world.

Based on these statements, we focus on developing a methodological strategy to enhance oral communication skills in the English Language based on the use of an innovative vision through the use of current technological resources. As a result of this work, it has been possible to develop this book whose purpose is to guide teachers in the language area on the use of WhatsApp as a tool to improve oral linguistic ability among middle and higher-level students, developing their independence to. At the same time, a reflective type of instruction is promoted by motivating them to be participants and responsible for improving their own knowledge through autonomous work which they can execute at their own pace on their mobile devices.

In chapter one of this book, we briefly introduce the current situation of the English language in our educational context, which has generated interest in the research proposal with the current result. This section highlights the importance of applying new methodological strategies that make language learning more effective and purposeful. We have given special emphasis to the development of oral competence since it has been determined that, considering the two classical forms of language, oral is imposed on writing due to its versatility since it is instantaneous and practical for communicational purposes, writing is possibly what that remains for posterity.

In this section, researchers address the issue of communication; it should be noted that oral expression plays a fundamental role in oral language. Thus, expressing oneself orally involves knowing and mastering a set of techniques that determine the common models to consider achieving effective interaction,

avoiding discrepancies or obstacles in the transmission of the message, for this, the correct guidance of teachers at each stage Knowledge production is important if you want to achieve the linguistic objectives proposed for each level of communicative development.

In chapter two, we performed a statistical analysis of the results obtained in the research process, both in the pre-test and in the post-test diagnostic test. The initial results served as a reference to know the current problems of the students of the control group and the experimental group in terms of the management and mastery of their oral skills, which reflected the need to implement improvement strategies and that gave way to the process of investigation. Based on this information, we developed and applied a set of methodological strategies adapted to the students' current needs, thus determining the need to implement technological resources for a greater and better scope within the instructional process.

The results that we obtained from the post-test validated the effectiveness of the implementation of the study's didactic strategies, which served as input for the preparation of this work, the purpose of which is to present a detailed guide of activities and tasks developed in WhatsApp. for the improvement of oral skills "Speaking" at the level of competence B1 according to the Common European Framework of Reference.

For the purposes of this analysis, we use Fisher's exact test, which is a test of statistical significance used in the analysis of contingency tables. We use this test because of the sample size since it was applied with a specific group of students from a single faculty of the educational institution.

In chapter three, we present the details of the didactic and methodological strategies that the experimental group teachers apply as part of the research. Each strategy is based on different activities designed and carried out with the WhatsApp mobile application, based on the model established for the Cambridge PET international certification test for proficiency level B1. The activities shown in the book were adapted to virtual environments and applied during face-to-face sessions and assigned for independent work to develop autonomous learning from the repetitive and self-critical practice of their results.

We develop each of the sections of the exam based on the lesson plans, which explain the strategies applied to improve them; in addition, it emphasizes activities that enhance the improvement of the semantic and syntactic function for each of the

questions. Additionally, several examples of the parts considered are included for greater internalization of learning and better understanding by the participants. In this chapter, we focus essentially on providing teachers with specific tools applying activities that promote better oral comprehension and development.

Chapter four includes the detailed description of the lesson plans carried out throughout the implementation of the study. Each of them presents the activities displayed for every section. The distribution of such activities is issued according to the chronological advance of difficulty of the tests. As for KET test, four lesson plans were developed, which consisted in a compilation of several example questions mostly retrieved from the international CEFR repositories available in approved handbooks and manuals. These questions and activities were adapted to the circumstances and reality of the educational system we were working with, for instance, creating sets of vocabulary and strategies to focus on building participants' confidence through repetition and assimilation. The four parts are in turn as follows: Part I: Personal information; part II: Describing a photograph; part III: Discussing about a topic, and part IV: Interaction based on a previous topic.

As it regards to TOEIC test, there are five lesson plans organized in the following order: Part I: Read the text aloud; part II: Describe a picture; part III: Respond to questions; part IV: Respond to questions with provided information, and part V: Express an opinion. Similar to KET lesson plans, all the activities and exercises were developed aiming to promote autonomous practice as well as guided practice during the intervention process. Since both, KET and TOEIC tests are aimed to pursue A2 level of proficiency, they share similar features in the execution of the lessons, based on the parameters set by the worldwide standards of assessment. Each lesson is fully explained by means of the presentation of slides used in class sessions and the methodology used in every part to fulfill the objectives stated for this level of competence.

CHAPTER II

2. STATISTICAL STUDY PRE-TEST AND POST-TEST

Statistics has become an effective method in research processes, allowing research information to be planned and collected, organized, represented, interpreted and analyzed, pertaining to individuals or observations of a phenomenon, examining relationships and comparing data.

2.1 HYPOTHESIS TESTING

Procedure: Significance test of the difference between means when the data are dependent.

2.2 RESEARCH DESIGN

The research designed employed a quantitative approach to analyze the findings. Cresswell (2009) defines it as a means to test and measure the objectives of the theories by examining the relationships between variables, these variables at the time can be measured through tools which allow the analysis of statistical procedures. Thus, statistical methods were used to analyze the academic performance between the experimental and control groups.

This study will be a quasi-experimental design. Cresswell (2009) defines quasi-experimental research as those in which a convenience sample is used, since the researcher must use groups already formed in advance (eg a classroom, an organization, or a family) or volunteers. For this reason, this type of procedure is taken when the subjects to be investigated cannot be randomly assigned.

2.3 WORKING METHODOLOGY

The working methodology in this research is a quasi-experimental type research: there was no randomization of the experimental group and the control group; the experiment was based on comparing the results of the variables and their analysis in different groups.

2.4 DEPTH LEVEL

According to the different depth levels, this research study design was a correlational investigation. Since the relationship between the two variables was studied with statistical methods: The independent variable being WhatsApp with the dependent variable being Speaking. These relationships were quantified and subjected to the research hypothesis test.

2.5 FIELD OF RESEARCH

The research was framed within the socio-educational field following a systematic process, whereby the experience of the authors was combined with the reasoning and analysis of the study results to produce scientific answers to the research question posed related to the impact of WhatsApp as a tool for the development of linguistic communicative competence in the English teaching-learning process.

2.6 SAMPLE

The research sample consisted of 88 legally enrolled students across both the control group and the experimental group. In the control group, there were 44 students and in the experimental group, there were 44 students in the selected parallels. Neither group was randomized. The sample was non-probabilistic; the two groups had the same characteristics and were selected for accessibility.

2.7 VALIDITY AND RELIABILITY OF THE RESEARCH INSTRUMENTS

2.7.1 Validity

The validity of the application of the instrument was applied to the experimental group in which the independent variable was inserted and to the control group to compare and analyze the statistical method. The equivalence of the groups was guaranteed; that is, they were homogeneous groups, with similar characteristics, except for the variable introduced in the experimental group.

2.7.2 Reliability

The evaluation criteria of the 11 questions were evaluated with TOEIC internationally standardized rubrics for Speaking, depending on the type of question.

2.8 TECHNIQUE FOR PROCESSING AND ANALYSIS OF RESULTS

The statistical analysis was performed using the free access software RStudio version 3.6.3.

With the help of RStudio, the hypothesis test process was developed for the difference of means with different variances (Hernández & Usuga, 2021, p. 183).

2.9 HYPOTHESES STATEMENT

Ho: “The use of WhatsApp impacts improving English Speaking skills in A2 level students at Escuela Superior Politécnica de Chimborazo”.

Null Hypotheses $H_0 : \sigma_1^2 = \sigma_2^2$

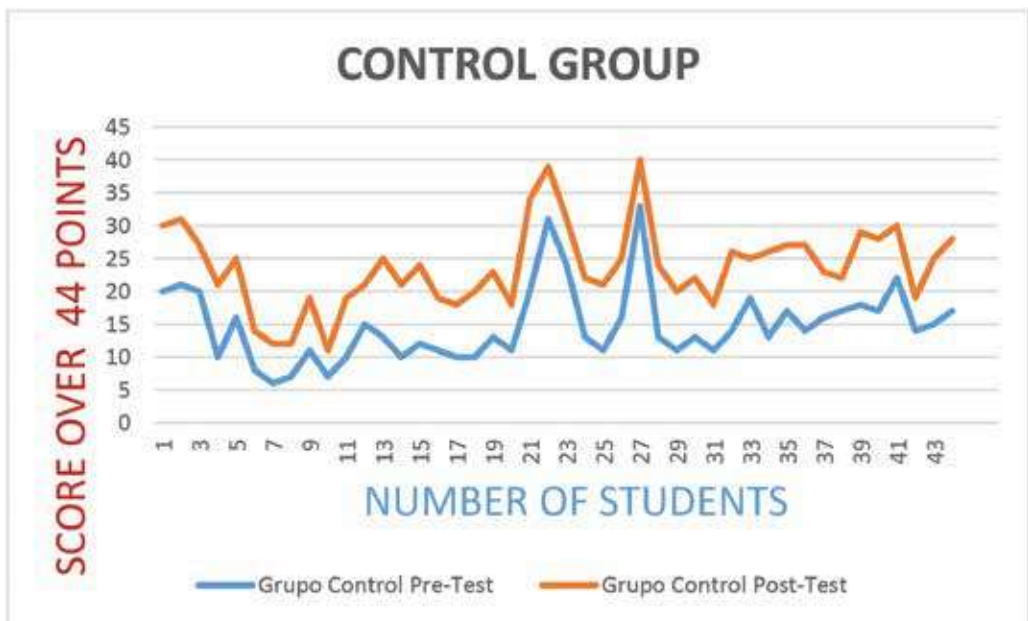
H1: “The use of WhatsApp does not impact on improving English Speaking skills in A2 level students at Escuela Superior Politécnica de Chimborazo”.

Alternate Hypotheses $H_1 : \sigma_1^2 \neq \sigma_2^2$

After the mathematical and statistical calculations, the following was determined:

Figure 1

Descriptive statistical data obtained from the Control Group in the assessment of the Pre-test and Post-test of Speaking



Source: Post-Test and Pre-Test Elaborated by author

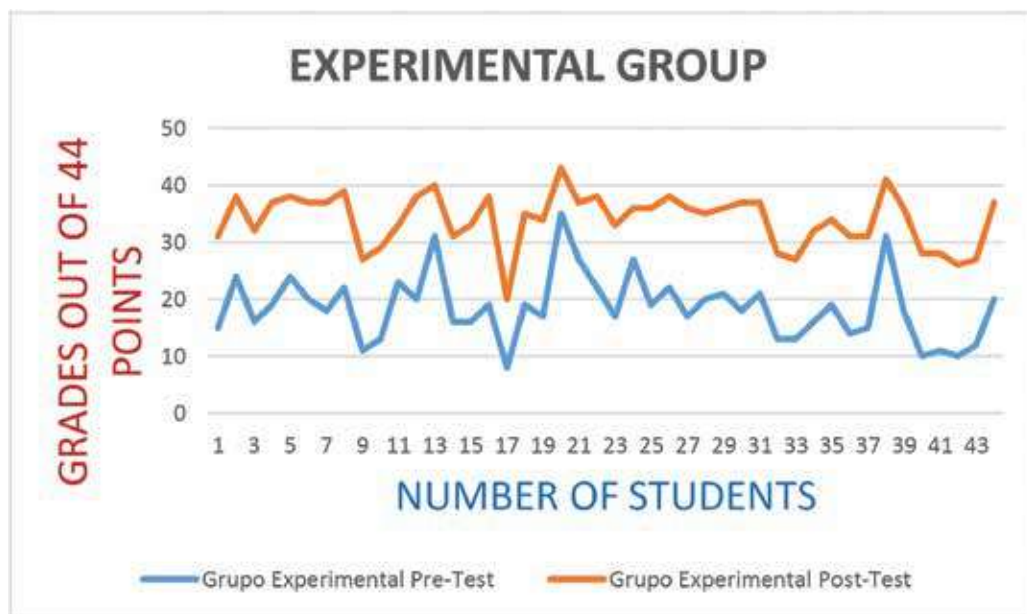
The control group assessment, in other words, the classes where the pedagogical use of WhatsApp was not included as shown in Figure 1, the results of the Pre-test in terms of the level of knowledge of the speaking skill before the intervention of the 44 students reached an average of 14.77 points out of 44 with a standard deviation of 5.66. After the intervention that included regular classes, this average increased to 23.66 points out of 44 with a standard deviation of 6.27. The final scores refer to the measurement of the tasks to be developed, such as: Read a text aloud (question

METHODOLOGY AND STRATEGIES FOR ENGLISH SPEAKING USING WHATSAPP

1-2), Describe a picture (question 3), Respond to questions (questions 4-6), Respond to questions using the information provided (questions 7-9), Propose a solution (question 10), Express an opinion (question 11) and evaluation criteria such as pronunciation, Intonation and stress, Grammar, Vocabulary, and Cohesion, Relevance of content and, Completeness of content.

Figure 2

Descriptive statistical data was gathered from the Experimental Group in the Pre-test and Post-test of the speaking assessment.

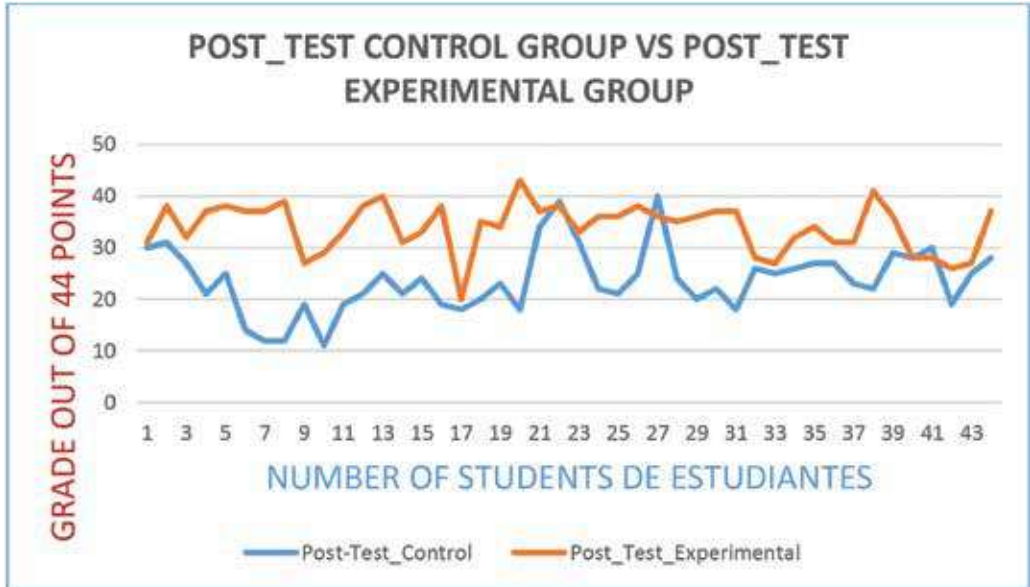


Source: Post-Test and Pre-Test Elaborated by authors

In the assessment test of the 44 students from the experimental group, with whom WhatsApp was used for pedagogical purposes, a variation in the results was evidenced because the data presented in Figure 2 show that before the intervention, the results Pre- test on the level of knowledge of speaking skill had an average of **18,61** out of 44 points with a standard deviation of 5,80. After the intervention with the pedagogical use of WhatsApp, this average increased to **33,98** out of 44 points with a standard deviation of 4.72.

Figure 3

Descriptive statistical data obtained in the evaluation of the Post-Test of the Control Group and the Post-Test of the Experimental Group



Source: Post-test from the control group and experimental group Elaborated by authors

To answer the question posed in this research, “The use of WhatsApp influences the improvement of English Speaking in students of level A2 of Escuela Superior Politécnica de Chimborazo”, two hypotheses are proposed: The Null hypothesis and the Alternate hypothesis.

Null Hypothesis $H_0 : \sigma_1^2 = \sigma_2^2$

The null hypothesis indicates that the variance of the experimental group is equal to the variance of the control group.

Alternate Hypothesis $H_1 : \sigma_1^2 \neq \sigma_2^2$

The alternate hypothesis indicates that the variance of the experimental group is different from the variance of the control group.

With the data collected, a Fisher's exact test was applied using the data from the Post- Test of the Control Group and the Post-Test of the Experimental Group, as seen in Table 1.

Table 1.

F-Test Two-Sample for Variances

	Post- Test_Control	Post-Test Experimental
Mean	23,65909091	33,97727273
Variance	39,29968288	22,30179704
Observations	44	44
df	43	43
F	1,762175613	
P(F<=f) one-tail	0,033272995	
F Critical one-tail	1,660743744	

Note. This table shows the values when applying Fisher's exact test.

Table 1 shows that the experimental group's Mean is higher than the Mean of the control group; this means that the experimental group students had a better performance. The value of the variance in the post-test of the control group is 39.29968288, and the value of the conflict in the experimental group's post-test is 22.30179704; these values indicate how dispersed the values are with relation to the Mean. The value of the observation is 44 students, and the value of the degree of freedom (df) is 43.

Fisher's exact test (F) value is 1.762175613, which is higher than the critical value (F Critical one-tail) of 1.660743744. Considering these values, we reject the Null hypothesis and take the Alternate hypothesis, since there is a difference between the values of the Post-test in the Control Group and the Post-Test of the Experimental Group, which shows that there is an improvement and the Research hypothesis: "The use of WhatsApp influences the improvement of Speaking of the English language in students of level A2 of the Polytechnic School of Chimborazo".

CHAPTER III

3. STRATEGIES TO IMPROVE RESPONSES

3.1 STRATEGIES TO IMPROVE RESPONSE IN QUESTION 1

Giving personal information

Directions: In this part of the test, students will interact individually with an interlocutor. The student will be asked questions to elicit language regarding to meeting people for the first time, giving information of a factual personal kind or familiar issues. The interlocutor will guide the conversation based on a frame to ensure standardization and control level of input. The estimated time for this question is 2-3 minutes.

Source: Ket handbook 2007

Sample question

Where do you come from? (UK)
Where do you live? (Non-UK)

Sample response

I am from Ecuador, in South America. I live in a small city called Riobamba at about 200 kilometers from Quito, the capital city.

Source: Authors

3.1.1. What do we notice?

- We must understand questions in order to interact with the interlocutor appropriately and intelligibly.

METHODOLOGY AND STRATEGIES FOR ENGLISH SPEAKING USING WHATSAPP

- We must provide clear personal, non-personal, and abstract information on familiar topics.
- We have to use appropriate vocabulary related to the question and, when necessary, extend it so that the answer is fully clarified.

As this is a question that requires an immediate response, participants may face some constraints with carrying out the activity properly. Even though the language required for this question is primary regarding the parameters to CEFR, we have to be aware that the interaction between the interlocutor and participant must be clear enough to generate fluent communication. Thus, it would be highly recommended to get familiar with some of the topics to be involved in the question. We must consider that we are required to provide information, so; it is a good idea to remark the importance of dealing with appropriate structures, acceptable vocabulary related to the content presented and good pronunciation. Hence, we will display some of the topics that can appear along with the execution of this question.

- Personal data
- Home/ hometown
- Education
- Relationships (family, friends)
- Hobbies
- Foods
- Leisure.
- Future plans.

Once we are aware of the main topics to be assessed, it is advisable to work on some hints that can be helpful to achieve an appropriate performance. In this sense, we must be prepared for both understanding the questions asked and responding thoroughly with the focus on covering the three main aspects from the analytical assessment scales stated in CEFR, which correspond to Grammar and Vocabulary

Pronunciation, and Interactive communication. Hence, we will array the most common strategies to keep in mind to clearly understand the questions and, at the same time, be able to provide a fully developed answer.

3.1.2 Helpful strategies before the test

The most important aspect to consider when working on this speaking activity is to convey basic meaning regarding what is being asked. In order to do so, we must have enough practice time using these strategies to get enough prior practice. Here we will state some:

3.1.3 Practice spelling

Even though it seems to be a simple thing to do, it is very important for us to get enough practice in spelling words. Most of the time, participants confuse letters or phonemes when they are required to spell their names, surnames, or simple information. It may probably result from the stress we are exposed since this is the very first question we have to answer when we start an examination. Then, much practice is needed in this part in order to gain confidence. For extra practice on the alphabet, please check the video through the code below.



Figure 1: The alphabet in American English and British English.
Source https://www.youtube.com/watch?v=hommWz1qKGk&ab_channel=GoEnglish

3.1.4 Set a range of contexts

This is necessary for participants to have a wide range of possible questions from the categories stated before in different contexts. The more exposure they get to these questions, the more confident they will get in expressing their ideas, as they will use the semantic and syntactic language features more appropriately in each case. Here we have some examples.

Look at the questions below and try to identify the sort of category they belong to.

Example 1

Can you spell your last name? Do you work or are you a student? Where do you live?
--

What topic are the questions about?

These questions are related to the topic **Personal data**. It is important to know that the interlocutor will elicit this information straightforward at the beginning of the interaction. Answers for these sorts of questions are factual. We must avoid giving opinions.

Example 2

Who do you live with? Where do you watch TV at home? What's your favorite room in the house?
--

What topic are the questions about?

These questions are related to the topic **Home**. This type of question allows participants to give extended answers. Considering that they are information questions (Wh- questions), we must try to be clear enough so that the interlocutor has a complete idea of what the situation is about.

Example 3

How often do you see your friends/ colleagues?
 What do you like doing when you go out with your friends?
 Tell me something about one of your friends/ classmates

What topics are the questions about?

These questions are related to the topic **Relationships**. This type of question also allows participants to give extended answers. In some cases, the questions can be addressed for more than one category for instance friends, families, partners, acquaintances, etc.

3.1.5. Identify the question tense

As it has been mentioned previously, in this section, complex structures are not necessary. However, in order to reach the level of interactive communication required, it is advisable to develop accurate utterances according to the parameters suggested for this part of the examination. The basic structures mainly used are **The Present, the Past, the Future and the Perfect tenses**. In order to have a further review of these topics, see the tables below:

Table 1. The Present Simple with main verbs, positive forms

	Subject	Main Verb	
1st Person	I	love	my family.
2nd Person	You	know	my hometown.
3rd Person Singular	She	bakes	The best chocolate cake.
3rd Person Plural	Most women	drive	to work.

Source: Authors

Table 2. The Present Simple with main verbs, negative forms

	Subject	Auxiliary verb	Not	Main Verb	
1st Person	I	do	not	want	to walk to work.
2nd Person	You	do	not	live	near my house.
3rd Person Singular	She	does	not	go	to work this week.
3rd Person Plural	Those women	do	not	speak	English very well.

Source: Authors

Table 3. The past simple with main verbs, positive forms

	Subject	Main Verb	
1st Person	I	visited	my family.
2nd Person	You	visited	my hometown
3rd Person Singular	She	baked	the best chocolate cake.
3rd Person Plural	Those women	drove	to work.

Source: Authors

Table 4. The past simple with main verbs, negative forms

	Subject	Auxiliary verb +not	Main Verb	
1st Person	I	did not	visit	my family.
2nd Person	You	did not	visit	my hometown.
3rd Person Singular	She	did not	bake	a good chocolate cake.
3rd Person Plural	The women	did not	drive	to work.

Source: Authors

Dealing with the appropriate use of these tenses can enhance the success of this section. In this sense, identifying the auxiliaries used in each of the questions can help participants realize the tense in use. Let's remember that regardless of whether this is a Yes/No question or a WH- question, all these utterances will include an auxiliary that will help us determine the tense used by the interlocutor. For instance, let's check some examples:

1. What do you like doing at the weekend?
2. What kind of films do you like watching?
3. Did you watch a film yesterday?

In question 1, *What do you like doing at the weekend?* We can notice the use of the auxiliary verb “do”.

What does it suggest to us?

The presence of the auxiliary Do/ does in a question suggests the use of the **Present tense**, which means that we have to talk about any of the functions this tense is used for, in this case, we have to refer to a personal habit in the present as factual information. See table 5

Table 5. The present simple with main verbs, question forms.

	Auxiliary Verb	Subject	Main Verb	
1st Person	Do	I	want	to walk to work?
2nd Person	Do	you	like	to work on the weekends?
3rd Person Singular	Does	Sam	go	to work on weekends?
3rd Person Plural	Do	they	speak	English very well?

Source: Authors.

In question 2, *What kind of films do you like watching?* We can notice the use of the auxiliary verb “do”.

What does it suggest to us?

As in the previous example, the presence of the auxiliary Do/ does in a question suggests the use of the **Present tense**, but in this case, we have to refer to our personal preference in the present. See table 5.

In question 3, *Did you watch a film yesterday?* We can notice the use of the auxiliary verb “*did*”.

What does it suggest to us?

In this sentence, the auxiliary Did in a question suggests the use of the Past tense, but in this case, we are being asked a Yes/No question that requires a direct answer See table 6.

Table 6. The past simple with main verbs, question forms

	Auxiliary verb +not	Subject	Main Verb	
1st Person	Did	I	visit	my family.
2nd Person	Did	you	visit	your hometown.
3rd Person Singular	Did	she	bake	a chocolate cake.
3rd Person Plural	Did	those women	drive	to work.

Source: Authors

Despite the nature of this question, students will be assessed on the ability to generate interaction with adequate language, so we can add extra information to clarify our answer.

Another way to identify the tense in a question is to pay attention to the time expressions used. Even though we could miss grabbing the auxiliary verb, the time expressions used in the question will help us to give ourselves a clear idea of the tense we have to use in our answers.

Did you watch a film yesterday?

The time expression used in this question is “yesterday” which draws students’ attention to the past tense so that they can clearly identify the tense and thus, utter a response using the same tense as in the question provided.

Understanding the questions’ tense and context is ultimately the best way to give more accurate responses.

3.1.6 Identify key vocabulary words.

One of the common problems of most language learners has to do with the difficulty in understanding the context of the questions. If the case, participants could deal with serious problems holding a fluent interaction with their interlocutor, having as a result misunderstanding of ideas or no communication at all. Once participants are familiar with the topics to be addressed in this question, it is important for them to be able to identify the vocabulary to be found and used in each category. Identifying keywords is helpful for working out this section. Let's analyze some examples from the previous section:

Table 7. Key vocabulary words in questions

Question	Key words
Can you spell your name?	<i>Spell, name</i>
Where do you live?	<i>Where, live</i>
Who do you live with?	<i>Who, live, with</i>
What's your favorite room in the house?	<i>What, favorite, room, house</i>
How often do you see your friends?	<i>Often, see, friends...</i>

Source: Authors

As we can notice in the examples above, the keywords serve as a reference for the contextualization of the whole question. If participants master to gist the keywords, they will be able to make associations with the content to be used in their answers.

In semantical terms speaking, keywords usually correspond to parts of speech like ***verbs, adjectives, nouns, and adverbs***. If we have a clear idea of their function and meaning, it will be easy to quickly frame a picture of the context of the question and the possible language outcome. To briefly review parts of speech, its function, and some examples, see the following table 8.

Table 8. Parts of speech

part of speech	function or “job”	example words	example sentences
Verb	action or state	(to) be, have, do, like, work, sing, can, must	EnglishClub is a website. I like EnglishClub.
Noun	thing or person	pen, dog, work, music, town, London, teacher, John	This is my dog . He lives in my house . We live in London .
Adjective	describes a noun	good, big, red, well, interesting	My dogs are big . I like big dogs.
Determiner	limits or “determines” a noun	a/an, the, 2, some, many	I have two dogs and some rabbits.
Adverb	describes a verb, adjective or adverb	quickly, silently, well, badly, very, really	My dog eats quickly . When he is very hungry, he eats really quickly.
Pronoun	replaces a noun	I, you, he, she, some	Tara is Indian. She is beautiful.
Preposition	links a noun to another word	to, at, after, on, but	We went to school on Monday.
Conjunction	joins clauses or sentences or words	and, but, when	I like dogs and I like cats. I like cats and dogs. I like dogs but I don’t like cats.
Interjection	short exclamation, sometimes inserted into a sentence	oh!, ouch!, hi!, well	Ouch! That hurts! Hi! How are you? Well , I don’t know.

Source: <https://www.englishclub.com/grammar/parts-of-speech.htm>

3.1.7 Make vocabulary associations

In accordance with the strategy stated in 3.1.6, **identifying key vocabulary words is the starting point to make the vocabulary associations required to provide an accurate answer regarding** the use of a range of appropriate vocabulary about familiar topics.

As noticed in the prior examples, questions provide the supply to address the type of vocabulary to be used in the answers; for instance, based on keywords

gathered from strategy 1.4, the participants can expand the range of items to complete their ideas. See the example:

Table 9. Vocabulary associations from questions

Question	Key words	Associated vocabulary
Can you spell your name?	Spell, name	<i>Pronouns, names, the alphabet</i>
Where do you live?	Where, live	<i>Countries, nationalities, cities, towns, adjectives</i>
Who do you live with?	Who, live, with	<i>Relatives, family members, relationships, adjectives</i>
What's your favorite room in the house?	What, favorite, room, house	<i>Verbs to express a preference, part of the house, furniture, adjectives</i>
How often do you see your friends?	Often, see, friends...	<i>Adverbs of frequency, relationships, connectors</i>

Source: The authors

Let's analyze a couple of additional examples:

Example 1: Do you enjoy studying English? Why? Why not?

Table 10. Vocabulary associations from questions.

Question	Key words	Associated vocabulary
Do you enjoy studying English? Why? Why not?	Enjoy, study, English	<i>Verbs of preference, adjectives to show feelings, linking words...</i>

Source: The authors

Example 2: What do you do in your spare time?

Table 11. Vocabulary associations from questions.

Question	Key words	Associated vocabulary
What do you do in your spare time?	What, do, spare	<i>Action verbs, hobbies, sports, interests, time expressions...</i>

Source: The authors

We have previously mentioned the topics which are subject or assessment at this level of performance; in most cases, students are previously exposed to a set of vocabulary regarding to these topics. Once students can identify the keywords from questions, they will be able to immediately create mental connections with the range of vocabulary required to express themselves and speak their thoughts out. To review a list of useful vocabulary to A2 level, scan the code below.



Figure 2. Vocabulary list for A2 Key

Source: <https://www.cambridgeenglish.org/Images/506886-a2-key-2020-vocabulary-list.pdf>

3.1.8 Prevent isolated answers

One of the purposes of developing the strategies proposed in this book is to get to generate interactive communication among participants. Based on the standardized parameters of assessment on speaking performance at the A2 level, L2 learners must be able to maintain simple exchanges with minimal prompting and support. Thus, the speeches produced by the participants must flow in an almost natural pace by the time of using a good degree of control of simple grammatical structures and acceptable pronunciation. In this sense, interaction must be conveyed from an authentic supply of ideas; it means that students must create extended pieces of speech that include reasons, explanations, and opinions for the questions presented even though they are straightforward questions.

In sentences like this: ***Are you a student?*** The straightforward answer is yes/no short response. However, students must be ready to utter full long sentences that provide additional information regarding the topic. Here we can find a model answer for the same question:

Example 1

- *Are you a student?*
- **Sample answer 1:** Yes, I am. Currently, I'm studying a major in Chemistry/ Electronics/ Software engineering, which I find very interesting/ difficult/ challenging. Additionally, I am taking extra courses on English/cooking/ origami because I really enjoy meeting new people from all over the world/ creating new dishes/ making figures out of paper.

As you can notice, the range of vocabulary used in this answer goes from a basic yes/ no response to a complete idea where sets of vocabulary are used (subjects, adjectives, gerund forms for activities). This is an example where interactive communication is achieved with minimal prompts from the interlocutor. Let's check other possible answers:

- *Are you a student?*
- **Sample answer 2:** Indeed. I have been studying Computer Science at ESPOCH for two years, but in fact I have been a student since I was 5 years. I think I will finish my major in a couple of years, and after that, I plan to study a master's program as well.

In this case, the respondent is providing a straightforward answer at the very beginning of the answer, but additionally, he/she is giving extra details of the length and talking about future intentions. The participant attempt to include more advanced structures as the present perfect forms and future tense. There is one extra example.

- *Are you a student?*
- **Sample answer 3:** No, not now. At the moment I'm working part-time as a shop assistant in a shopping mall near my house. I am trying to save some money to travel for a while before I get a full-time job.

The response, in this case, is negative, but the participant is giving extra details about the alternative activities. The vocabulary required has to do with supporting reasons and giving explanations.

As noticed in the three samples, students can give answers to the extent they consider necessary to achieve a meaningful response. Limiting short yes/no answers dramatically reduces to chances of getting interactive communication.

3.1.9 Include a wide range of adjectives and adverbs

As the expected overall performance of language practitioners at level, A2 is to understand and express simple opinions or requirements in a familiar context, the aim of the trainers then is to make students able to utter precise answers with an appropriate level of clarity without leaving the fact of being relevant behind. In this sense, attempting responses by adding semantic elements to their speech is highly recommended to make simple grammatical constructions more interesting. For this purpose, adjectives and adverbs can be inserted into answers during their performance. As this is a book issued for basic learners, we include a list of useful adjectives and adverbs categories used at this level.

Adjectives

These are essential elements that have a prototypical function to modify nouns or pronouns. In terms of speaking, plenty of adjectives can be used to make a sentence sound more interesting without being extremely complicated. In the table below, we can find some categories that can be used at the A2 level in order to upgrade the level of performance of L2 learners.

Table 12. Adjective categories for A2 level of performance.

Category	Examples
Color, size, shape, quality, nationality	Green, black, short, tiny, square, good, evil, Ecuadorian, Peruvian
Cardinal and ordinal numbers	First, fiftieth, two, forty, etc.
Possessive	my, your, his, her, etc.
Demonstrative	this, that, these, those
Quantitative:	some, any, many, much, a few, a lot of, all, other, every, etc.
Opinion	Interesting, beautiful, amazing, boring, etc.

Source: <https://www.cambridgeenglish.org/images/504505-a2-key-handbook-2020.pdf>

It is worth remarking that L2 learners need to know a considerable amount of adjectives to be able to use them in sentences so that they can be more meaningful.

Here is a short list of some common adjectives in English:

Table 13. Useful Adjectives for A2 Level

able	federal	large	old	sure
bad	free	late	only	true
best	full	little	other	talented
better	good	local	possible	tall
big	great	long	public	terrific
black	hard	low	real	universal
certain	high	major	recent	unique
clear	huge	modern	right	white
different	human	military	small	whole
early	important	national	social	wide
easy	international	new	special	wonderful
economic	interesting	nice	strong	young

Source: <https://www.ef.com/wwen/english-resources/english-vocabulary/top-50-adjectives/>

3.1.9.1 Order of adjectives

For students who are learning English, it can be quite confusing to identify the correct order of adjectives in a sentence since sometimes a statement can seem grammatically correct but still sound a bit odd. There are, however, some rules regarding adjective order that can help students produce more accurate pieces of speech. Even though there can be some slight variations. In the following table, we will display the most commonly used pattern for word order:

Table 14. Order of adjectives

Quantity	Opinion	Size	Age	Shape	Color	Origin/ Material	Qualifier	Noun
two	fancy		new			leather		jackets
a		tiny			white			cat
some	beautiful			oval			handmade	crafts

Source: <https://www.grammarly.com/blog/adjective-order/>

As seen in the examples from the table above, it is not necessary to use one adjective for every category but yet to keep the order with the ones included.

3.1.9.2 Predicative and attributive adjectives

When talking about adjective order, we ought to be aware of language’s possibilities to deal with options. In this section, we will recall the order we can use adjectives in a sentence.

The predicative adjectives will appear in a sentence in the predicate after linking verbs as “be”, “seem”, “look”, “feel”, “turn”.

Examples:

The professor looked terrible last class.

The adjective in this sentence is “terrible”. As noticed, it comes right after the verb “look” and appears as part of the sentence’s predicate.

The house I live at is huge.

The adjective in this sentence is “huge”. It is placed after the verb “be” in the predicate of the sentence as well.

The attributive adjectives come in front of the noun to be described. They can be part of the subject or the predicate of the sentence.

Examples:

The big dog barked at me aggressively.

In this sentence, the adjective “big” modifies the noun “dog” in the sentence’s subject. It is placed directly before the noun it is describing.

I would like to be a great professional in the future.

In this sentence, the adjective “great” modifies the noun “professional” in the predicate of the sentence. It is placed directly before the noun it is describing.

3.1.9.3 Participles as adjectives

In English, we can make adjectives out of the participle forms of some verbs. The present participle of a verb is usually identified by the presence of the “-ing” suffix, and the past participle is mainly recognized by the “-ed” suffix added to the regular verb forms, though they have a different function in a sentence.

Sometimes we can have the two participles from a same root word, for instance, boring and bored.

Examples:

I think Math is a boring class.

I feel bored during Math class.

In the first example, boring is the adjective that describes the noun “class” (Math class)

In the second case, the adjective bored describes the pronoun “I”.

In general terms, the “-ing” adjectives provide an opinion about the noun while the “-ed” adjectives express the state or feeling of the noun or pronoun it describes.

3.1.9.4 Comparative and superlative forms (regular and irregular)

One crucial aspect to consider when working out speaking activities is the appropriate way in which we use comparisons. These are very prevalent structures that appear in speaking assessment activities, so it is strongly recommended to look at the correct form and use of the comparative and superlative forms of the adjectives. The table below contains a brief explanation about the use of comparisons with adjectives; let’s look at the rules:

3.1.9.5 Comparative forms of adjectives

The following structures are used to compare two items, situations, people, states, etc. They are usually accompanied by the comparison “than”, for instance:

My mom is more energetic *than* my dad.

My family is bigger *than* my best friend’s.

The following table displays the rules to use comparatives adequately:

Table 15. Comparative forms of adjectives

Monosyllables Add -er	Multisyllables Add more +Adj	2 syllables -y Omit -y and add -ier (More: less common)	Irregular Have proper form
Taller Bigger Smaller Shorter Smarter Fatter	more intelligent more beautiful more elegant more interesting more hardworking more honest	Happy: happier Noisy: Noisier Lazy: lazier Friendly: friendlier Healthy: healthier Heavy: heavier Easy: easier	Good: better Bad: worse Far: farther/further

Source: Authors

3.1.9.6 Superlative forms of adjectives

This is another form of comparing items, but different from the comparative forms, the superlative forms allow us to compare among several items, situations, people, etc.

Superlatives generally include the particle “the” before the comparative form of the adjective, for instance:

Monday is the most difficult day of the week.

Living in an apartment was the worst experience of my life.

Look at the table below to review the use and form of the superlative forms of the adjectives:

Table 16. Superlative forms of adjectives

Monosyllables Add -est	Multisyllables Add most +Adj	2 syllables -y Omit -y and add - iest	Irregular Have proper form
Tallest	most intelligent	Happy: happiest	Good: best
Biggest	most beautiful	Noisy: Noisiest	Bad: worst
Smallest	most elegant	Lazy: laziest	Far: farthest/furthest
Shortest	most interesting	Friendly: friendliest	
Smartest	most hardworking	Healthy: healthiest	
Fattest	most honest	Heavy: heaviest	
		Easy: easiest	

Source: Authors

3.1.9.7 Adverbs

Just as in adjectives, adverbs have a modifying function but, in this case, their basic function is to modify verbs, adjectives, and other adverbs; however, there can be more uses for this category which is kind of ambiguous for its wide use and extent, for instance, they can define how, where, when, how often, how much an action happens. Look at these examples in the table below:

Table 17.Types of Adverbs

Category	Examples
Manner: How	quickly, carefully, etc.
Frequency: How often	often, never, twice a day, etc.
Definite time: When	now, last week, etc.
Indefinite time: When	already, just, yet, etc.
Degree: How much	very, too, rather, etc.
Place: Where	here, there, etc.
Direction: Where	left, right, etc. Sequence: first, next, etc.

Source: <https://www.cambridgeenglish.org/images/504505-a2-key-handbook-2020.pdf>

3.1.9.8 Regular and irregular forms of adverbs

Adverbs are grouped in two big categories, regular and irregular, but they comply with the same function.

Regular forms of adverbs are easy to form since they are made by adding the suffix -ly to certain adjectives. There are, however, some cases where spelling changes are needed; look at the examples in the following table:

Table 18. Spelling rules for the formation of regular adverbs

Adjective type	Spelling rule	Adverb
Adjective + “-ly” slow quiet	add -ly straightforward the adjective	slowly quietly
Adjectives ending in “-ic” energetic drastic	add “ically” at the end of the adjective	energetically drastically *exception: public = publicly
Adjectives ending in “-y” noisy happy	replace “-y” by “-ily”	noisily happily
Adjectives ending in “-le” and “-ue” simple true	For adjectives ending in “-le,” we drop the “e” on the end and replace it with “-y”: For those ending in “-ue,” the “e” is still dropped but it is replaced instead with “-ly”:	Simply truly

Source: The authors

In the case of irregular adverbs, there are no spelling changes and need to be memorized. Below you will find a table with some of the most common irregular adverbs in English and a simple explanation of their use:

Table 19. Common irregular adverbs in English.

Adjective	Irregular Adverb	Sources of Confusion
fast	fast	
hard	hard	Hardly (ever) is an adverb of frequency, meaning “almost never.”
straight	straight	
lively	lively	Lively still exists as an adverb in phrases like “step lively.” However, it is more often used in the adverbial prepositional phrase “in a lively manner.”
late	late	Lately is a different adverb that means “recently.”
daily	daily	
early	early	
friendly	no adverb	Can be used in the adverbial prepositional phrase “in a friendly manner.”
timely	no adverb	Can be used in the adverbial prepositional phrase “in a timely manner.”
good	well	<i>Well</i> is the adverb form of good; it can also function as a predicative adjective .

Source: <https://www.thefreedictionary.com/Regular-and-Irregular-Adverbs.htm>

3.1.9.9 Comparative and superlative forms of regular and irregular adverbs

The formation of comparative and superlative forms of adverbs is quite similar to the rules applied to adjectives. In the following table, you will find a summary of adverb comparisons.

Table 20. Formation of comparative and superlative forms of adverbs

Type	Adverb	Comparative	Superlative
Adverbs ending in -ly	beautifully silently quietly	more beautifully more silently more quietly	most beautifully most silently most quietly
Short adverbs not ending in -ly	hard ast late	harder faster later	hardest fastest latest
Irregular adverbs	badly little well far	worse less better farther/further	worst least best farthest/furthest

Source: <https://www.ef.com/wwen/english-resources/english-grammar/comparative-and-superlative-adverbs/>

3.1.10 Use a range of connectors

Connectors are important elements to consider when it comes to speaking activities. Although the requirements for the A2 level are basic regarding the scale of performance, the use of connectors denotes a more accurate level of competence during the students’ speech.

Connectors are important elements that enrich conversational English for their versatility to chance they offer to extend short sentences or phrases into longer compositions by adding ideas one after another. There are several kinds of connectors depending on the function we require during our oral production. Below you will find a short list of common connectors to be used at basic level to ensure a more effective communicative performance.

Table 21. List of connectors for A2 level performance.

Function	Connectors
Addition	and, plus, furthermore, moreover, in addition, also, as well as
Time	when, while, as, as soon as
Sequence	then, after, afterwards, next, firstly, secondly, finally
Condition	as long as, provided that, unless, otherwise
Contrast	but, however, though, although, nevertheless, despite, whereas, while
Reason	because, as, due to, so (that), in order to
Result	so, therefore, as a result, consequently

Source: <https://www.wallstreetenglish.com/exercises/speak-fluent-english-thanks-to-conversational-connectors-the-complete-list>

3.1.11. Combine tenses when possible

According to the assessment scales from the CEFR for grammar performance at the A2 level, the expected outcome from students in this area is to be able to show a good degree of control of simple grammatical forms dealing with everyday situations. In this sense, the most common structures used and assessed at this level are the present tense and the past tense. Other structures that have to do with this level are comparative and superlative forms, the use of some modal verbs, all of them mentioned above.

The target for this area of competence is to go back and forth from tense to tense and in a natural pace while the speech is produced, keeping the appropriate context for the question asked. Here are a couple of examples:

Example 1

Examiner's question: Where do you live?

Student's response: At the moment I am living in Riobamba because I am doing my major at ESPOCH which is a public university, but I am originally from Cayambe, so I used to live there before I moved here.

What do you notice in this response?

Let's analyze the components of this response. Firstly, this is an extended response which was suggested in part 1.6 in this section. The student does not limit to give an isolated answer but adds more details to make the answer more meaningful and complete.

Secondly, the answer includes tenses like the present continuous, the present simple, and the past tense.

Thirdly, the answer includes some connectors like; because, but, and so which are recommended in part 1.8 in this section.

Finally, the answer sticks to the context from the question and is displayed in a simple but clear form.

Example 2

Examiner's question: What do you do in your free time?

Student's response: I don't have as much free time as when I was in high school since now I have many more responsibilities, but sometimes I meet my friends to play sports or video games.

What do you notice in this response?

In the same way, as in example 1, this is a complete answer which fully meets the intention of the examiner's question. It combines the present tense with the past by using linking expressions. Moreover, it uses comparative forms with adverbial forms, which adds a plus to the register of the answer. Finally, it conveys meaning by organizing the response in a sequentially organized set of ideas.

Providing such kind of responses in a simple but concise form will warrant a successful outcome in the first part of the speaking assessment for the target level.

3.1.12 Attempt intelligibility

When it comes to effective communication, pronunciation is one of the important issues to take into account. Pronunciation is included in the CEFR scale for speaking assessment for the A2 level of competence, which means that answers are mostly intelligible despite limited control of phonological features. In other words, responses must be clear enough to transmit effectively the intended idea, although some errors are permitted.

One important consideration to be remarked is intonation. It helps convey meaning since the change of the pitch in the voice can also change the intentionality of the message. The way we say something using rising or falling intonation would show different intentions such as surprise, excitement, interest, boredom, anger, guilt, regret, clarification and so on.

In assessment activities like the ones displayed in this book, students must show confidence in both giving proper complete responses and using proper intonation in a natural pace to fully meet the target language conventions.

An appropriate intonation technique will make clearer when the sentence ends as well as the intention it aims to transmit.

Below you can find a video with a full explanation about the importance of intonation in speech. Scan the code to access.



Figure 3 Intonation in English Source: Oxford online English
Source: https://www.youtube.com/watch?v=A6aE4nceJt8&t=645s&ab_channel=OxfordOnlineEnglish

3.1.13 Ask for clarification

Considering that students approaching this kind of assessment are into a basic level of second language competence, it may become a bit complicated for them to grab the required information at once. Factors such as nervousness, lack of confidence, accents, and physiological constraints may interfere in the comprehension or cause misunderstandings of the questions posed to them.

In order to prevent these issues, students must be aware that asking for clarification is not a matter of penalization at all; on the contrary, appropriate inquiry skills may result in a helpful tool to prove communicational competence. Below you will find a table with some common useful expressions to ask for repetition or clarification for A2 level students when dealing with comprehension problems:

Table 22. Useful expression to ask for repetition or clarification

Function	Suggested expressions
Express lack of understanding	I'm sorry but I'm not sure (that) I understand. Sorry, I'm not sure (that) I know what you mean. Sorry but I don't quite follow you.
Ask for clarification	Could you say it in another way? Can you clarify that for me? When you say..., do you mean...?
Ask for repetition	Can you say that again, please? Could you repeat the last part, please? Say it one more time, please.
Confirm understanding	Let me see if I understood you correctly. If I understand you correctly, you're saying that...

Source: <https://learningenglish.voanews.com/a/how-to-ask-for-clarification/4726030.html>

3.1.14 Rephrase

One last point for this section is rephrasing. This is a very useful strategy students can apply when they struggle with vocabulary issues. Rephrasing allows participants to transmit their original ideas by using different words to keep the same meaning and stick to the context. Developing good rephrasing skills help students prevent hesitation or long silences that may interfere with their performance. As mentioned before, at this level, it is not required to have a vast domain of sophisticated or highly academic vocabulary since it is considered a basic level of performance; however, students must know some resources like synonyms and antonyms, which will help them suit to their own register by the time they organize their ideas more easily in case they forget certain words. Teachers' role, in this case, must be to expose practitioners to a wide range of family words to be related among and encourage them to use the one they can remember more easily to be applied in everyday contexts or situations. Here we have some examples to use as reference:

Example 1

Examiner: Tell me something about your family.

Student: Option 1: I belong to a typical Ecuadorian family, which is generally big and with a strong emotional bond. My direct family is made up of 6 members: my father, my mother, and four siblings, including me. We all have very different personalities and interests, but we love and respect each other very much.

Student: Option 2: I have a big, loving family. There are 6 people including my dad, my mom, my two sisters, my younger brother and myself. We are very different from each other because we don't have the same interests or personalities, but we share a lot of moments full of love and respect.

Example 2

Examiner: What is your favorite subject?

Student: Option 1: I definitely enjoy history. I think that this is really interesting to learn from our ancestors and past events to understand the present and create the future. I love reading historical books and watching documentaries about famous people to learn more about different topics.

Student: Option 2: I love history. This is my favorite subject since I was a teenager. I find it interesting to learn about past events and people because this was the basis for the present society. I don't like to read much, but I watch a lot of documentaries which is really entertaining.

3.2 STRATEGIES TO IMPROVE RESPONSE IN QUESTION 2

Exercise 1 – Warmis Bike Ride

Students will need to know good expressions to complete their answers and to give opinions during the exam. Here are some useful expressions.

1. Giving reason
 - a) Because

- b) Because of + ing/noun
 - c) Since
 - d) As
2. Giving examples
- a) For example
 - b) Such as
 - c) For instance
 - d) Like
3. Expressing result
- a) So
 - b) To
 - c) In order to
 - d) For + ing
4. Expressing contrast
- a) But
 - b) Although
 - c) Even though
 - d) However
 - e) On the other hand
5. Giving your opinion
- a) In my opinion
 - b) I think/ believe/ feel
 - c) For me
 - d) I would say

The vocabulary below will help students to understand the questions and sound more fluent when practicing exercise 1.

bike	picnic
forest	lunch
ride	long
car park	time
club	phone

Students will need to learn some information about the Bike Ride model conversation. Below there are some questions that students might hear in this exercise.

15 Kilometres through Danwood Forest	1. How long is the bike ride?
Call Mary (075542) for more information	2. Who can I phone about the bike ride?
July 21st	3. When is the bike ride?
Bring picnic lunch	4. What must we take with us?
Meet in Forest Car Park	5. Where do we meet?

To answer the questions students, can use the words below. Students must be clear and keep their answers short.

It's... long	You can call...	It's...	Bring a...	In the...
--------------	-----------------	---------	------------	-----------

Example:

How long is the bike ride?	It's 15 15 Kilometres long
Who can I Phone about the bike ride?	You can call Mary (075542) for more information

Students will need to know how to make questions. Below there is an explanation on how to make questions.

METHODOLOGY AND STRATEGIES FOR ENGLISH SPEAKING USING WHATSAPP

To make questions, we often put the verb before the subject.

Affirmative	Question
I am <i>late.</i>	Am I <i>late?</i>
I can <i>help.</i>	Can I <i>help?</i>
She is <i>sleeping.</i>	Is she <i>sleeping?</i>
We have <i>met before.</i>	Have we <i>met before?</i>

Question words (why, what, where, how, etc.) go before the verb.

Affirmative	Question
<i>Are you late?</i>	Why <i>are you late?</i>
<i>Was she there?</i>	When <i>was she there?</i>
<i>Can I help?</i>	How <i>can I help?</i>
<i>Have we met before?</i>	Where <i>have we met before?</i>

Exercise 2 – Teenage Fashion Show

Students will also need to know the useful expression from exercise 1 to complete their answers and give opinions during the exam.

The vocabulary below will help students to understand the questions and sound more fluent when practicing exercise 2.

shopping centre	fashion show
free entrance	cost
summer	phone
teenagers	
cloths	

Students will need to learn some information about the Fashion Show model conversation. Below there are some questions that students might hear in this exercise.

Free entrance	1. How much does it cost?
Saturday 6 -8 p.m.	2. When is the show?
Great summer clothes for teenager	3. What clothes can we see there?
For more information	4. Some more information?
Hillside Shopping Centre	5. Where is the show?

To answer the questions students can use the words below. Students must be clear and keep their answers short.

It's...	It's on...	You can see...	You can phone...	It's at...
---------	------------	----------------	------------------	------------

Examples:

How much does it cost?	It's free
When is the show?	It's on Saturday, from 6-8 p.m.

Students will need to know how to make questions using the present simple. Below there is an explanation on how to make questions.

In the present simple, we use the auxiliary verb *do/does* in the question.

Affirmative	Question	Question with question word
You work at home.	Do you work at home?	Where do you work ?
It costs £10.	Does it cost £10?	How much does it cost ?

We use the auxiliary verb *did* in the past simple

Affirmative	Question	Question with question word
<i>She went home.</i>	Did <i>she</i> go home?	Where did <i>she</i> go ?
<i>They went to the cinema.</i>	Did <i>they</i> go to the cinema?	Where did <i>they</i> go ?

Exercise 3 – Swimming Competition

Students will also need to know the useful expression from exercise 1 to complete their answers and give opinions during the exam.

The vocabulary below will help students to understand the questions and sound more fluent when practicing exercise 3.

- swimming
- competition
- races
- prizes
- Swimming pool
- swimmers
- winners
- surfboard

Students will need to learn some information about the Swimming Competition model conversation. Below there are some questions that students might hear in this exercise.

June 18th	1. What’s the day of the competition?
14 races	2. How many races are there?
Winners of each race will win a surfboard.	3. What are the prizes?
Riversmeet Swimming Pool	4. Where is the competition?
For swimmers aged 12-15	5. How old are the swimmers?

To answer the questions students can use the words below. Students must be clear and keep their answers short.

It’s on...	There are...	The winners all get a...	It’s at...	They’re...
------------	--------------	--------------------------	------------	------------

Examples:

What’s the day of the competition?	It’s on June 18 th .
How many races are there?	There are 14 races.

Students will need to know how to make questions using there is and there are. Below there is an explanation on how to make questions.

There is, is used with countable singular nouns preceded by articles a/ an, and with uncountable nouns. There are, is used with countable plural nouns.

Singular	There is / there isn't	here is a chair in my room.
Plural	There are / there aren't	There are a lot of birds in the sky.
Singular	Is there?	Is there a place where I can leave my luggage? Yes, there is.
Plural	Are there?	Are there any shops open today? No, there aren't.

Exercise 4 – Fast Food Café

Students will be required to know the useful expression from exercise 1 to complete their answers and to give opinions during the exam.

The vocabulary below will help students to understand the questions and sound more fluent when practicing exercise 4.

sell	lunch
opposite	Fast food
burgers	Café
chips	pizzas
takeaway	

Students will be needed to learn some information about the Fast-Food Cafe model conversation. Below there are some questions that students might hear in this exercise.

Opposite Star Cinema	1. Where is the fast-food café?
Open 5 p.m. – 11 p.m.	2. What time do you close?
Burges, Chips, Pizzas	3. What do you sell?
Special Take away lunch £ 5.50	4. How much does the special take away lunch cost?
Closed Mondays	5. Do you open every day?

METHODOLOGY AND STRATEGIES FOR ENGLISH SPEAKING USING WHATSAPP

To answer the questions students can use the words below. Students must be clear and keep their answers short.

It's opposite...	It closes at...	There are...	It costs...	It's closed on...
------------------	-----------------	--------------	-------------	-------------------

Examples:

Do you open every day?	It's closed on Mondays
What time do you close?	It closes at 11p.m

Students will be needed to understand the difference between verbs and adjectives, for example, an adjective **close** means nearby.

For example: She stood close to the exit so that it would be easy to leave at the end of the concert.

As a verb , to **close** means to shut.

For example: At the beginning of the performance, the ushers close all the doors.

Closed is an adjective that means not open.

For example: The doors were closed.

Prepositions ON and AT

The preposition “at” is used to point out specific time:

Example: I will meet you at 12 p.m.

The preposition “on” is used to specify days and dates:

Example: The bin lorry comes on Wednesdays.

Exercise 5 – Table Tennis Club

Students will also need to know the useful expression from exercise 1 to complete their answers and give opinions during the exam.

The vocabulary below will help students to understand the questions and sound more fluent when practicing exercise 5.

Town hall	manager
have fun	call
each	table tennis
under	
club	

Students will be needed to learn some information about the Tennis Table Club model conversation. Below there are some questions that students might hear in this exercise.

Town Hall	1. Where is the tennis table club?
Every Wednesday evening Come and have fun!	2. When the Town Hall is open?
£ 1,50 each	3. How much does it cost?
Under 14s only	4. It's for all ages?
Club manager – Tim Daley – Call 229870	5. Who shall I call for information?

To answer the questions, students can use the words below. Students must be clear and keep their answers short.

It's at...	Town Hall opens at...	It costs...	It's for...	Call...
------------	-----------------------	-------------	-------------	---------

Examples:

How much does it cost?	It costs £ 1,50 each.
When the Town Hall is open?	It opens on Wednesdays

Students will be needed to know how the present simple grammar works. The present tense is the **base form** of the verb:

I **work** in London.

But with the third person singular (she/he/it), we add an –s:

She **works** in London.

We use the present simple to talk about something that is true in the present:
Examples:

I'm nineteen years old.

I'm a student.

He lives in London.

Something that happens regularly in the present:

I play football every weekend.

3.3 STRATEGIES TO IMPROVE RESPONSE IN QUESTIONS 3

Describe a picture

In this part of the exam, you need to describe a picture for 1 minute. Students must organize their ideas to avoid repetition in their answers. You need to speak, describe and include your own opinion about the picture for about one minute.

Here, you have the top tips for describing a photo or a picture during a Speaking test.

3.3.1 What you have to do:

First, Look at your picture carefully and take a few seconds to think before you start talking.

- You should always organize how you do your description. DO IT IN THE SAME ORDER.

- Talk about all the time you are given. If you have one minute to do the task, use it every second.
- Practice the useful expressions or appropriate language so you will be able to explain which part of the picture you are talking about.

3.3.2 What you don't have to do:

- Avoid feeling stress or panic if you don't know the exact words for all the things you have in the picture. You **don't** need to know every single word for everything in the picture; if you know what to say, just describe the thing.
- Get distracted and start talking about something else or any other topic. You must focus on the photo or the picture provided.
- Don't panic if your mind goes blank for a moment. The best thing you have to do is: take a deep breath, look at the picture and start describing it again.

Here, there is a list of useful expressions you can use:

To talk about what is in the picture, you can use:

In the picture, I can see ...

There's / There are ...

There isn't a ... / There aren't any ...

To Say what is happening in the picture or photo, you always have to use the present continuous:

The man is... ing

The people are... ing

It's raining.

To describe the correct place for each thing in the picture, you can use as many prepositions as possible:

At the top/bottom of the picture...

In the middle of the picture...

On the left/right of the picture...

next to

in front of

behind

near

on top of under

To talk about something that isn't clear, you may use these expressions:

It looks like a...

It might be a...

He could be... ing

Maybe it's a...

There are many connectors to use during your description, here you have some suggested to you:

because, as, since, because of, due to

although, but, despite, whereas, however

For example, for instance, like

So, therefore

And, in addition, besides

If you have any time left, you just must give your opinion about the picture:

In my opinion I would say

I reckon

It seems to me

I am under the impression

I think

It is possible to use these phrases to state your likes and dislikes about the picture:

be keen on

be fond of

be crazy about

be interested in

* Don't mention anything that isn't related to a person's clothes or appearance. It is important to stay on topic.

3.3.4 Grammar

The grammar structures are necessary when you are describing a picture. You have to use the basic grammar structure to start with the description to try to use complex grammar to ensure you can achieve the grammatical level required for B1.

Here are some examples of simple and complex structures to describe a picture; There be, given in Figure 3.1

There is – There

Meaning: To say that something exists (or doesn't exist)							
AFFIRMATIVE	<table style="width: 100%;"> <tr> <td style="padding: 5px;">There is + singular noun</td> <td style="padding: 5px;">There is a book on the desk.</td> </tr> <tr> <td style="padding: 5px;">There are + plural noun</td> <td style="padding: 5px;">There are books on the desk.</td> </tr> <tr> <td style="padding: 5px;">There is + uncountable noun</td> <td style="padding: 5px;">There is some milk in the fridge.</td> </tr> </table>	There is + singular noun	There is a book on the desk.	There are + plural noun	There are books on the desk.	There is + uncountable noun	There is some milk in the fridge.
There is + singular noun	There is a book on the desk.						
There are + plural noun	There are books on the desk.						
There is + uncountable noun	There is some milk in the fridge.						
NEGATIVE	<table style="width: 100%;"> <tr> <td style="padding: 5px;">There isn't + singular noun</td> <td style="padding: 5px;">There isn't a pen on the table.</td> </tr> <tr> <td style="padding: 5px;">There aren't + plural noun</td> <td style="padding: 5px;">There aren't any pens here.</td> </tr> <tr> <td style="padding: 5px;">There isn't + uncountable noun</td> <td style="padding: 5px;">There isn't any juice in the fridge.</td> </tr> </table>	There isn't + singular noun	There isn't a pen on the table.	There aren't + plural noun	There aren't any pens here.	There isn't + uncountable noun	There isn't any juice in the fridge.
There isn't + singular noun	There isn't a pen on the table.						
There aren't + plural noun	There aren't any pens here.						
There isn't + uncountable noun	There isn't any juice in the fridge.						
QUESTIONS	<table style="width: 100%;"> <tr> <td style="padding: 5px;">There is a cat on the chair.</td> <td style="padding: 5px;">There are cats on the sofa.</td> </tr> <tr> <td style="padding: 5px;">Is there a cat on the chair ?</td> <td style="padding: 5px;">Are there cats on the sofa ?</td> </tr> </table>	There is a cat on the chair.	There are cats on the sofa.	Is there a cat on the chair ?	Are there cats on the sofa ?		
There is a cat on the chair.	There are cats on the sofa.						
Is there a cat on the chair ?	Are there cats on the sofa ?						
<table style="width: 100%;"> <tr> <td style="padding: 5px;">How many + plural noun + are there ... ?</td> </tr> <tr> <td style="padding: 5px;">How many students are there in your class?</td> </tr> <tr> <td style="padding: 5px;">How many days are there in February?</td> </tr> </table>	How many + plural noun + are there ... ?	How many students are there in your class?	How many days are there in February?	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; margin: 0;">CONTRACTIONS</p> <p style="margin: 0;">There's = There is</p> <p style="margin: 0;">There's not = There is not</p> <p style="margin: 0;">There isn't = There is not</p> <p style="margin: 0;">There aren't = There are not</p> </div>			
How many + plural noun + are there ... ?							
How many students are there in your class?							
How many days are there in February?							

Figure 3.1 There be: There is/are
 Source: <https://www.grammar.cl/Present/ThereIsThereAre.htm>

- **Modal verbs:** I can see...

Speculate: may/might/could given in Figure 3.2. This is a beautiful image, it may/could be.....

E.g. The person in the photo might be a lawyer because he is wearing a suit.

Modal Verbs

May - Might

Uses of **May** and **Might**:

- Possibility**
 - It **might** rain later so take an umbrella.
- Give permission**
 - You **may** have another cookie if you like.
- Ask for permission**
 - **May** I borrow your pen please?
- Express wishes**
 - **May** the New Year bring you happiness.
- Speculate about past actions**
 - She is late. She **may** have missed her plane.

May or Might?

May and **Might** can normally be interchanged without a significant difference in meaning. However, **Might** often implies a smaller chance of something happening (when expressing possibility).

- It **may** rain. (70% chance)
- It **might** rain. (40% chance)

When expressing wishes or giving permission, only **May** is used.

www.grammar.cl www.woodwardenglish.com www.vocabulary.cl

Figure 3.2. May/might/could

Source: <https://www.grammar.cl/english/may-might.htm>

- Present Continuous Grammar reference given in Figure 3.3: He / She is working, running...

Present Continuous for Future

Subject	To be	Verb	
I/You	am/are	working	
He/She/It	is	working	
We/You/They	are	working	
Subject	To be + not	Verb	
I/You	am/are not	working	
He/She/It	is not	working	
We/You/They	are not	working	
To be	Subject	Verb	QM
Am/Are	I/you	working	...?
Is	he/she/it	working	...?
Are	we/you/they	working	...?

Figure 3.3. Present Continuous

Source: <https://open.books4languages.com/english-a2-grammar/chapter/present-continuous-for-future/>

- **Relative clause** grammar reference given in Figure 3.4: There is a person who is.../There are some people who are...

E.g: There is a man who is reading.

DEFINING VS NON-DEFINING RELATIVE CLAUSES
test-english.com

DEFINING

NO COMMAS
NECESSARY INFORMATION. Essential to distinguish which thing or person we are talking about.
*I called my brother **who lives in Ontario**.*
(=I have more than one brother and I called the one that lives in Ontario)

WE CAN USE THAT
We CAN use THAT instead of WHO/WHICH.
*That's the mug **WHICH/THAT** I bought in Paris.*
*I didn't know the man **WHO/THAT** was there.*

RELATIVE PRONOUNS CAN BE OMITTED
We CAN omit WHO/WHICH/THAT when they are followed by SUBJECT + VERB
*Do you like the song **(WHICH/THAT)** I wrote?*
*That's the man **(WHO/THAT)** I like.*

NON-DEFINING

BETWEEN COMMAS
EXTRA INFORMATION. Not necessary to distinguish which thing or person we are talking about.
*My brother, **who lives in Ontario**, is older.*
(=I have only one brother and I'm just mentioning that he lives in Ontario)

WE CANNOT USE THAT
We CANNOT use THAT instead of WHO/WHICH.
*These bikes, **WHICH cost a fortune**, are made in Japan. (NOT ~~that cost a fortune~~)*

RELATIVE PRONOUNS CANNOT BE OMITTED
We CANNOT omit WHO/WHICH
*They introduced me to John, **who I liked immediately**. (NOT ~~John, I liked immediately~~)*

test-english.com

Figure 3.4 Relative clause

Source: <https://test-english.com/explanation/b2/relative-clauses-defining-non-defining/>

- **Passive** grammar reference given in Figure 3.5: This photo was taken (where/when)

PASSIVE & NON-AGGRESSIVE

ACTIVE VOICE

Wild penguins attacked my sister.

PASSIVE VOICE

My sister was attacked by wild penguins.

Passive Voice Construction
SUBJECT + AUXILIARY VERB (TO BE) + MAIN VERB (PAST PARTICIPLE)

PRESENT TENSE	FUTURE TENSE	PAST TENSE
The game is being played.	The game's MVP will be announced in the 4th quarter.	The player was tripped.

Passive Voice WHAT IS IT FOR?

- Technical and scientific writers prefer Passive voice as it has a more "objective" feel: *"Water is composed of two elements".*
- Passive voice help to **distance the author or hide things**, as in the statement: *"Mistakes were made..."*
- Passive voice may be used intentionally to **call attention to the object**: *"Seventy men were needed to construct the pavilion."*

Passive Voice HOW OFTEN CAN I USE IT?

- 10%** In average, daily writing, it is suggested that **not more than 10%** of writing should be in the passive.
- Most writers agree that **average writing with even 15% passive sentences sounds watered down.** **15%**
- Some camps say that **up to 20% is acceptable.**

10% 15% 20%

Source: <https://www.situational-english.com/2012/06/active-vs-passive-voice.html>

- **Second Conditional** grammar reference given in Figure 3.6: If I were the person in the picture, I would/could...

E.g: If I were the person in the picture, I would eat the sandwich on the table because he looks hungry.

English Grammar

Conditionals

Woodward ENGLISH

CONDITION + RESULT

SECOND conditional

If I won the lottery, I would travel a lot.
If they sold their house, they would be rich.

PAST SIMPLE + WOULD + VERB

USES: Hypothetical or unlikely situations.
Unreal or improbable situation now or in the future.

Figure 3.6 Second Conditional

Source: <https://www.grammar.cl/english/second-conditional.htm>

EXAMPLE EXERCISE:



Source: https://lh3.googleusercontent.com/S6TAVWhx-Yjq1InWjDgKNs0_wjA5Aa3SGg-_3-exInxyXuc8GBbmVjuQWPjeNF9F_wVqL04=s170

Response model

This is a beautiful image, it could be lunchtime. I can see a happy family. There are 4 people in the dining room. They are eating salad. On the table, there are 3 glasses of water and a big bowl with salad. I think they are enjoying lunch because all of them are smiling. I suppose that the young kid is telling a joke. In the background of the photo, I can see a big white window. In addition, I can see a big tree in the garden outside the house.

3.4 STRATEGIES TO IMPROVE RESPONSE IN QUESTIONS 4, 5 AND 6

Before taking the TOEIC Speaking test, you can do more than a few things to get ready and improve your English proficiency. Becoming familiar with the test format will allow you to focus your attention on the questions themselves rather than on the form.

Engage yourself in the language as regularly as possible and in as some ways as possible such as reading magazines, books or articles, watching TV and videos, listening to recordings or music, taking an English course, and speaking with friends and colleagues are some of the ways to practice English every day.

Respond to questions

Directions: In this part of the test, you will answer three questions. For each question, begin responding immediately after you hear a beep. No preparation time is provided. You will have 15 seconds to respond to Questions 4 and 5 and 30 seconds to respond to Question 6.

Question 4

(Narrator) Imagine that a marketing company is doing research in your country. You have agreed to participate in a phone interview about your clothes shopping habits.

Question 4

Source: https://www.helbling-ezone.com/?exid=34143&unit=4359&product=jetstream-ae-elementary&item=jetstream-ae-elementary-practice-papers#/exercise/speaking_4.xml/

SAMPLE ANSWER

I usually go shopping for clothes two or three times a year, usually when the seasons change. I buy new clothes for the summer in spring, and then new clothes for the winter in fall.

Source: https://www.helbling-ezone.com/?exid=34143&unit=4359&product=jetstream-ae-elementary&item=jetstream-ae-elementary-practice-papers#/exercise/speaking_4.xml/

Question 5

Question 5

What kinds of clothing do you like to buy?

Source: https://www.helbling-ezone.com/?exid=34143&unit=4359&product=jetstream-ae-elementary&item=jetstream-ae-elementary-practice-papers#/exercise/speaking_4.xml/

I like to buy second hand or vintage clothing. They are usually cheaper, and I like the style of older clothing. But you have to make sure the quality is good and that they will last for a while.

Source: https://www.helbling-ezone.com/?exid=34143&unit=4359&product=jetstream-ae-elementary&item=jetstream-ae-elementary-practice-papers#/exercise/speaking_4.xml/

SAMPLE ANSWER

Question 6

Question 6

Describe your favorite clothing store

Source: https://www.helbling-ezone.com/?exid=34143&unit=4359&product=jetstream-ae-elementary&item=jetstream-ae-elementary-practice-papers#/exercise/speaking_4.xml/

SAMPLE ANSWER

My favorite store for buying clothes is not really a store, but a market. It's a vintage clothing market that takes place near where I live every Sunday. Many vendors come to sell old clothes. You can find some very pretty things and pick up some really good bargains. Last time I went there, I found a really cool dress from the 1950s. It was a beautiful green, and in perfect condition. And it looked great on me. It was cheap, so I bought it!

Source: https://www.helbling-ezone.com/?exid=34143&unit=4359&product=jetstream-ae-elementary&item=jetstream-ae-elementary-practice-papers#/exercise/speaking_4.xml/

What do we have to do in this part?

In this part, you will find two short questions about a single topic; it can be related to familiar themes, and question 6 describes what the narrator asks you. The directions will appear on your screen, and you will hear the instructions read by the narrator. The introduction and question 4 will appear on the screen immediately. Also, you will listen to them, which the narrator reads. When the narrator reads question 4, a beep will be heard by you, so you will have just 15 seconds to answer it. You will have to record your response. Then, question 5 will appear on your screen, and the narrator will read it. After the beep, you will have 15 seconds to answer it. Your response will be re-recorded. Finally, question 6 will appear on your screen and be read by the narrator. After the beep, you will have 30 seconds to answer. Your response will have to be recorded.

Then, we show you another example corresponding to questions 4, 5, and 6 and also some strategies, tips, and rules to review the grammar point. That will be useful for you to practice these questions.

(Narrator): Imagine that a Canadian marketing firm is doing research in your country. You have agreed to participate in a telephone interview about television viewing.

Question 4: *How often do you watch television?*

Question 5: *What kinds of programs do you usually watch?*

Question 6: *Describe your favorite television program.*

Source: <https://capman.es/es/blog/como-mejorar-tu-puntuacion-en-el-examen-speaking-de-toeic>

What do we notice?

- The three questions in this part of the test are related to the same speaking prompt. It means that you have to answer the other questions based on the information provided by you in the first question.
- In this part, no preparation time is given, so you have to answer after hearing the beep immediately.
- The third questions require a more extended response than the question 4 and 5.

Now, we know how these questions are structured and what we have to do, also. We know about the time limit, here you have some tips to take into account in questions 4, 5, and 6 of the Speaking part of the test:

You should:

- Be able to understand the questions.
- Give longer answers.
- Sound natural using expressions like **OK, I see..., Well, Right, Let me think, I'm not sure let me think.**
- Answer the question with a logical response and based on the topic given.
- Integrate all the evaluation criteria in your responses: **Pronunciation, intonation and stress, Grammar, Vocabulary, Relevance of content, and Completeness of content.**

In question 6 you should:

- Use specific information and more details for this question. You can include names, places, or reasons.
- Use the information provided in questions 4 and 5. Remember that the topic is the same for these three questions.
- Use specific language; instead of saying, for example, "I like sports", "I usually like the news," you could say, "I prefer professional hockey, especially the NHL", "I love to watch CNN or the BBC". You can be evaluated with a high score when you give more details because you are using the language as if you were in a real-life situation.
- Give relevant and appropriate answers. Do not forget that there is no right or wrong answer to this question, so you are free to answer as you prefer.
- Use good, specific, and exciting vocabulary words. In this part, your ability to express yourself will be assessed.

You can:

- Ask the examiner to repeat the questions if you do not understand them, and you could use the following expressions:
 - o Sorry, I could not understand/hear your question. Can you repeat, please?
 - o Can you say that again, please?

You should not:

- give too many short answers: yes/no
- worry about every mistake.
- hesitate too much (I think, er, I think, er, er.... etc)
- response with isolated words or ideas, your responses must have quality information.
- Use words like “happy”, “bad”, “nice”, you must use words like “overjoyed”, “disappointing”, “pleasant”.

3.4.1. Tips for answering questions in a better way.

1. Use your time wisely.

Each section or part of the Speaking test has a time limit; you must calculate how much time you can spend on each question, and base on this, be sure to think in your answer quickly.

2. Follow the instructions carefully

You have to pay close attention to the instructions. Before starting the Speaking part, make sure you understand them well. Many people fail their tests because they miss minor details, which could have been avoided if they had carefully followed the directions.

If the instructions are in writing, I recommend you read them at least twice, then review them in your mind and reason them out appropriately. If the directions are spoken, stop whatever you are doing and listen.

If you prepared properly, you would have no problem with this part.

3. Respond systematically

You have to take a few seconds to think about what you are going to say in your answer, it will help you express coherently, and you will be able to pay more attention to your pronunciation and grammar and all the details you are going to say. Besides, you have to use simple words, so it is safer that they understand what you mean, and you will feel more confident and secure about what you are answering the question.

Remember that the speaking part of the test is a little bit complicated since it will take your fluency, accent, and how easy it is to understand you. The best recommendation for you is to relax and give concise and precise answers. The easier it is to know what you say, the better the score you will receive.

4. Relax

When you are relaxed, you can think more precisely, be more analytical, and have a more efficient response time. If you think about it carefully, this is precisely what you need when you are speaking part of your TOEIC test.

Study tips

- Plan the days and hours that you will dedicate exclusively to your English studies. It is essential that you prioritize when you review and forget everything that may cause you distractions.
- Watch all your favorite movies totally in English while you write down everything you understand. Once you finish watching the video, you have to review all the phrases you managed to understand.

- You can also apply the same methodology but with songs in English.
- An excellent way to reinforce those words that you do not fully master is to use them in sentences or phrases at least ten times a day.

3.4.2 Grammar

Do not forget that for questions 4 and 5, you have to answer different kinds of questions, so it is essential you remember all the information questions that you know. Here you have a WH words chart to help you when the evaluator is asking you a question.

Table 23. WH words chart

Question word	Function	Example sentence	Meaning
what	asking for information about something	What is your name?	¿Qué?
	asking for repetition or confirmation	What? I can't hear you. You did what?	
what...for	asking for a reason, asking why	What did you do that for?	¿Para qué?
when	asking about time	When did he leave?	¿Cuándo?
where	asking in or at what place or position	Where do they live?	¿Dónde?
which	asking about choice	Which color do you want?	¿Cuál? O ¿Qué?
who	asking what or which person or people (subject)	Who opened the door?	¿Quién?
whom	asking what or which person or people (object)	Whom did you see?	¿A quién?
whose	asking about ownership	Whose are these keys? Whose turn is it?	¿De quién?

METHODOLOGY AND STRATEGIES FOR ENGLISH SPEAKING USING WHATSAPP

why	asking for reason, asking what...for	Why do you say that?	¿Por qué?
why don't	making a suggestion	Why don't I help you?	¿Por qué no?
how	asking about manner	How does this work?	¿Cómo?
	asking about condition or quality	How was your exam?	
how + adj/adv	asking about extent or degree	see examples below	
how far	distance	How far is Pattaya from Bangkok?	¿Cuán lejos? ¿A qué distancia?
how long	length (time or space)	How long will it take?	¿Cuánto tiempo?
how many	quantity (countable)	How many cars are there?	¿Cuántos?
how much	quantity (uncountable)	How much money do you have?	¿Cuánto?
how old	age	How old are you?	¿Cuántos años?
how come (informal)	asking for a reason, asking why	How come I can't see her?	¿Cómo es posible que? ¿Cómo es que?

Source: <https://www.englishclub.com/vocabulary/wh-question-words.htm>.

3.5 STRATEGIES TO IMPROVE RESPONSE IN QUESTIONS 7-9

In this exercise, there are three short questions based on a schedule of events. In this part is important to consider the following aspects:

- The directions will appear on the screen, read and listen them carefully to catch the purpose of the task
- Listen to the directions read by the narrator.
- Then the schedule will appear on the screen; in 30 seconds, it is necessary to study the schedule.
- Then you will hear the beginning of a telephone call. The call includes questions about the information in the schedule.

- After the caller's first question, you will hear a beep. You will have 15 seconds to answer the question as if you were speaking on the telephone.
- Then the caller will ask a second question. A beep will follow the question, and you will have 15 seconds to answer the question.
- Then the caller will ask the third question. A beep will follow the question, and you will have 30 seconds to answer the question.
- All questions will refer to the schedule, which will remain on the screen throughout all three questions.

Strategies

You need to provide socially appropriate and accurate responses to the questions. The following strategies could help you.

- 1) Skim the document to understand its structure and identify where key information can be found. This will save you valuable seconds when responding to the questions.

Look for arrival and departure dates, start and finish times of meetings, names of people or companies.

Look for exceptions marked with asterisks or signaled somehow, as this information might be relevant for one of the responses to the questions.

- 2) When answering a question, use filler language to buy time while scanning for the specific information you need.

I'd be happy to find that information for you...

Let me just check the agenda here...

Let's see...according to the information I have...

- 3) Be diplomatic when giving bad news. Use phrases to soften your answer when giving negative responses.

Unfortunately, Mr. Smith will not be attending the conference due to a schedule conflict.

I'm sorry to say that it looks like the scheduled dinner meeting has been canceled.

I'm afraid that won't be possible because...

- 4) Beware of the fine print; it refers to the text that is usually printed at the bottom of the graphic; it is very small and easy to ignore because it is very small to read, it contains useful words and ideas to understand the information given in the photo and provide an appropriate answer, so pay special attention to it. In this part of the test, we need to pay attention to every little detail on the graphic.

- 5) Always remember that relevance and completeness of responses are required to get an optimal result.

Example 1:

World Movie Premiere of <i>Crystal Dreams</i> March 6	
Starring Owen Hillsborough	
<u>Itinerary for Mr. Hillsborough:</u>	
2:00 PM	<i>Drive from hotel to LAX</i>
3:00 PM	<i>Arrive at Sanchez Restaurant for pre-screening party</i>
5:30 PM	<i>Media session in front of Sanchez Restaurant (Question and Answer, photo shoot)</i>
6:00 PM	<i>Leave Sanchez to drive to Pyramid Theatre, central LA</i>
6:45 PM	<i>Red Carpet arrival, meet the fans and autograph-signing session</i>
7:30 PM	<i>Movie starts (note change of start time)</i>
9:30 PM	<i>Cast party</i>
12:00 AM	<i>Limousine to Hotel (Charlotte Hills)</i>

Figure 3.7. Questions 5-7
Source: (Online Learning and Teaching, 2018)

“Hello. This is Roger Wallis from United Press. Is that Mr. Hillsborough’s office? I was hoping to get some information about Mr. Hillsborough’s schedule for the Crystal Dreams Promotional Tour.

Question 7. What time will the Question and Answer session at the Sanchez start, and how long will it last?

Sample Response:

Well, the questions and answer session at the Sanchez will start at 5.30 pm and it will last until 6:00 pm, thirty minutes only.

Question 8. I heard that the movie itself doesn’t start until 7:30 pm. Would it be possible to do a private interview with Mr. Hillsborough at 6:30?

Sample Response:


Sure, it could be possible but only for fifteen minutes since he has the red carpet to meet fans and autograph –signing at 6:45.

Question 9. What are Mr. Hillsborough’s plans for after the movie?

Sample Response:

After the movie finishes, he has a party at 9:30, the Cast party to be exact; he will be there until midnight, the time when his limousine will pick him up back to the hotel.

Example 2:



STARTING AND MANAGING YOUR OWN BUSINESS

Date: May 27

Location: Bristol Office Building

Seminars: 9:00 A.M. Financing Your Business, Room 210—*Martha Ross, Certified Public Accountant*
11:00 A.M. How to Promote Your Own Business, Room 312—*Howard Brown, Brown Publishers*
OR
11:00 A.M. Planning for Profit, Room 318—*John Phillips, Phillips Associates*
1:00 P.M. Lunch*
2:00 P.M. Sales Techniques Workshop, Room 246—*Helen King, West Side Consultants*
4:00 P.M. General Discussion

Registration Fee: Individuals, \$95.00
Members of the Business Information Center, \$75.00

*Not included in registration fee.

Figure 3.8. Questions 5-7
Source: (Online Learning and Teaching, 2018)

Hello, I'm calling about a conference on May 27 I saw advertised in the newspaper. It's about starting your own business. I was hoping you could give me some information.

Question 7: Could you tell me what time the conference starts and how long it will last?

Sample Response:

Hi, the conference starts at 11 am, you can choose one of the two topics at that time, both conferences will last until 1 pm.

Question 8: How much does conference attendance cost?

Sample Response:

It is 95 dollars for individuals and 75 dollars for the members, take into account that lunch is not included in this cost.

Question 9: I may not be available for the full day. Could you give me information about the activities in the morning, before lunchtime?

Sample Response:

Fortunately, there are early conferences too, the first conference with Martha Ross for example, starts at 9 am, then there are two more conferences at 11 am that you can choose.

Example 3:

National Dental Association Annual Dinner
Hillsdale Golf Club 7:00~11:00 p.m. Invitation only*

7:00	Guests arrive at the Hillsdale Golf Club
7:30	Drinks and snacks served in the Main Reception Area
8:00	Dinner served in the Dining Room
9:00	Musical entertainment – <i>Shalimar</i> (note: Cheryl Rhodes, scheduled to sing, had to cancel due to illness)
10:00	Prize raffle
10:30	Awards presentation
11:00	Closing speech – NDA Chairman, Dominic Simons

**Members may bring one guest with them.*

Figure 3.9. Questions 5-7
Source: (Online Learning and Teaching, 2018)

“Good afternoon, this is Bob Fisher, Secretary of the National Dental Association. I’m calling about the Annual Dinner. I wonder if you could just confirm some details for me.

Question 7: Can you let me know what time the meal is supposed to be served?

Sample Response:

If you want to have some drinks and snacks, they will be served at 7:30 in the Main Reception Area, but if you want to eat a little more, Dinner will be served at 8:00 in the Dinning Room.

Question 8: I know that Miss Rhodes was a very popular performer at last year's show. Can you confirm that she will be appearing again this year?

Sample Response:

I am afraid that she is not performing this year because she is ill and canceled today's presentation.

Question 9: Finally, what is the order of events for the evening following the dinner?

Sample Response:

First of all, there is a musical entertainment at 9:00, followed by a Prize Raffle and the awards presentation at 10:30; finally, the close speech will be at 11:00.

Example 4:

November 12th, Business Schedule for Jane Goldwin	
07:00 a.m. Taxi to Newark	2:30 p.m. Meeting with PSG Board at Main Street offices to discuss recent sales trends
09:00 a.m. Northern Air Flight 132 from Newark to Chicago	4:00 p.m. Meeting with Orlando Hart, PSG President, to discuss merger plans
12:30 p.m. Arrive Chicago. PSG Sales Manager, Brian Rice, will meet you at the airport	6:30 p.m. Limousine back to the airport
1:00 p.m. Lunch with Mr. Rice at Oakview restaurant <i>(note: originally planned to use Bluebird restaurant, but fully booked)</i>	7:30 p.m. Northern Air Flight 139 from Chicago to Newark

Figure 3.10. Questions 5-7
Source: (Online Learning and Teaching, 2018)

“Good afternoon, this is Jane Goldwin calling. I'd like to speak with someone about my schedule for the trip to Chicago. Do you have a few minutes to answer a couple of questions?”

Question 7: First of all, is someone going to meet me at the airport?

Sample Response:

Sure, when you arrive to Chicago, the PSG Sales Manager Brian Rice will meet you at the airport at 12:30 pm.

Question 8: I am looking forward to lunch - I had a really great meal at Bluebird last time I was there. Were you able to make the reservation as I requested?

Sample Response:

Oh, sorry, I am afraid that the Bluebird restaurant was fully booked, so you and Mr Rice are going to have lunch at Oakview restaurant this time.

Question 9: Can you remind me of the details of the meetings for the rest of the afternoon?

Sample Response:

Well, you have a meeting at 2:30 with PSG Board to discuss recent sales, then at 4 pm the meeting is with Orlando Hart, the PSG president, to discuss merger plans, after that the limousine will take you back to the airport.

Example 5:

Portland Investment Seminar	
Date: July 12 th	Time: 10:00-16:00
Venue: Portland West View College. Meet at Main Hall at 9:30.	
10:00-11:00	"Basic Investments" – Jeff Molsen, School of Economics
11:00-12:00	"Advanced Equities" – Pamela Kinnear, General Manager Inc.
12:00-1:00	Lunch*
1:00-2:00	"Getting the Most out of Mutual Funds" – Peter Mendel, Fund Manager <i>(Canceled due to sudden illness. Trying to find a replacement.)</i>
2:00-3:00	"Money Management Advice" – Greg Andrews, Personal Financial Adviser
3:00-4:00	"Electronic Investment – Internet-based Trading" – Clyde Swift, IT Expert
<i>* Not included in the seminar price. Vegetarian food available, providing a reservation is made 3 days in advance.</i>	

Figure 3.11. Questions 5-7
Source: (Online Learning and Teaching, 2018)

"Good afternoon. My name is Randall Howard and I am planning to attend the Portland Investment Seminar tomorrow.

Question 7: Do you think you could tell me what time to arrive and where I should go when I get there?

Sample Response:

Sure, you will arrive at 10:00, everyone will meet at Mail Hall at 9:30 and then you should go to the Portland West View College.

Question 8: I've paid in advance for the seminar. Lunch is included in the price, isn't it?

Sample Response:

I am so sorry, lunch is not included in the seminar price, but you can make a reservation for vegetarian food 3 days in advance.

Question 9: I've heard that Peter Mendel is a great presenter. Will I be able to see him tomorrow?

Sample Response:

I don't think, he cancelled the presentation due to a sudden illness, the organizers are trying to find a replacement for the conference.

Useful vocabulary

In the following Tables 3.1 and 3.2, some useful vocabulary for this section is presented, students will be able to understand and master key points of English vocabulary, enabling them to optimize their score in the exam; the Authors have adapted some expressions.

Table 24. Category: Business trips

Vocabulary	Explanation
A boarding Pass	It is usually referred to that piece of paper which gives you access to board a flight, bus, train etc during the time of boarding.
A booth	An enclosed compartment that allows privacy.
A cart / trolley (US)	Referred to a vehicle with either two or four wheels, pulled by a horse and used for carrying goods.
A commuter /a suburban	Somebody who travels to work.
A connecting flight	Refers to another travel by plane you have to make in order to reach your destination.
A conveyor belt.	A moving platform (usually to collect your luggage from at the airport).
A cruise	Refers to a journey on a ship for pleasure during which you visit new places.
A cruising altitude	Refers to the height in the sky at which an airplane stays for most of a flight.
A delay	A period of time by which something is late or postponed.
A direct flight	Refers to a single plane journey without connections.
A dispatch	The act of sending someone or something somewhere
A flight attendant	Someone who serves passengers on an aircraft.

A foreign travel / travel abroad	Refers to going on a journey to a foreign country either for work or for pleasure.
A non-stop flight	Refers to a direct flight ie; without any stops in between
A one-way flight	Entitles a passenger to travel only to his or her destination, without returning.
A package tour	A holiday at a fixed price in which the tour agency arranges your travel, stay and food.
A passenger	Referred to the person travelling by a flight, train etc.

Source: (Global exam , 2020) Adapted by the authors.

Table 25. Category: accommodation

Vocabulary	Explanation
A 30-day notice	Refers to the minimum time period to be given to the landlord in advance before moving out from the apartment.
A balcony	A terrace in a building.
A deposit	Refers to a certain sum paid at the beginning before moving in to an apartment.
A feature	A characteristic
A pedestrian	Someone who travels by walking.
A property	A real estate good which can be for example a house, an apartment or a studio.
A tenancy	The fact of renting a place.
A terrace	An open area, an outdoor living area.
An acquisition	The process of acquiring or getting and owning something for example a property, an apartment, a house etc.
An elevator (US) /a lift (GB)	Refers to a machine that carries people from one floor of another of a building.
An estate agent	Someone who sells/rents properties.
An obstructed view	A blocked panorama.
Fully-furnished	With all the necessary pieces of furniture.
Incoming inventory of fixtures	Checking the list of things in the place you are going to rent as well as its state.
Insurance-wise	Reasonable in term of insurance.
Outgoing inventory of fixtures	Checking the list of things in the place you are going to leave as well as its state.

Public Utility	An organization that supplies the public with water, gas, or electricity.
Real estate	Refers to the sector which deals with properties in the form of lands or buildings.
The guarantor	The person who promises to pay the rent if the renter is not able to do so.
The owner / the landlord	Refers to a person who owns an apartment or property.

Source: (Global exam , 2020) Adapted by Authors

LESSON PREREQUISITES

- Prepositions of time
- Use of How many/how much
- Future plans and promises

Table 26. Prepositions of time.

AT	IN	ON
TIMES OF DAY	MONTHS	DAYS
at 4 o'clock	in April	on Tuesday
at 10:30	SEASONS	on Saturday
at noon	in the summer	on my birthday
at midnight	in the spring	on Christmas day
MEALTIMES	YEARS	on Halloween
at lunchtime	in 1990	DATES
at dinnertime	DECADES	on 15th June
HOLIDAYS	in the 80s	on 20th May
at Christmas	CENTURIES	on our anniversary
at Eastern	in the 20th century	Parts of specific day
at the weekend	LONG PERIODS	on Monday morning
EXPRESSIONS	in the ice age	on Friday evening
at present	in the present	on Saturday night
at the moment	in the past	on Sunday afternoon

at night	PARTS OF DAY	
	in the morning	
	in the afternoon	
	in the evening	

Source: The authors

Table 27. How many- how much.

MUCH	MANY
Uncountable nouns negative and interrogative sentences	Countable nouns negative and interrogative sentences
HOW MUCH	HOW MANY
Uncountable nouns interrogative sentences	Countable nouns interrogative sentences
Lots of / A lot of	Uncountable and countable nouns. Affirmative sentences

Source: The authors

Table 28. Will for future plans and promises.

Functions	Structures	Examples
Promises / offers	will	I'll give you a lift to the station later if you want
Plans	Spontaneous decisions will	I think I'll go shopping later
	Plans which are not definite Is / are Going to	Before i go on holiday I'm going to learn some of the local
	Fixed/plans/ appointments/ arrangements Present continuous	I am meeting Andrew outside the pub at 8 pm
	Official plans/ timetabled events Present simple	The train leaves at 10.05

Source: Authors

3.6 STRATEGIES TO IMPROVE RESPONSE IN QUESTION 10

Propose a solution

Directions: In this part of the test, you will be presented with a problem and asked to propose a solution. You will have 30 seconds to prepare, and Then you will have 60 seconds to speak

Listen and respond as if you work at the hotel. In your response, be sure to:

- show that you recognize the problem
- propose a way of dealing with it.

Now listen to the voice message. You will hear:

Example problem (transcript):

Hi, this is Angelina Robinson. I'm calling from room 23 down the hall. We are a family of six, and there are only two small beds in this room. The man at the front desk said this was the only room available, and he must have assumed it was only for me and my husband. We can't possibly all fit on these two beds. We have two teenagers, a toddler and a baby. Are you sure there are no other rooms available? All of the other hotels in town are booked because of the marathon tomorrow. My husband is one of the competitors and he needs a good night's rest.

Source: <https://www.englishclub.com/esl-exams/ets-toeic-practice-speaking.htm>

Now record the voice message proposing a solution.

Example response (transcript):

Hi Angelina. I understand that the small room does not accommodate your family very well and I'm very sorry that we don't have any other rooms available at this time. We always recommend that guests book months in advance as this marathon attracts a lot of business from out of town. How about if I put you on our cancellation list and we call you if any of our larger rooms become available? In the meantime, we could bring you a cot for your baby as well as some extra pillows and sheets.

Source: <https://www.englishclub.com/esl-exams/ets-toeic-practice-speaking.htm>

What do we have to do in this part?

- In the question “Propose a Solution” on the TOEIC Speaking Test, **you must present a solution to a problem.** All the directions will appear on your screen, and the narrator reads them. You have to answer by proposing a solution to the problem as if you were the person receiving the message. In the answer, you have to demonstrate that you recognize and understand the problem, so you have to propose a solution.
- In this exercise, you will hear a phone message that lasts between 30 and 45 seconds describing a problem. Then you will have 30 seconds to prepare the answer, and then you will hear a voice that tells you that you can start speaking. You have 60 seconds. Your response will be recorded.
- The score ranges from 0 to 5 points considering everything required in previous sections such as Pronunciation, intonation and stress, Grammar, Vocabulary, Relevance of content, and Completeness of content.

Here, you have another example corresponding to this question and some strategies, tips, and rules to review the grammar point; they will be helpful for you to practice this question.

Directions: In this part of the test, you will be presented with a problem and asked to propose a solution. You will have 30 seconds to prepare. Then you will have 60 seconds to speak.

Respond as if you work at the bank.

In your response, be sure to

- show that you recognize the problem, and
- propose a way of dealing with the problem.

Source: <https://www.ets.org/s/toEIC/pdf/speaking-writing-sample-tests.pdf>

You will hear: *Hi, this is Marsha Syms. Um, I'm calling about my bank card. I went to the bank machine early this morning, you know — the ATM (upspeak) ... because the bank was closed so only the machine was open. Anyway, I put my card in the machine and got my money out....but then my card didn't come out of the machine. I got my receipt and my money but then my bank card just didn't come out. And I'm leaving for my vacation tonight so I'm really going to need it...I had to get to work early this morning, and couldn't wait around for the bank to open....Could you call me here at work, and let me know how to get my bank card back? I'm really busy today, and really need you to call me soon. I can't go on vacation without my bank card. This is Marsha Syms at 555-1234. Thanks.*

Source: <https://www.ets.org/s/toEIC/pdf/speaking-writing-sample-tests.pdf>

What do we notice?

- The listening message that you hear in this part of the test is a voice mail message.
- The person who calls is trying to find a solution to the problem. It means that you have to act as if you were the employee of a particular company according to the situation presented in this part, so it is your responsibility to help with the problem and resolve it.

Now, you know how is this question structured and what you have to do, also you know about the time limit, here you have some tips to take into account in question 10 of the Speaking part of the test:

You should:

- Be able to understand the problem. Listen carefully for specific details and names.
- Propose a solution with a logical response and based on the problem given.
- Integrate all the evaluation criteria in your response: **Pronunciation, intonation and stress, Grammar, Vocabulary, Relevance of content, and Completeness of content.**
- Listen very carefully to the repetition; they are designed to help you prepare your response.
- Think in advance your possible solution to the problem heard.

During preparation time:

- While you are listening to the problem, it is a good idea to think about the type of company they are talking about, the position you hold in the company, and the characteristic of the problem.
- After you listen to the problem, during the time preparation, you have to think about the solution you can propose, when it can be resolved, the type of language you should use with the client, and how you will conclude the message.

You should not:

- Use informal language with the client. Remember that you have to be friendly and give a kind reply.
- Response with isolated ideas, your solution must be polite and comforting.
- Forget **GOOD CUSTOMER SERVICE**.

Tips to give a good solution.

Remember that you have to act as if you were the company's employee, so you have to apply some techniques to give good customer service. It means that you have to accomplish with some characteristics like:

1. **Using polite language:** It is essential to use phrases like "Please" and "Thank you".
2. **Utilizing MODALS:** you can use some modals to be more polite with the customer, such as: could, would, or should.
3. **Using Formal language:** the most crucial thing when a customer is asking for a solution is to refer to the person using Mr. Miss, Mrs, and his or her surname and you have to introduce yourself, for example, Mr. Simon, my name is Lorena.
4. **Apologizing:** you must use polite expressions like: "I'm terribly sorry about this".
5. **Avoiding threatening language:** it is necessary to replace some words or phrases to avoid customers feeling threatened. For instance: "the problem" instead of "your problem".
6. **Using comforting, acknowledging language:** it is helpful to apply polite language like "I would be happy to help..." or "Thank you for calling..."
7. **Giving timeframes to resolve the problem:** if the customer has a problem, you must offer your support as soon as possible to resolve any problem. It is recommended to use phrases like "We can solve this problem right away".

8. **Giving clear resolution:** phrases like “We will be happy to issue you a new card if we are unable to recover the old one” are essential when talking with a customer.

To sum up, you have to use polite, helpful language to help facilitate the transaction as quickly and efficiently as possible to achieve a positive result. In addition, it is vital to use a logical progression of information to provide a solution to the problem and a timeframe and return information.

3.7 STRATEGIES TO IMPROVE RESPONSE IN QUESTION 11

When the question is asking for an opinion, it is important to consider the following aspects.

What do we notice in this kind of question?

- We have to give our opinion of the stated idea;
- We have to give an **organized response** that follows **a logical progression of ideas**;
- It involves our personal opinion!

The first thing is to identify the type of question (Categories of types of questions) quickly because you have 15 seconds before we have to give a response, so in this way, we need to familiarize ourselves with the common question types in order to give ourselves an advantage on the test; basically they fall into four categories.

Categories of types of questions

1. **Preference or Choice:** These questions are usually worded as: Would you rather?

Would you prefer?

Some believe this/ Others believe this

2. **Agree/Disagree:** These questions are usually worded as: Or Favor/Not Favor

Or Support/Oppose

3. **Hypothetical:** Some questions are hypothetical worded as: If you could...?

4. **Opinion:** Other are just straight-out opinion questions asking for a particular opinion or asking you to think about you would prefer.

What is your opinion?

Example 1:

Look at this question and try to identify the type of question.

You have just won a contest, and for your prize you can choose either a small car or an airline ticket. Which would you choose? Use specific reasons and details to support your answer.

Well, it is a **hypothetical question** and asks what will we do in this situation; you could also think of it as even though it's a hypothetical question, it's also asking just to make a choice would you choose the small car or the airline ticket, so in this case it's no really happening to us, but in this way, we can think as a hypothetical question that also is asking us to make a choice.

Example 2:

Look at this question and try to identify the type of question.

Would you rather play an individual sport or a team sport?

Well, this should be pretty clearly identified as a preference or choice notice the wording right at the beginning; would you rather do so in this case? We do have to make a choice.

Example 3:

Look at this question and try to identify the type of question.

“People should stop working at the age of 60.” Do you agree or disagree with this statement?

Well, right there in the wording, you should recognize that is **agree or disagree**, so in this case, we have to say Do we agree with that statement? or Do we disagree and probably explain why?

Example 4:

Look at this question and try to identify the type of question.

Some people like to travel with a group. Others would rather travel by themselves. Which would you prefer?

Well, in this case there is a **preference or choice**.

Preparing for the response

The first thing is how to prepare a response, so we are going to present some strategies that can be useful for this part.

Brainstorming

- The first strategy is a word activity where tries to order words and ideas related to the topic; it is discussed in a specific period time.
- Write down random ideas; we need a way to organize these thoughts with Pros and Cons getting students to think more deeply about a particular topic. It is a test preparation tool, not something that can be used on the test because of the short time given.
- The Pros and Cons idea is to identify the strengths and weaknesses of each side of the choice and evaluate which side has the stronger argument.

Functional Language

In the following Table (3.3), there are the most common phrases for expressions an opinion usually, it is recommended to use these phrases at the beginning of the responses giving two reasons; The Authors have adapted some expression.

Table 29. The most common phrases for expressing an opinion

<p>Giving opinions As far as I'm concerned... In my opinion... It seems / appears to me that... I would argue that... I would say that... The way I see it is (that)... To my mind I (strongly) believe (that)... I'm absolutely convinced (that)... It's obvious to me... I (honestly) think (that)... Personally speaking, I believe... Personally, I think... I think you shouldn't <i>go to the party</i>. I think you need to <i>consider the proposal</i>. Did you like it? (I feel that... I'm not sure that...) In my experience... From my point of view... From my perspective... In my view... or It seems to me that...</p>	<p>Agreeing I think we should I believe / think that... Personally, I think... I really think... I strongly believe... I (totally) agree with you/that. I couldn't agree more. I'd go along with that. I feel the same. You're absolutely right. Absolutely/Definitely/Exactly. No doubt about it That's a good point / I see your point. I see where you're coming from. I don't know, I think... I'm not sure. I think... Yes, I agree That's true In my opinion</p>
<p>Asking opinions What do you think of...? What do you think about...? Do you see that I'm getting at? Do you know/see what I mean? Do you agree with me? Would you go along with that? Would you agree with me that...? What are your thoughts on...? Don't you think (that)...? How do you feel about...? And What's your opinion on...? What's your opinion about...?</p>	<p>Disagreeing I'm afraid I disagree. I'm afraid I have to disagree. I'd be inclined to disagree. I don't agree with you/that. That's not the way I see it. I don't think so / I don't feel the same Yes, but... I'm sorry to disagree with you, but... I'm not sure about that I see what you're saying but... I understand where you're coming from but...</p>

	Partly agreeing I see your point but... I kind of agree with you/that I agree with you to an extent, however, ... You make a good point, but... Maybe, but it seems to me that...
--	--

Source: (Academy, 2020) Adapted by Authors

Giving reasons

Most of the times when we give opinions, we may want to give reasons; there are a lot of words to use, but these are the most common.

Firstly...

Secondly...

One reason is...

Another is...

To start with...

For one thing...

Now it is presented the question 11 containing the question and a possible sample response. Remember, answers may vary according to the students' level, this is only a sample response.

Express an Opinion (Question 11)

Directions: In this part of the test, you will give your opinion about a specific topic. Be sure to say as much as you can in the time allowed. You will have 15 seconds to prepare. Then you will have 60 seconds to speak.

Example 1

Question:

Many people prefer driving their own cars, while others would rather use public transportation.

Which do you prefer? Explain why.

Source: Full Speaking toEIC test 01 | Practice Speaking toEIC test with Answers", 2019

Sample Response:

My preference is definitely for public transportation. There are several reasons for this. The first one is convenience. In the city where I live, I can take a bus or subway to almost any place I want to go. When I get to my destination, I don't have to worry about finding a parking space. It's so easy. Public transportation is also cheaper. It's true that I have to pay the fare every time I ride the bus or subway, but the car, pay for gasoline, pay for repairs, and maybe even pay for a place to keep it. I think that costs more than bus and subway fare. Finally, there are a lot of traffic problems in my city, but when I am riding the bus or subway, I don't have to worry about traffic I can just relax and enjoy the ride. Personally, I think public transportation is a much better way to get around than a private car is.

Source: Full Speaking toEIC test 01 | Practice Speaking toEIC test with Answers, 2019

Strategies at a glance

Expressing your Opinion often involves topics where you have to give your personal opinions or beliefs.

Get to the point!

- Get directly to the reasons for your response.

Give 2 or 3 reasons

Be Personal!

- Use personal examples from your own life to illustrate your reasons.

Use interesting vocabulary

- Avoid “blah” words

Cohesion

- Use cohesive devices, including SIGNAL WORDS, to connect information.

Avoid “ Filler” ideas and other speaking errors.

Mixed Sentences Signal words

For this level, English students have to learn many tenses in the first years level of English A1, A2.

The simple present tells about things that happen at the moment or often. And also tell about feelings in the present.

The Present Progressive tells If something is happening at the moment

The Simple past is needed to talk about things that have happened, to write stories. States or habits in the past.

The Past continues tells If something was going on in the past while something else happened.

The Future is used for things that will happen later.

The Present perfect tells If something has happened in the past, but we don't know when (or it is just important that it has happened and not when it happened).

With the study and use of these tenses, you can talk about everything you want.

Table 30.Review tenses.

Simple Present	Present Progressive	Going to-future	Will- future
every day	at the moment	in the next few	I hope
every	just	days	I expect
now and then	just now	in the future	I believe
normally	Listen!	this evening	soon
sometimes	Look!	next weekend	in the next few
always	now		days
usually	right now		in the future
often	still		tomorrow
sometimes			this evening
seldom			this afternoon
hardly ever			this weekend
never			next weekend
twice a week			next week
first ... then			next year

METHODOLOGY AND STRATEGIES FOR ENGLISH SPEAKING USING WHATSAPP

			this Friday tonight later... when I graduate... In 2040...
Past Simple	Past Progressive	Present Perfect	Past Perfect
yesterday last night last week last year last weekend last Friday last month A month ago... In 1993... 3 minutes ago 3 weeks ago 1 year ago... in 1990 the other day when as if sentence type II (If I talked, ...)	at ten o'clock last night when while	Just yet never ever already so far since, for so far up to now recently how long ? Have you ever? Never before	already just never not yet once until that day if sentence type III (If I had talked,...)
Past Perfect Progressive			
for since the whole day all day			

Source: The authors

CHAPTER IV 4 METHODOLOGY

The methodology describes a designed, ordered, detailed, and developed structure of the Lesson Plans with instructions, activities, and exercises that will serve the teacher as a class instruction guide to use WhatsApp application in English class.

All Lessons are easy to follow and use to improve English as a second language learners' speaking ability by providing a personalized and dynamic learning environment.

4.1 TALK ABOUT THE USE OF TECHNOLOGY

This chapter contains nine lesson plans followed by the lesson plan development, which it starts with the lesson plan procedure in detail with the address of each figure to get the slide if the teachers want.

Each Lesson plan development starts with a slide containing the number of the TOEIC Speaking Question, The Scoring guide, the type of task, an example given and then, there are five exercises to be done. In the present book, it is focused on Speaking for level A2.

4.2 ABOUT THE TOEIC EXAM.

According to TOEIC (2016) stands for Test of English for International Communication that measures the learner level of English.

METHODOLOGY AND STRATEGIES FOR ENGLISH SPEAKING USING WHATSAPP

The TOEIC exam measures the ability to read, write, speak and understand English, testing the general knowledge of quite basic and fundamental English.

The TOEIC exam is composed of 11 tasks and takes approximately twenty minutes to complete The Speaking and Writing test given in detail in this section.

All these activities involve the use of a mobile device and the internet, the module themes are detailed in the Table 31.

Table 31. Lesson Plans organization by tasks




Lesson Plan number	Task
1	Read the text aloud
2	Describe a picture
3	Respond to questions
4	Respond to questions using information
5	Propose a solution
6	Express an opinion
7	Listening and Answering Question (Ket Speaking part 1)
8	Listening and Answering Question (Ket Speaking part 2)
9	Asking and Answering Question (Ket Speaking)

Source: TOEIC (2016)

4.3 APPLICATIONS TO BE USED IN THIS BOOK

These are the applications needed to use the methodology given in Table 32

Table 32. The application needed for this methodology

Icon	Applications	Software	Description
	WhatsApp	Freeware	Cross-platform instant messaging application.
	Google drive	Freeware	Store files anywhere through secure cloud storage.
	QR Code reader	Freeware	Read and create QR codes.

Source: Authors

4.4 WHATSAPP GOOD PRACTICES

According to (Lara & Veloz, 2019, p.46), The WhatsApp Good Practices in the English Class (Figure 4.0) suggests some rules to consider before starting any activity using smart phone in the classroom as a complementary activity. It is essential to establish clear rules with students; some suggestions are given below.



Figure 4.0 WhatsApp Good Practices in English
Source: (Lara Olivo, 2021)

LESSON PLAN NO. 1

Lesson plan No. 1: Read the text aloud parts 1 and 2

The following table (Table 33) presents the general module about Reading a text aloud.

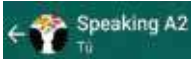
Table 33. Reading a text aloud module.

SPEAKING PERFORMANCE PLAN 1: LEVEL A2	
RESEARCH GROUP: Learning English with ICT	
LEVEL: A2	
TOPIC: Read a text aloud.	
LEARNING STYLE: Visual/spatial, verbal/linguistic, Social/ Interpersonal, logical/mathematical.	
FUNCTIONS: read a text aloud with appropriate pronunciation, intonation, and stress.	
OBJECTIVES General <ul style="list-style-type: none"> To improve the speaking skill in students of A2 level by using WhatsApp as a technological tool. Specific <ul style="list-style-type: none"> Students will be able to read a text aloud with appropriate pronunciation. (TOEIC Speaking Part 1) Students will be able to read a text aloud with appropriate intonation and stress. (TOEIC Speaking Part 2) 	
MATERIALS / RESOURCES <ul style="list-style-type: none"> American Jetstream Pre-intermediate book Board Markers 	TECHNOLOGICAL RESOURCES <ul style="list-style-type: none"> Internet Google drive Mobile device Projector Computer Earphones
REQUIRED APPLICATIONS <ul style="list-style-type: none"> WhatsApp Pdf reader 	LESSON PREREQUISITES <ul style="list-style-type: none"> Simple present/ continuous Simple past/ continuous Future Present perfect Familiar vocabulary
POSSIBLE DIFFICULTIES AND CONSTRAINTS <ul style="list-style-type: none"> Lost devices Forgotten devices Low battery Poor signal Internet connection Power supply 	
ASSESSMENT <ul style="list-style-type: none"> Pronunciation. Intonation and stress. 	

Source: The authors

LESSON PLAN DEVELOPMENT NO. 1

PROCEDURE

- Ask the students to take out their mobile devices.
- Send to the WhatsApp group called  the file Slide 1.jpg (Figure 4.1.1)

- Address of the Figure:

<https://drive.google.com/open?id=1Dt8OyCHMLeaS9P8wRujBBZUgB-sWX5Hj>

Or scan de QR code


Note: In the case that the QR code does not work, go to the web page link above.



- Teacher explains the students that we are a group of researchers that we are working on a project called “Desarrollo de la destreza del Speaking en el idioma Inglés con el uso pedagógico de WhatsApp en los estudiantes del nivel A2 del Centro de Idiomas de la Escuela Superior Politécnica de Chimborazo, 2018”.



Figure 4.1.1. Cover

- Send to the WhatsApp group called  the file Slide 2.jpg (Figure 4.1.2)
- Address of the Figure:
<https://drive.google.com/open?id=195do3WwACaj53726Ppr1Vpx-RyTgyQA->
- The teacher explains to the students that we are going to work with TOEIC Speaking part 1).

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.

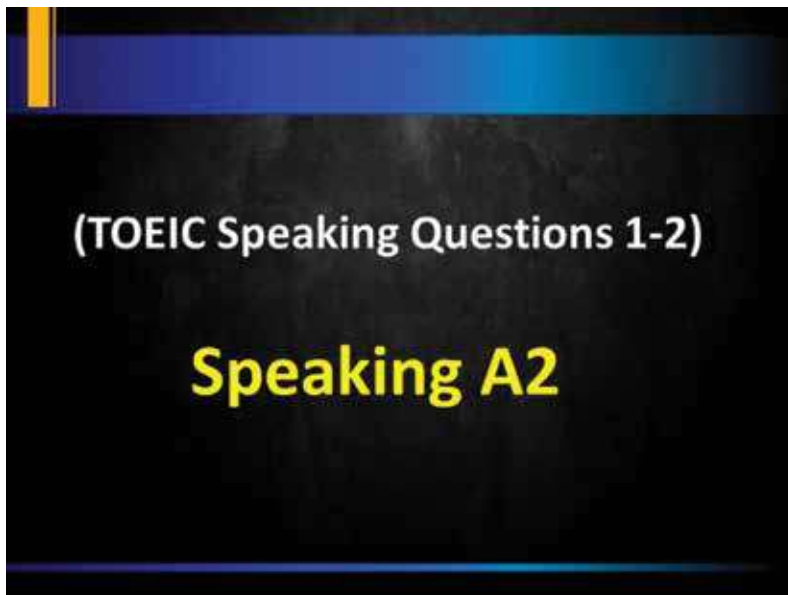



Figure 4.1.2. Part 1

- Send to the WhatsApp group called  the file Slide 3.jpg (Figure 4.1.3)


- Address of the Figure:

https://drive.google.com/open?id=1ZJUgV4fb5u68Nps_cyS95U5RLuha9oXI

Or scan de QR code.



Note: If the QR code does not work, go to the web page link above.

- The teacher explains to the students the Directions of this task called “Read the text aloud”, the rubric to be considered both Pronunciation, Intonation, and Stress.
- Ask the students to reply to this figure with a like  if they understood the Directions and the Scoring Guide.

Task: Read the text aloud (Rubric)


Directions: In this part of the test, you will read aloud the text on the screen. You will have 45 seconds to prepare. Then you will have 45 seconds to read the text aloud.

Scoring Guide for Questions 1-2: Pronunciation		Scoring Guide for Questions 1-2: Intonation and Stress	
SCORE	RESPONSE DESCRIPTION	SCORE	RESPONSE DESCRIPTION
3	Pronunciation is highly intelligible, though the response may include minor lapses and/or other language influence.	3	Use of emphases, pauses, and rising and falling pitch is appropriate to the text.
2	Pronunciation is generally intelligible, though it includes some lapses and/or other language influence.	2	Use of emphases, pauses, and rising and falling pitch is generally appropriate to the text, though the response includes some lapses and/or moderate other language influence.
1	Pronunciation may be intelligible at times, but significant other language influence interferes with appropriate delivery of the text.	1	Use of emphases, pauses, and rising and falling pitch is not appropriate, and the response includes significant other language influence.
0	No response OR no English in the response OR response is completely unrelated to the text.	0	No response OR no English in the response OR the response is completely unrelated to the text.

Source: Educational Testing Service. (2019). SPEAK examiner handbook and sample questions. Princeton, NJ.

Figure 4.1.3. Rubric

METHODOLOGY AND STRATEGIES FOR ENGLISH SPEAKING USING WHATSAPP

- Send to the WhatsApp group called  the file Slide 4.jpg (Figure 4.1.4)

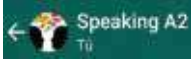
- Address of the Figure:

https://drive.google.com/open?id=1egM8FFKZ5BERVurHpQCAUZUIJbkF_HY1

Or scan de QR code.



Note: If the QR code does not work, go to the web page link above.

- The teacher asks the students to read the Directions to be considered in this task called “*Read the text aloud*”.
- Send to the WhatsApp group called  the audio file (1.4.1) showed in (Figure 1.4.1)

- Address of the audio file:

<https://drive.google.com/open?id=1-Wu3WhAfXPWvkFWa3n1BvQ51fAAgPxt6>

Or scan de QR code.




Note: If the QR code does not work, go to the web page link above.

- Ask the students to click on Play  to listen to the audio provided as a model.



Figure 1.4.1 Audio file

- Students will listen to the modeling audio file example (1.4.1) given by the instructor.
- Check students' understanding by replying to this figure with a like. 

Task: Read the text aloud


Directions: In this part of the test, you will read aloud the text on the screen. You will have 45 seconds to prepare. Then you will have 45 seconds to read the text aloud.

For example: 

If you're shopping, sightseeing and running around every minute, your vacation can seem like hard work. To avoid vacation stress, come to the Blue Valley Inn on beautiful Lake Mead. While staying at our inn, you'll breathe clean country air as you view spectacular sights. With its spacious rooms, swimming pool and many outdoor activities, the inn is the perfect place for a vacation you won't forget. The Blue Valley Inn prides itself on the personal attention it provides to every guest. The Blue Valley motto has always been "A happy guest is our greatest treasure."

Source: <https://www.etsglobal.org/~/media/Preparation/The-TOEIC-Tests/TOEIC-Sample-Tests/The-TOEIC-Speaking-and-Writing-sample-test>

Figure 4.1.4. Example

- Send to the WhatsApp group called  the file Slide 5.jpg (Figure 4.1.5)


- Address of the Figure:


<https://drive.google.com/open?id=1HPTX9OaiHOy0HVKonKJNWbAKqxSNJD2S>

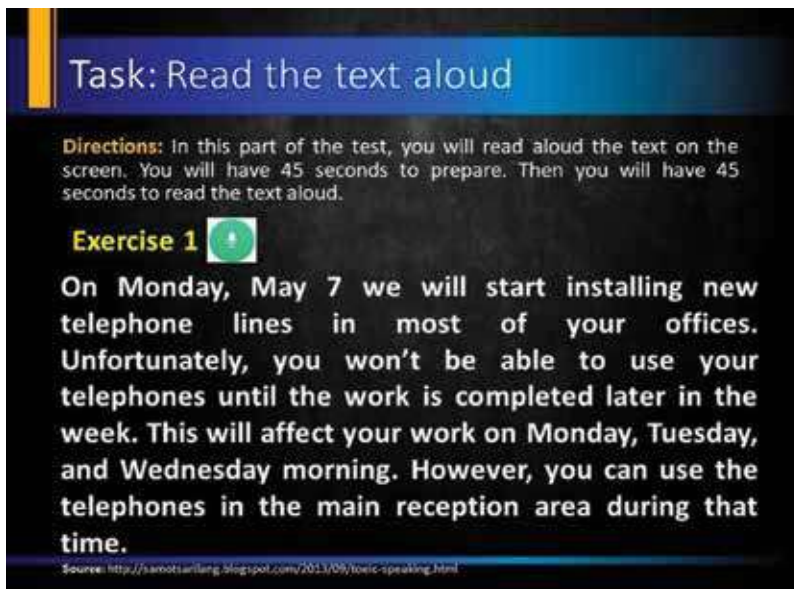
Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.




Explain to the students that whenever they find this icon , they will have to carry out a recording activity.

- Students start reading and recording  the voice message with the text given in Exercise 1.
- Walk around the class monitoring the students.
- Ask students to listen to their classmates' audios and identify the possible mistakes in the pronunciation and intonation.
- Give the students time to do this activity.



Task: Read the text aloud


Directions: In this part of the test, you will read aloud the text on the screen. You will have 45 seconds to prepare. Then you will have 45 seconds to read the text aloud.

Exercise 1 

On Monday, May 7 we will start installing new telephone lines in most of your offices. Unfortunately, you won't be able to use your telephones until the work is completed later in the week. This will affect your work on Monday, Tuesday, and Wednesday morning. However, you can use the telephones in the main reception area during that time.

Source: <http://sarotsarilang.blogspot.com/2011/09/loic-speaking.html>

Figure 4.1.5. Exercise 1

- Send to the WhatsApp group called  the file Slide 6.jpg (Figure 4.1.6)


- Address of the Figure:

<https://drive.google.com/open?id=1vtBF4dyC6pZXXMKxO4dpxSVARI0XQHF>

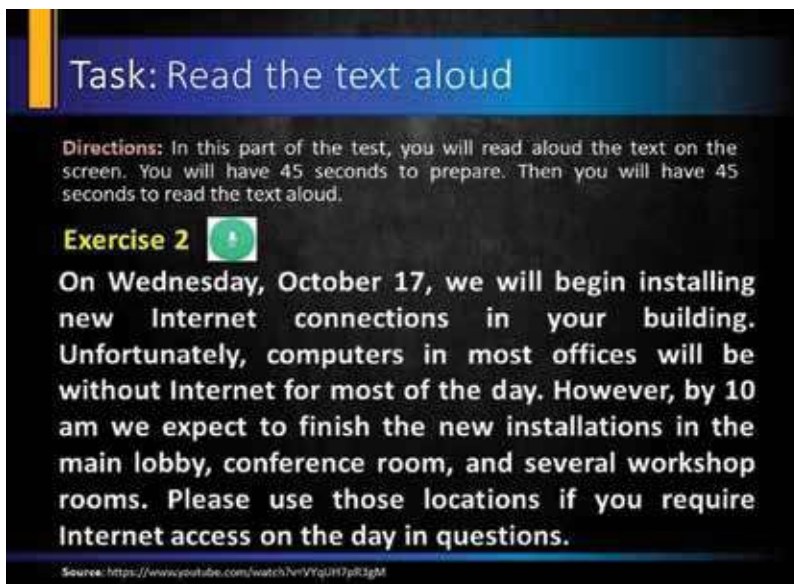
Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.




Students start reading and recording  the voice message with the text given in Exercise 2.

- Walk around the class monitoring the students.
- Ask students to listen to their classmates' audios and identify the possible mistakes in the pronunciation and intonation.
- Give the students time to do this activity.



Task: Read the text aloud


Directions: In this part of the test, you will read aloud the text on the screen. You will have 45 seconds to prepare. Then you will have 45 seconds to read the text aloud.

Exercise 2 

On Wednesday, October 17, we will begin installing new Internet connections in your building. Unfortunately, computers in most offices will be without Internet for most of the day. However, by 10 am we expect to finish the new installations in the main lobby, conference room, and several workshop rooms. Please use those locations if you require Internet access on the day in questions.

Source: <https://www.youtube.com/watch?v=YYqU117pR3M>

Figure 4.1.6. Exercise 2

- Send to the WhatsApp group called  the file Slide 7.jpg (Figure 4.1.7)


- Address of the Figure:

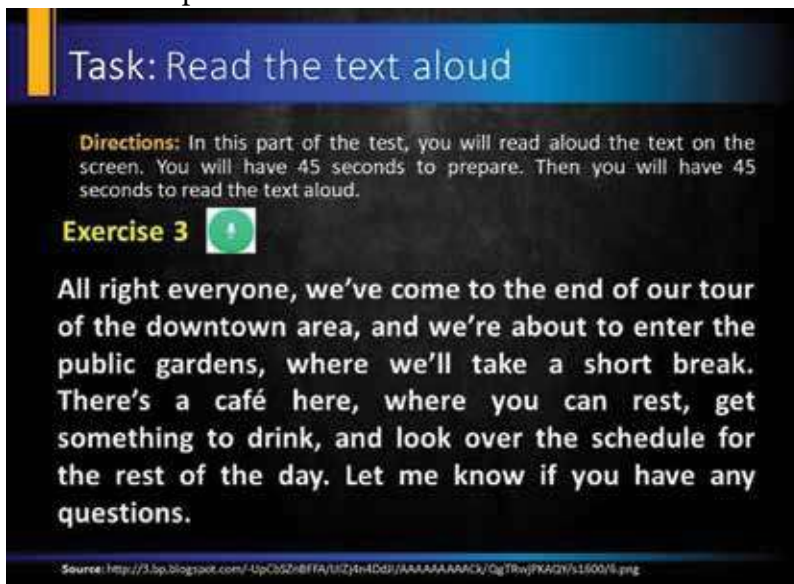
<https://drive.google.com/open?id=1UoIRj8rhPbOt6wghgMTisphjoo-6a3JE>

Or scan de QR code.




Note: If the QR code does not work, go to the web page link above.

- Students start reading and recording  the voice message with the text given in Exercise 3.
- Walk around the class monitoring the students.
- Ask students to listen to their classmates' audios and identify the possible mistakes in the pronunciation and intonation.



Task: Read the text aloud

Directions: In this part of the test, you will read aloud the text on the screen. You will have 45 seconds to prepare. Then you will have 45 seconds to read the text aloud.


Exercise 3 

All right everyone, we've come to the end of our tour of the downtown area, and we're about to enter the public gardens, where we'll take a short break. There's a café here, where you can rest, get something to drink, and look over the schedule for the rest of the day. Let me know if you have any questions.

Source: <http://3.bp.blogspot.com/-UpC5Z9BfFA/UiZytr4DdI/AAAAAAAAACk/OgTrwjPKAQY/s1600/5.png>

- Give the students time to do this activity.

Figure 4.1.7. Exercise 3

- Send to the WhatsApp group called  the file Slide 8.jpg (Figure 4.1.8)


- Address of the Figure:

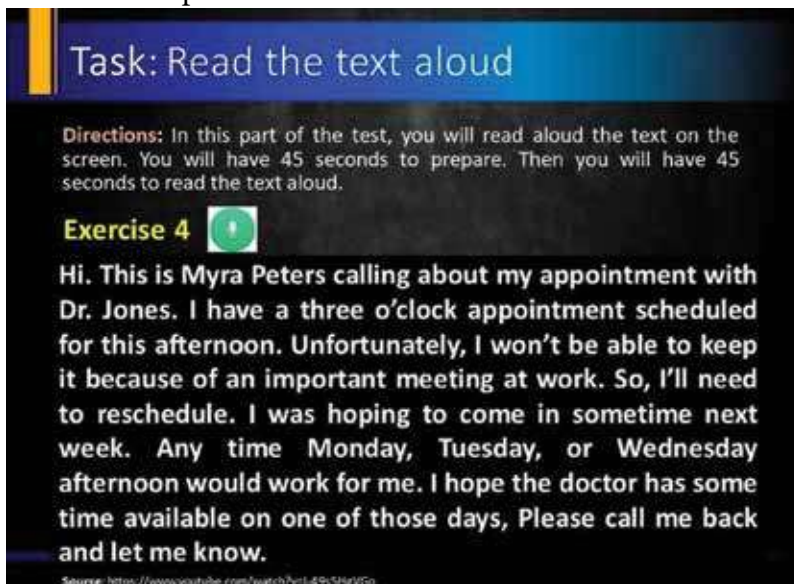
<https://drive.google.com/open?id=17gJwhurADee5rLnuL9R6OuU4hVI3QeOR>

Or scan de QR code.




Note: If the QR code does not work, go to the web page link above.

- Students start reading and recording  the voice message with the text given in Exercise 4.
- Walk around the class monitoring the students.
- Ask students to listen to their classmates' audios and identify the possible mistakes in the pronunciation and intonation.



Task: Read the text aloud

Directions: In this part of the test, you will read aloud the text on the screen. You will have 45 seconds to prepare. Then you will have 45 seconds to read the text aloud.


Exercise 4 

Hi. This is Myra Peters calling about my appointment with Dr. Jones. I have a three o'clock appointment scheduled for this afternoon. Unfortunately, I won't be able to keep it because of an important meeting at work. So, I'll need to reschedule. I was hoping to come in sometime next week. Any time Monday, Tuesday, or Wednesday afternoon would work for me. I hope the doctor has some time available on one of those days, Please call me back and let me know.

Source: <https://www.youtube.com/watch?v=1-49i5HgUGo>

- Give the students time to do this activity.

Figure 4.1.8. Exercise 4

- Send to the WhatsApp group called  the file Slide 9.jpg (Figure 4.1.9)


- Address:

<https://drive.google.com/open?id=1fKLJNwmeVkyftcwOi3FuMNIecTpnFb6v>

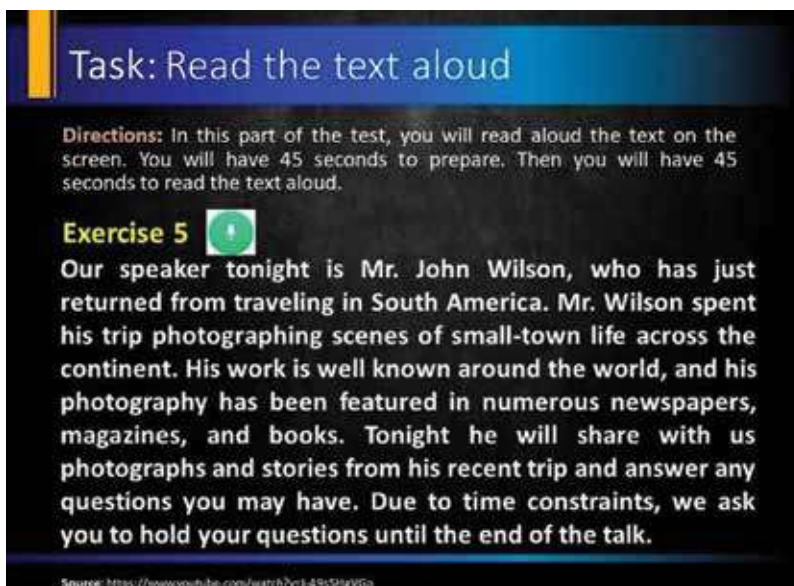
Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.




Students start reading and recording  the voice message with the text given in Exercise 5.

- Walk around the class monitoring the students.
- Ask students to listen to their classmates' audios and identify the possible mistakes in the pronunciation and intonation.
- Give the students time to do this activity.



Task: Read the text aloud

Directions: In this part of the test, you will read aloud the text on the screen. You will have 45 seconds to prepare. Then you will have 45 seconds to read the text aloud.

Exercise 5 

Our speaker tonight is Mr. John Wilson, who has just returned from traveling in South America. Mr. Wilson spent his trip photographing scenes of small-town life across the continent. His work is well known around the world, and his photography has been featured in numerous newspapers, magazines, and books. Tonight he will share with us photographs and stories from his recent trip and answer any questions you may have. Due to time constraints, we ask you to hold your questions until the end of the talk.

Source: <https://www.youtube.com/watch?v=149c5HgVGo>

Figure 4.1.9. Exercise 5

ASSESSMENT

The teacher will provide two scores: one for pronunciation and one for intonation and stress are given in Table 34; The following Scoring Guide will be used to evaluate your response.

Table 34 Scoring Guide

SCORING GUIDE FOR QUESTIONS 1-2:		SCORING GUIDE FOR QUESTIONS 1-2:	
Pronunciation		Intonation and Stress	
SCORE	RESPONSE DESCRIPTON	SCORE	RESPONSE DESCRIPTON
3	Pronunciation is highly intelligible, though the response may include minor lapses and/or other language influence.	3	Use of emphases, pauses, and rising and falling pitch is appropriate to the text.
2	Pronunciation is generally intelligible, though it includes some lapses and/or other language influence.	2	Use of emphases, pauses, and rising and falling pitch is generally appropriate to the text, though the response includes some lapses and/or moderate other language influence.
1	Pronunciation may be intelligible at times, but significant other language influence interferes with appropriate delivery of the text.	1	Use of emphases, pauses, and rising and falling pitch is not appropriate, and the response includes significant other language influence.
0	No response OR no English in the response OR response is completely unrelated to the test.	0	No response OR no English in the response OR the response is completely unrelated to the test.

Source: TOEIC Speaking Test

- Send to the WhatsApp group called  the file Slide 10.jpg (Figure 4.1.10)

- Address of the Figure:

https://drive.google.com/open?id=1XjLI6sAhHaKF7KOlz4_eywOrc6GciM7H

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.



Teacher tells the students, this is the end of the activity.

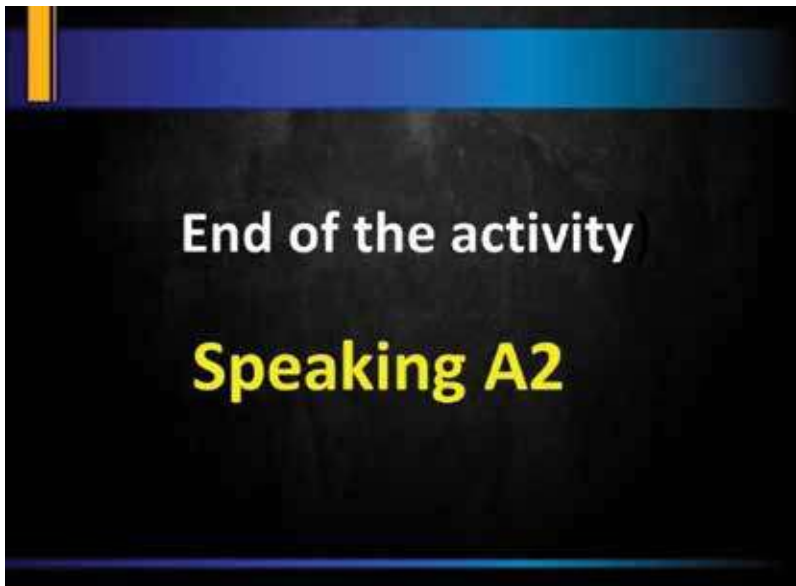


Figure 4.1.10. End of the activity

LESSON PLAN NO. 2

Lesson plan No. 2: Picture description Question 3


In the following table (Table 35), the general module about Describing a picture is presented.

Table 35. Describing a picture module.

SPEAKING PERFORMANCE PLAN 2: LEVEL A2	
RESEARCH GROUP: Learning English with ICT	
LEVEL: A2	
TOPIC: Describe a picture	
LEARNING STYLE: Visual/spatial, verbal/linguistic, Social/Interpersonal, logical/mathematical.	
FUNCTIONS: Describing a picture with appropriate pronunciation, intonation, stress, grammar, vocabulary and cohesion.	
OBJECTIVES General <ul style="list-style-type: none"> To improve the speaking skill in students of A2 level by using WhatsApp as a technological tool. Specific <ul style="list-style-type: none"> Students will be able to describe a text a picture with appropriate pronunciation. (TOEIC Speaking Part 3) Students will be able to read a text aloud with appropriate intonation and stress. (TOEIC Speaking Part 3) Students will be able to describe a picture using accurate grammar, vocabulary, and cohesion. (TOEIC Speaking Part 3) 	
MATERIALS / RESOURCES <ul style="list-style-type: none"> American Jetstream Pre- intermediate book Board Markers Pictures 	TECHNOLOGICAL RESOURCES <ul style="list-style-type: none"> Internet Google drive Mobile device Projector Computer Earphones
REQUIRED APPLICATIONS <ul style="list-style-type: none"> WhatsApp Pdf reader 	LESSON PREREQUISITES <ul style="list-style-type: none"> Simple present/ continuous Simple past/ continuous Future Present perfect Familiar vocabulary
POSSIBLE DIFFICULTIES AND CONSTRAINTS <ul style="list-style-type: none"> Lost devices Forgotten devices Low battery Poor signal Internet connection Power supply 	
ASSESSMENT <ul style="list-style-type: none"> Pronunciation. Intonation and stress. Grammar, Vocabulary and Cohesion 	

LESSON PLAN DEVELOPMENT NO. 2

PROCEDURE

- Ask the students to take out their mobile devices.
- Send to the WhatsApp group called  the file Slide 1.jpg (Figure 4.2.1)
- Address of the figure:

https://drive.google.com/open?id=1Z6qMXwx72w47D3KVRKOeBM4ToGvMDE_K

Or scan de QR code.

Note: In the case that the QR code does not work, go to the web page link above.



The teacher explains to the students that they are going to work with TOEIC Speaking Part 3.

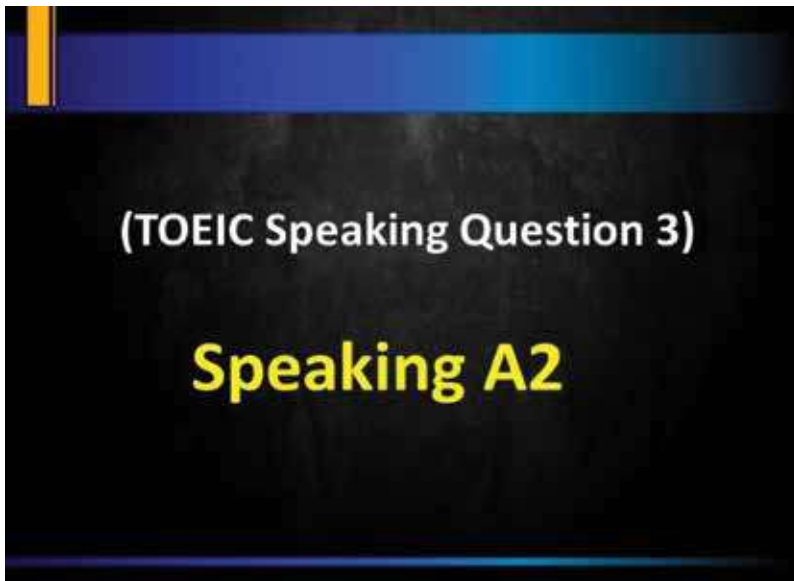



Figure 4.2.1. Part 3

- Send to the WhatsApp group called  the file Slide 2.jpg (Figure 4.2.2)

- Address of the figure:


<https://drive.google.com/open?id=1JEHGw56zAKWrrD48aXJhysFOjq1OaJNI>

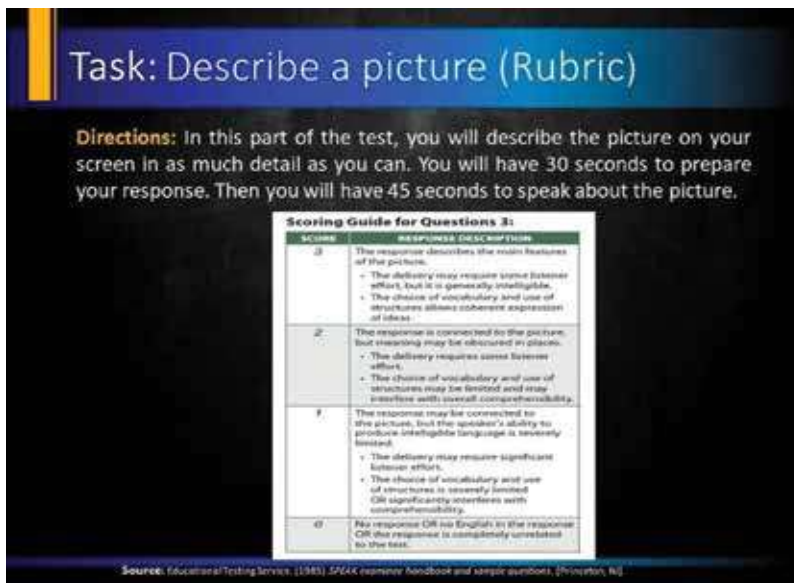
Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.



The teacher explains to the students about the Directions of this task, “Describe a picture”, the rubric to be considered Pronunciation, Intonation, Stress, Vocabulary, Grammar, and Cohesion.

- Ask the students to reply to this figure with a like  if they understood the directions and the scoring guide.




Task: Describe a picture (Rubric)

Directions: In this part of the test, you will describe the picture on your screen in as much detail as you can. You will have 30 seconds to prepare your response. Then you will have 45 seconds to speak about the picture.

SCORE	RESPONSE DESCRIPTION
3	The response describes the main features of the picture. <ul style="list-style-type: none">• The delivery may require some listener effort, but it is generally intelligible.• The choice of vocabulary and use of structures allows coherent expression of ideas.
2	The response is connected to the picture, but meaning may be obscured in places. <ul style="list-style-type: none">• The delivery requires some listener effort.• The choice of vocabulary and use of structures may be limited and may interfere with overall comprehensibility.
1	The response may be connected to the picture, but the speaker's ability to produce intelligible language is severely limited. <ul style="list-style-type: none">• The delivery may require significant listener effort.• The choice of vocabulary and use of structures is severely limited OR significantly interferes with comprehensibility.
0	No response OR no English in the response OR the response is completely unrelated to the test.

Source: Educational Testing Service. (1983). *SPK4K response handbook and sample questions*. Princeton, NJ.

Figure 4.2.2. Rubric

- Send to the WhatsApp group called  the file Slide 3.jpg (Figure 4.2.3)

- Address of the figure:

https://drive.google.com/open?id=1_nGERF0Iz6VOZZPRB5IXt3KzvXZFtwpd

Or scan de QR code.

Note: In the case that the QR code does not work, go to the web page link above.



The teacher asks the students to read the Directions to be considered in this task called “Describe the picture”.

- Send to the WhatsApp group called  the audio file (1.3.1) showed in (Figure 1.3.1)

- Address of the audio file:

<https://drive.google.com/open?id=1lITvIqrBf6Wylt4KS1Yfdus87thmXsi2>

Or scan de QR code.

Note: In the case that the QR code does not work, go to the web page link above.



Ask students to click on play



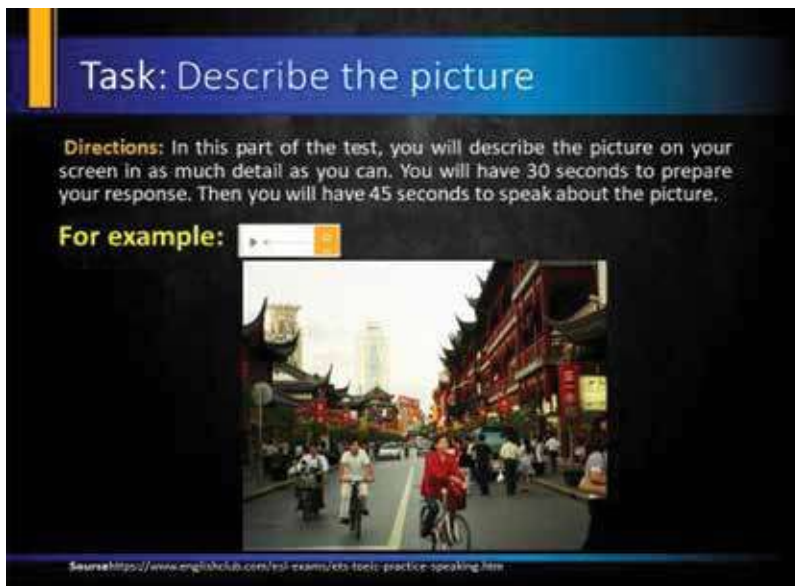
to listen to the audio provided as a model.


Figure 1.3.1 Audio file



- Students will listen to the modeling audio file example (1.3.1) given by the instructor.
- Check students' understanding by replying to this figure with a like. 👍

Figure 4.2.3. Example




- Send to the WhatsApp group called  the file Slide 4.jpg (Figure 4.2.4)

- Address of the figure:

<https://drive.google.com/open?id=1FnK0a1p2n3BW5B0easPd8r3CSyZlQeFv>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.

- The teacher asks the students to rehearse for the activity and then record 




the voice message with the picture description given in Exercise 1.

- Walk around the class monitoring the students.
- Ask students to listen to their classmates' audios and identify the possible mistakes in the pronunciation and intonation.
- Give the students time to do this activity.

Figure 4.2.4. Exercise 1



- Send to the WhatsApp group called  the file Slide 5.jpg (Figure 4.2.5)


- Address of the figure:

<https://drive.google.com/open?id=19EJiSBOGgNmJhGcFfLNxA3JSmh1WgLSX>

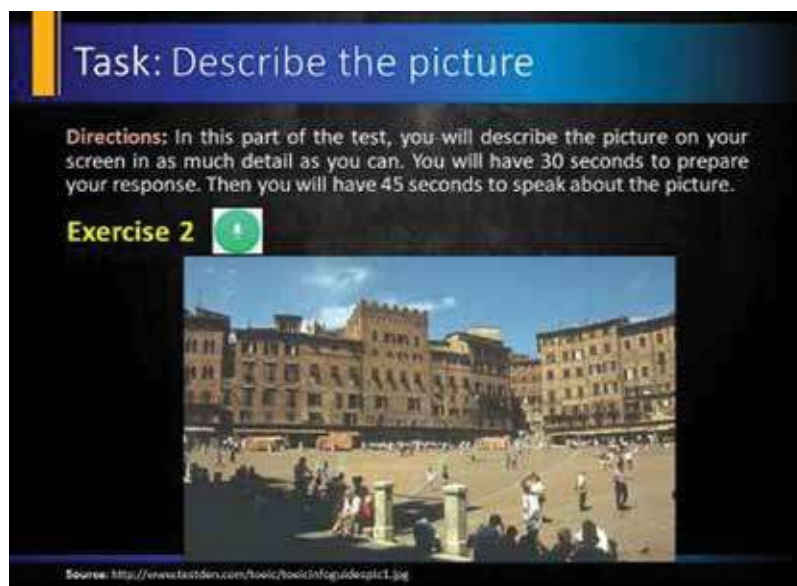
Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.




The teacher asks the students to rehearse for the activity and then record  the voice message with the description of the picture given in Exercise 2

- Walk around the class monitoring the students.
- Ask students to listen to the classmates' audios and identify the possible mistakes in the pronunciation and intonation as well as grammar, vocabulary, and cohesion.
- Give the students time to do this activity.



The screenshot shows a presentation slide with a dark blue background. At the top, the title "Task: Describe the picture" is written in white. Below the title, the directions are: "Directions: In this part of the test, you will describe the picture on your screen in as much detail as you can. You will have 30 seconds to prepare your response. Then you will have 45 seconds to speak about the picture." Below the directions, "Exercise 2" is written in yellow, followed by a green circular icon with a white microphone symbol. The main part of the slide is a photograph of a large, open public square with many people walking and sitting. The square is surrounded by multi-story buildings with many windows. At the bottom of the slide, there is a small source URL: "Source: <http://www.teachdaru.com/boaic/boaicinfo/guidepic1.jpg>".

Figure 4.2.5. Exercise 2

- Send to the WhatsApp group called  the file Slide 6.jpg (Figure 4.2.6)


- Address of the figure:

<https://drive.google.com/open?id=1X2hKdiYcOUPbRapT2NL7jJMXO51fsJMx>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.




The teacher asks the students to rehearse for the activity and then record  the voice message with the description of the picture given in Exercise 3

- Walk around the class monitoring the students.
- Ask students to listen to the classmates' audios and identify the possible mistakes in the pronunciation and intonation as well as grammar, vocabulary, and cohesion.
- Give the students time to do this activity.



The slide features a blue header with the text "Task: Describe a picture". Below the header, the "Directions" are provided: "In this part of the test, you will describe the picture on your screen in as much detail as you can. You will have 30 seconds to prepare your response. Then you will have 45 seconds to speak about the picture". A green microphone icon is positioned to the right of the text "Exercise 3". The central image shows a large, carved jack-o'-lantern with a face, set against a background of a large, ornate building with multiple domes and minarets, likely a mosque or a historical site. The foreground is filled with a variety of colorful flowers. At the bottom of the slide, a source URL is listed: "Source: http://www.cubitalta.com/cubicmaterials/levelbest/LEVEL_TEST_QUESTIONNAIRE_purwar_files/image004.jpg".

Figure 4.2.6. Exercise 3

- Send to the WhatsApp group called  the file Slide 7.jpg (Figure 4.2.7)


- Address:

<https://drive.google.com/open?id=11jRrdar3Vq4ArUGN9nyX7zuuy0AfvWyU>

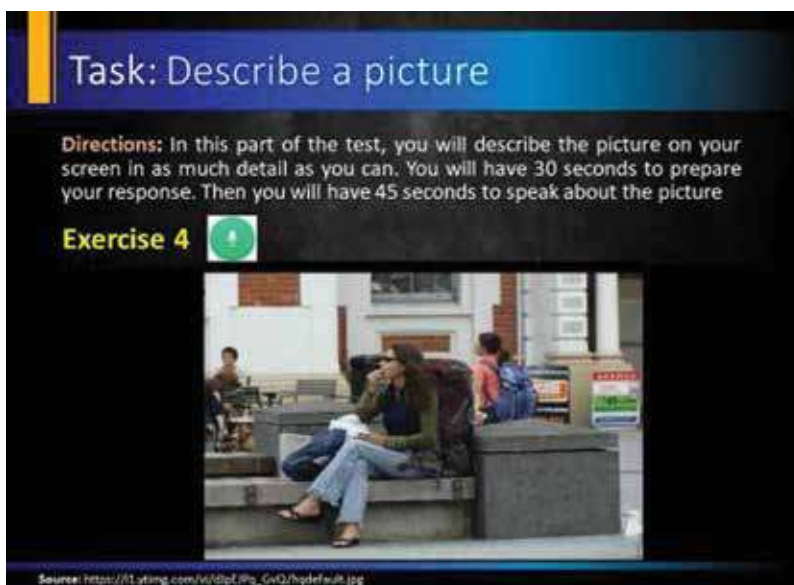
Or scan de QR code.

Note: In the case that the QR code does not work, go to the web page link above.




The teacher asks the students to rehearse for the activity and then record  the voice message with the description of the picture given in Exercise 4

- Walk around the class monitoring the students.
- Ask students to listen to the classmates' audios and identify the possible mistakes in the pronunciation and intonation as well as grammar, vocabulary, and cohesion.
- Give the students time to do this activity.



The slide has a dark blue header with the text "Task: Describe a picture" in white. Below the header, the text reads: "Directions: In this part of the test, you will describe the picture on your screen in as much detail as you can. You will have 30 seconds to prepare your response. Then you will have 45 seconds to speak about the picture". Underneath the directions is "Exercise 4" in yellow text next to a green circular icon with a white microphone. The main part of the slide is a photograph of a woman sitting on a concrete ledge in a library or study area, talking on a mobile phone. In the background, other people are visible, including a man sitting at a table and a woman standing near a bookshelf. At the bottom left of the slide, there is a small source URL: "Source: https://i1.yimg.com/i10p/019a_GvQ/019pfevuk.jpg".

Figure 4.2.7. Exercise 4

- Send to the WhatsApp group called  the file Slide 8.jpg (Figure 4.2.8)


- Address of the figure:

<https://drive.google.com/open?id=1SfMDqFxC0C7160yY7ewBXX14g0Ro3jZL>

Or scan de QR code.



Note: If the QR code does not work, go to the web page link above.

- The teacher asks the students to rehearse for the activity and then record the voice message with the picture description given in Exercise 5. 
- Walk around the class monitoring the students.
- Ask students to listen to the classmates' audios and identify the possible mistakes in the pronunciation and intonation as well as in grammar, vocabulary, and cohesion.
- Give the students time to do this activity.



The image shows a presentation slide with a blue header that reads "Task: Describe a picture". Below the header, there is a text box with the following directions: "Directions: In this part of the test, you will describe the picture on your screen in as much detail as you can. You will have 30 seconds to prepare your response. Then you will have 45 seconds to speak about the picture." Below the directions, there is a section titled "Exercise 5" with a green microphone icon. The main content of the slide is a photograph of a group of six business professionals (three men and three women) sitting around a conference table, looking at a laptop and discussing documents. At the bottom of the slide, there is a small source URL: "Source: https://foeicspeakingwriting.files.wordpress.com/2016/01/profession.jpg /".

Figure 4.2.8. Exercise 5


ASSESSMENT

The teacher will provide the rubrics displayed in figure 4.2.2. The following Scoring Guide will be used to evaluate students’ responses.

Table 36. Scoring guide for question 3 TOEIC.

SCORING GUIDE FOR QUESTION 3:	
SCORE	RESPONSE DESCRIPTON
3	The response describes the main features of the picture. <ul style="list-style-type: none"> • The delivery may require some listener effort, but it is generally intelligible. • The choice of vocabulary and use of structures allows coherent expression of ideas.
2	The response is connected to the picture, but meaning may be obscured in places. <ul style="list-style-type: none"> • The delivery requires some listener effort. • The choice of vocabulary and use of structures may be limited and may interfere with overall comprehensibility.
1	The response may be connected to the picture, but the speaker’s ability to produce intelligible language is severely limited. <ul style="list-style-type: none"> • The delivery may require significant listener effort • The choice of vocabulary and use of structures is severely limited OR significantly interferes with comprehensibility.
0	No response OR no English in the response OR the response is completely unrelated to the test.

Source: TOEIC Speaking Test

- Send to the WhatsApp group called  the file Slide 9.jpg (Figure 4.2.9)

- Address of the figure:

<https://drive.google.com/open?id=1Sy6ZVyhah4CWSFq2gsk1zzBSC-Yse0u0>

- The teacher tells the students, this is the end of the activity.

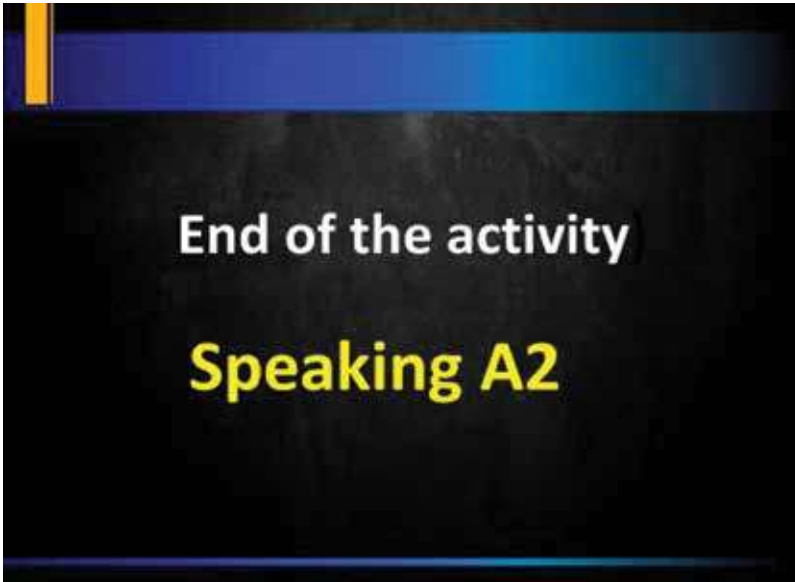


Figure 4.2.9. End of the activity

LESSON PLAN NO. 3

Lesson Plan No. 3: Respond to questions 4, 5 and 6


In the following table (Table 37), the general module about Responding to questions is presented.

Table 37. Respond to questions module

SPEAKING PERFORMANCE PLAN 3: LEVEL A2	
RESEARCH GROUP: Learning English with ICT	
LEVEL: A2	
TOPIC: Respond to questions.	
LEARNING STYLE: Visual/spatial, verbal/linguistic, Social/ Interpersonal, logical/mathematical.	
FUNCTIONS: Giving answers to questions with a time limit.	
OBJECTIVES General <ul style="list-style-type: none"> To improve the speaking skill in students of A2 level by using WhatsApp as a technological tool. Specific <ul style="list-style-type: none"> Students will be able to answer 2 questions in 15 seconds each. (TOEIC Speaking Part 4 and 5) Students will be able to answer 1 question in 30 seconds. (TOEIC Speaking Part 6) 	
MATERIALS / RESOURCES <ul style="list-style-type: none"> American Jetstream Pre intermediate book Board Markers 	TECHNOLOGICAL RESOURCES <ul style="list-style-type: none"> Internet Google drive Mobile device Projector Computer Earphones
REQUIRED APPLICATIONS <ul style="list-style-type: none"> WhatsApp Pdf reader 	LESSON PREREQUISITES <ul style="list-style-type: none"> Simple present/ continuous Simple past/ continuous Future Present perfect Familiar vocabulary
POSSIBLE DIFFICULTIES AND CONSTRAINTS <ul style="list-style-type: none"> Lost devices Forgotten devices Low battery Poor signal Internet connection Power supply 	
ASSESSMENT <ul style="list-style-type: none"> Pronunciation. Intonation and stress. Grammar, Vocabulary and Cohesion Relevance of content and Completeness of content 	

LESSON PLAN DEVELOPMENT NO. 3

PROCEDURE

- Ask the students to take out their mobile devices.
- Send to the WhatsApp group called  the file Slide 1.jpg (Figure 4.3.1)
- Address of the Figure:

https://drive.google.com/open?id=1cAIUf_O19UnbThnCy_CGA5r6K1fbMgb

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.



The teacher explains the students that we are going to work with (TOEIC Speaking Questions 4-5- 6).

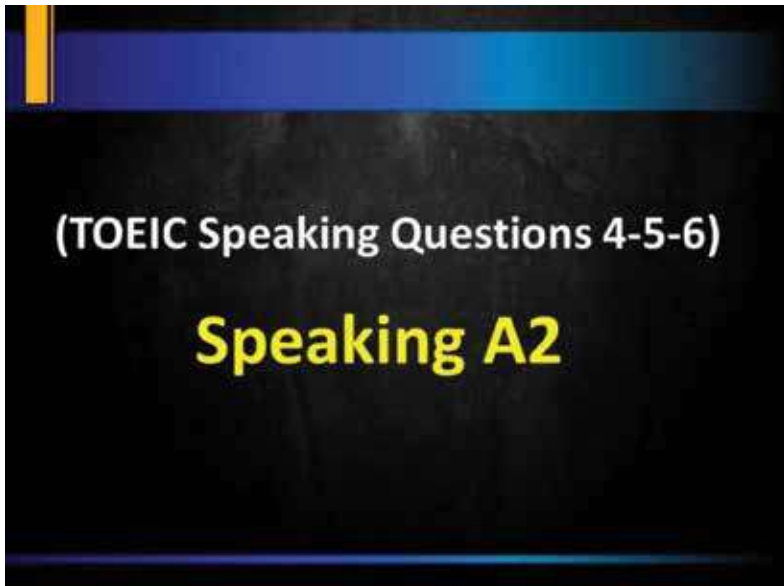





Figure 4.3.1. Questions 4-5-6

- Send to the WhatsApp group called  Speaking A2 the file Slide 2.jpg (Figure 4.3.2)
- Address of the Figure: <https://drive.google.com/open?id=1QjOQIAiRliiYYQyOa4xtsKfGFCAS6byg>
- The teacher explains to the students the Directions of this task called “Respond to questions”, the rubric to be considered Pronunciation, Intonation, Stress, Grammar, Vocabulary, Cohesion, Relevance of content and Completeness of content.
- The teacher explains to the students this icon  means to record a voice message.
- Ask the students to reply to this figure with a like  if they understood the Directions and the Scoring Guide.

Task: Respond to questions. (Rubric)

Directions: In this part of the test, you will answer three questions. For each question, begin responding immediately. No preparation time is provided. You will have 15 seconds to respond to Questions 4 and 5, and 30 seconds to respond to Question 6.

SCORING GUIDE FOR QUESTIONS 4-9:	
SCORE	RESPONSE DESCRIPTION
3	<p>The response is a full, relevant, socially appropriate reply to the question. In the case of Questions 7-9, information from the prompt is accurate.</p> <ul style="list-style-type: none"> • The delivery requires little listener effort. • The choice of vocabulary is appropriate. • The use of structures fulfills the demands of the task.
2	<p>The response is a partially effective reply to the question, but is not complete, fully appropriate or in the case of Questions 7-9, fully accurate.</p> <ul style="list-style-type: none"> • The delivery may require some listener effort but is usually intelligible. • The choice of vocabulary may be limited or somewhat incorrect, although overall meaning is clear. • The use of structures may require some listener effort for interpretation. • In the case of Questions 7-9, the speaker may locate the relevant information in the prompt but fail to distinguish it from irrelevant information or fail to transform the written language so a listener can easily understand it.
1	<p>The response does not answer the question effectively. Relevant information is not conveyed successfully.</p> <ul style="list-style-type: none"> • The delivery may impede or prevent listener comprehension. • The choice of vocabulary may be inaccurate or rely on repetition of the prompt. • The use of structures may interfere with comprehensibility.
0	<p>No response OR no English in the response OR the response is completely unrelated to the test.</p>

Source: Educational Testing Service (ETS) SPEAK examinee handbook and sample questions. Princeton, NJ.

Figure 4.3.2. Rubric

METHODOLOGY AND STRATEGIES FOR ENGLISH SPEAKING USING WHATSAPP

- Send to the WhatsApp group called  the file Slides 3 (Figure 4.3.3) and 4.jpg (Figure 4.3.3.1)

- Address of the figures:

<https://drive.google.com/open?id=1AlmVDf4GZDr91LstsAKl66kMjKvn7nBy>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.




<https://drive.google.com/open?id=19DSWxQsKGTwDocbg57uYp6iq5TSTWs2J>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.



- The teacher asks the students to read the Directions to be considered in this task called “Respond to questions”.
- Students will review the modeling file example (3.3 and 3.3.1) given by the instructor.
- Check students’ understanding by replying to this figure with a like. 

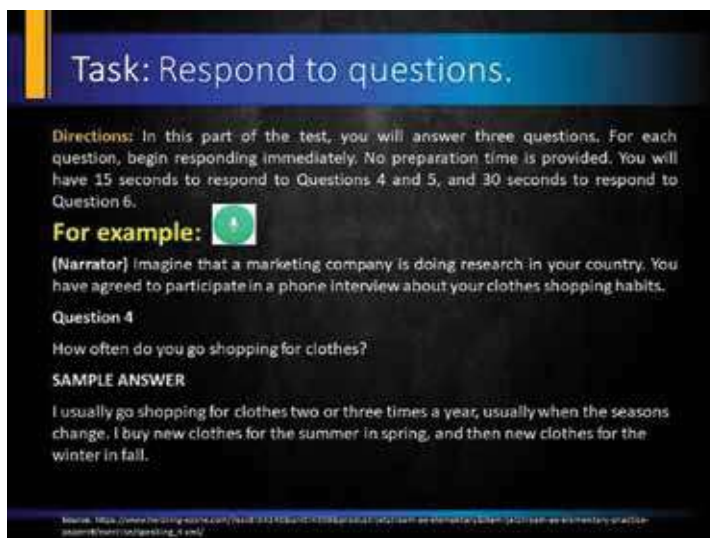


Figure 4.3.3 Example

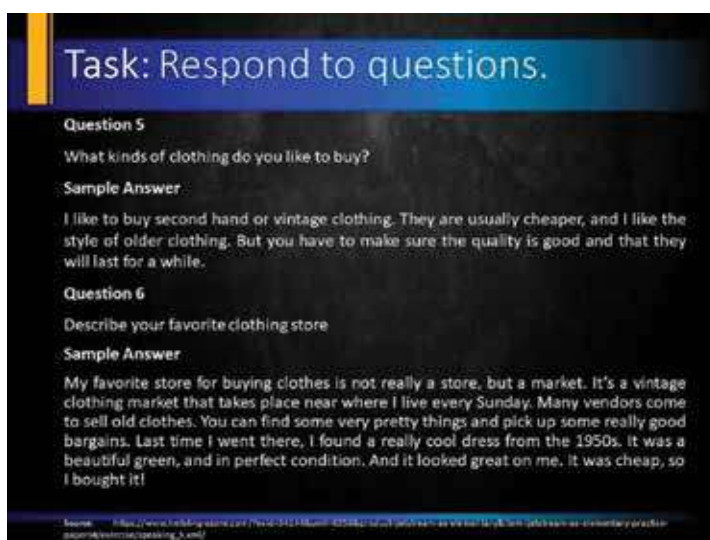



Figure 4.3.3.1 Example

- Send to the WhatsApp group called  Speaking A2 the file Slide 5.jpg (Figure 4.3.4)


- Address of the figure:

https://drive.google.com/open?id=1n7qrUmK3acDkSp9PXwm_vm4pe5YD2Icj

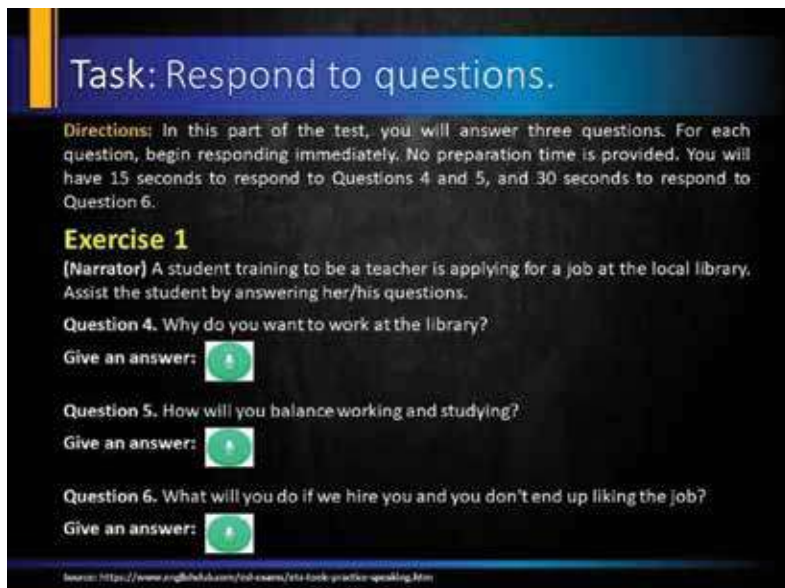
Or scan de QR code.

Note: In the case that the QR code does not work, go to the web page link above.



The teacher asks the students to read what the Narrator says in exercise 1 and then record  the voice message answering questions 4 and 5 in 15 seconds without time preparation.

- Immediately, students have to answer question 6 in 30 seconds.
- Walk around the class monitoring the students.
- Ask students to listen to the classmates' audios and identify the possible mistakes in the Pronunciation and Intonation as well as Relevance of content and Completeness of content.
- Give the students time to do this activity.





Task: Respond to questions.


Directions: In this part of the test, you will answer three questions. For each question, begin responding immediately. No preparation time is provided. You will have 15 seconds to respond to Questions 4 and 5, and 30 seconds to respond to Question 6.

Exercise 1

[Narrator] A student training to be a teacher is applying for a job at the local library. Assist the student by answering her/his questions.


Question 4. Why do you want to work at the library?
Give an answer: 

Question 5. How will you balance working and studying?
Give an answer: 

Question 6. What will you do if we hire you and you don't end up liking the job?
Give an answer: 

Source: <https://www.englishclub.com/ielts-exams/ets-task-practice-speaking.htm>

Figure 4.3.4. Exercise 1

- Send to the WhatsApp group called  the file Slide 6.jpg (Figure 4.3.5)


- Address of the figure:

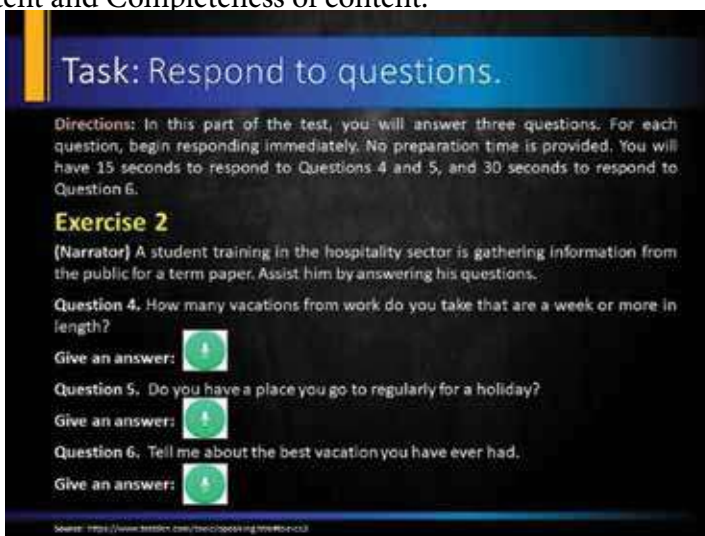
https://drive.google.com/open?id=1mKcsIwLyhBtMlaVNGbDCTF_mG5HBeTmM

Or scan de QR code.



Note: If the QR code does not work, go to the web page link above.

- The teacher asks the students to read what the Narrator says in exercise 2 and then record  the voice message answering questions 4 and 5 in 15 seconds without time preparation.
- Immediately, students have to answer question 6 in 30 seconds.
- Walk around the class monitoring the students.
- Ask students to listen to the classmates' audios and identify the possible mistakes in the Pronunciation and Intonation as well as Relevance of content and Completeness of content.





Task: Respond to questions.


Directions: In this part of the test, you will answer three questions. For each question, begin responding immediately. No preparation time is provided. You will have 15 seconds to respond to Questions 4 and 5, and 30 seconds to respond to Question 6.

Exercise 2

(Narrator) A student training in the hospitality sector is gathering information from the public for a term paper. Assist him by answering his questions.

Question 4. How many vacations from work do you take that are a week or more in length?
Give an answer: 


Question 5. Do you have a place you go to regularly for a holiday?
Give an answer: 

Question 6. Tell me about the best vacation you have ever had.
Give an answer: 

Source: <https://www.testfor.com/moc2/prepareing/moc2-003>

Give the students time to do this activity.

Figure 4.3.5. Exercise 3

- Send to the WhatsApp group called  the file Slide 7.jpg (Figure 4.3.6)


- Address of the figure:

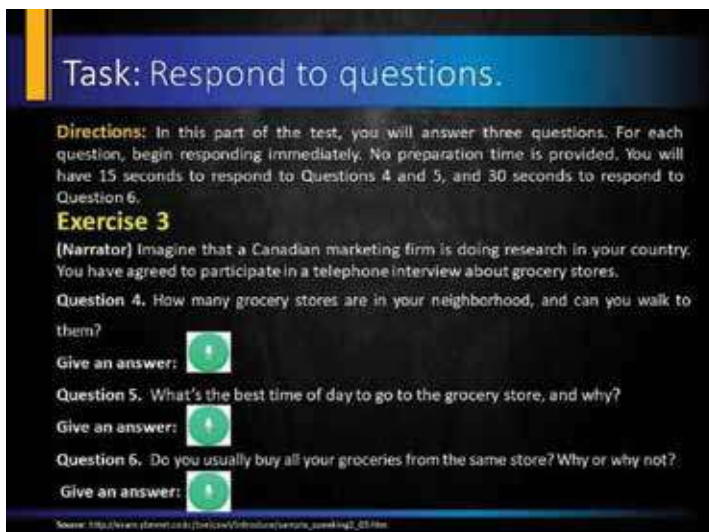
<https://drive.google.com/open?id=1Mjs05QZ0DKHnINQSZlZBvHZUK6Wvsqgt>

Or scan de QR code.



Note: If the QR code does not work, go to the web page link above.

- The teacher asks the students to read what the Narrator says in exercise 3 and then record  the voice message answering questions 4 and 5 in 15 seconds without time preparation.
- Immediately, students have to answer question 6 in 30 seconds.
- Walk around the class monitoring the students.
- Ask students to listen to the classmates' audios and identify the possible mistakes in the Pronunciation and Intonation as well as Relevance of content and Completeness of content.




Task: Respond to questions.

Directions: In this part of the test, you will answer three questions. For each question, begin responding immediately. No preparation time is provided. You will have 15 seconds to respond to Questions 4 and 5, and 30 seconds to respond to Question 6.


Exercise 3

[Narrator] Imagine that a Canadian marketing firm is doing research in your country. You have agreed to participate in a telephone interview about grocery stores.


Question 4. How many grocery stores are in your neighborhood, and can you walk to them?

Give an answer: 

Question 5. What's the best time of day to go to the grocery store, and why?

Give an answer: 


Question 6. Do you usually buy all your groceries from the same store? Why or why not?

Give an answer: 

Source: http://www.stanet.co.uk/for/1200/Video/Personals_exam/ing2_03.htm

- Give the students time to do this activity.

Figure 4.3.7. Exercise 4

- Send to the WhatsApp group called  the file Slide 9.jpg (Figure 4.3.8)


- Address of the figure:

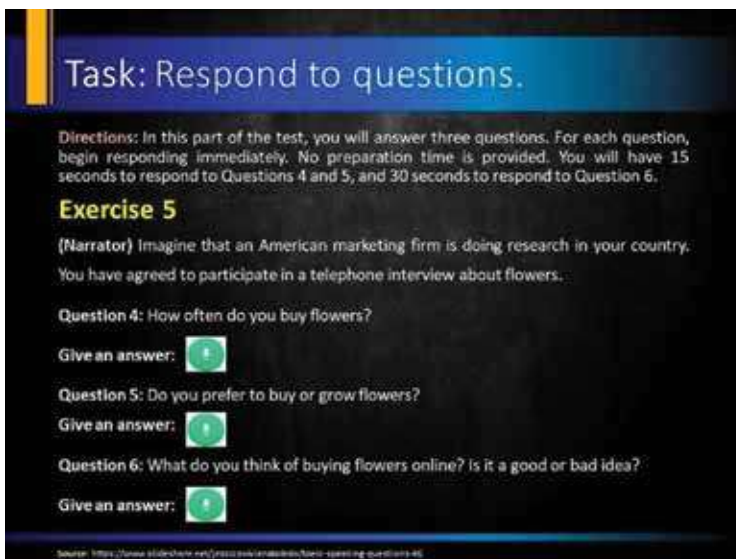
<https://drive.google.com/open?id=1b7NI8KrzSXBVVuNBLEKjzSJxMG62qNFN>

Or scan de QR code.



Note: If the QR code does not work, go to the web page link above.

- The teacher asks the students to read what the Narrator says in exercise 5 and then record  the voice message answering questions 4 and 5 in 15 seconds without time preparation.
- Immediately, students have to answer question 6 in 30 seconds.
- Walk around the class monitoring the students.
- Ask students to listen to the classmates' audios and identify the possible mistakes in the Pronunciation and Intonation as well as Relevance of content and Completeness of content.





Task: Respond to questions.


Directions: In this part of the test, you will answer three questions. For each question, begin responding immediately. No preparation time is provided. You will have 15 seconds to respond to Questions 4 and 5, and 30 seconds to respond to Question 6.

Exercise 5

(Narrator) Imagine that an American marketing firm is doing research in your country. You have agreed to participate in a telephone interview about flowers.

Question 4: How often do you buy flowers?
Give an answer: 

Question 5: Do you prefer to buy or grow flowers?
Give an answer: 

Question 6: What do you think of buying flowers online? Is it a good or bad idea?
Give an answer: 

Source: <https://www.slideshare.net/presentation-materials/topic-speaking-questions-46>

ASSESSMENT

The teacher will provide the rubrics displayed in table 38. The following Scoring Guide will be used to evaluate students’ responses.

Table 38. Scoring guide for Responding to questions module

SCORING GUIDE FOR QUESTION 3:	
SCORE	RESPONSE DESCRIPTION
3	<p>The response is a full, relevant, socially appropriate reply to the question. In the case of Questions 7-9, information from the prompt is accurate.</p> <ul style="list-style-type: none"> • The delivery requires little listener effort. • The choice of vocabulary is appropriate. • The use of structures fulfills the demands of the task.
2	<p>The response is a partially effective reply to the question but is not complete, fully appropriate, or fully accurate in the case of Questions 7-9.</p> <ul style="list-style-type: none"> • The delivery may require some listener effort but is mostly intelligible. • The choice of vocabulary may be limited or somewhat inexact, although overall meaning is clear. • The use of structures may require some listener effort for interpretation. • In the case of Questions 7-9, the speaker may locate the relevant information in the prompt but fail to distinguish it from irrelevant information or fail to transform the written language so a listener can easily understand it.
1	<p>The response does not answer the question effectively. Relevant information is not conveyed successfully.</p> <ul style="list-style-type: none"> • The delivery may impede or prevent listener comprehension. • The choice of vocabulary may be inaccurate or rely on the repetition of the prompt. • The use of structures may interfere with comprehensibility.
0	<p>No response OR no English in the response OR the response is completely unrelated to the test.</p>

Source: TOEIC Speaking Test

- Send to the WhatsApp group called  the file Slide 10.jpg (Figure 4.3.9)

- Address of the figure:

<https://drive.google.com/open?id=1pEBzy8hCRx1YyfT8QjJC3v9srpHR-IiQ>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.



The teacher tells the students, this is the end of the activity.

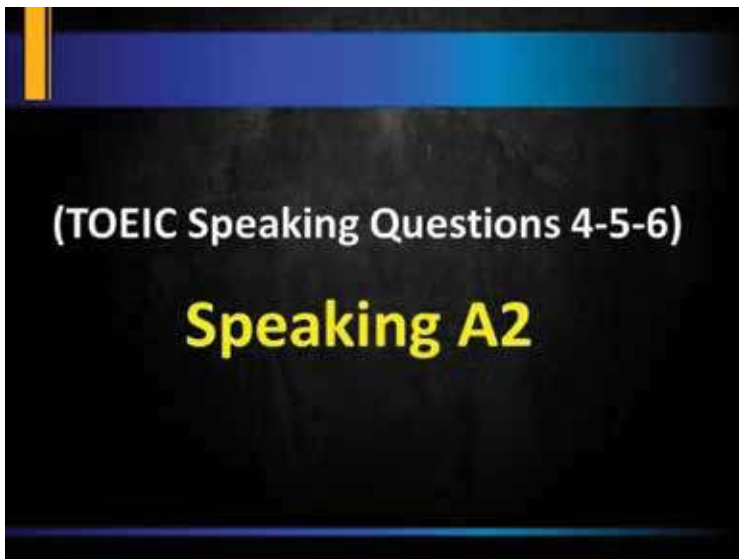


Figure 4.3.9. End of the activity

LESSON PLAN NO. 4

Lesson plan No. 4: Respond to questions using the information provided. Questions 7, 8 and 9.


In the following table (Table 39), the general module about Responding to questions using the information provided is presented.

Table 39. Responding to questions using the information provided is presented.

SPEAKING PERFORMANCE PLAN 4: LEVEL A2	
RESEARCH GROUP: Learning English with ICT	
LEVEL: A2	
TOPIC: Respond to questions using the information provided.	
LEARNING STYLE: Visual/spatial, verbal/linguistic, Social/ Interpersonal, logical/mathematical.	
FUNCTIONS: Understand the questions and the information provided in the schedule to produce extended spontaneous speech.	
OBJECTIVES General <ul style="list-style-type: none"> To improve the speaking skill in students of A2 level by using WhatsApp as a technological tool. Specific <ul style="list-style-type: none"> Students will be able to answer 2 short questions based on a schedule of events in 15 seconds, with no additional preparation time. (TOEIC Speaking Part 7 and 8) Students will be able to answer 1 short question based on a schedule of events in 30 seconds, with no additional preparation time. (TOEIC Speaking Part 9) 	
MATERIALS / RESOURCES <ul style="list-style-type: none"> American Jetstream Pre intermediate book Board Markers 	TECHNOLOGICAL RESOURCES <ul style="list-style-type: none"> Internet Google drive Mobile device Projector Computer Earphones
REQUIRED APPLICATIONS <ul style="list-style-type: none"> WhatsApp Pdf reader 	LESSON PREREQUISITES <ul style="list-style-type: none"> Simple present/ continuous Simple past/ continuous Future Present perfect Familiar vocabulary
POSSIBLE DIFFICULTIES AND CONSTRAINTS <ul style="list-style-type: none"> Lost devices Forgotten devices Low battery Poor signal Internet connection Power supply 	
ASSESSMENT <ul style="list-style-type: none"> Pronunciation Intonation and stress. Grammar, Vocabulary and Cohesion Relevance of content and Completeness of content 	

LESSON PLAN DEVELOPMENT NO. 4

PROCEDURE

- Ask the students to take out their mobile devices.
- Send to the WhatsApp group called  the file Slide 1.jpg (Figure 4.4.1)

- Address:

<https://drive.google.com/file/d/1Pcw9Bm5KX6lZBSAvZDXuWCHSivNI-JWI/view?usp=sharing>

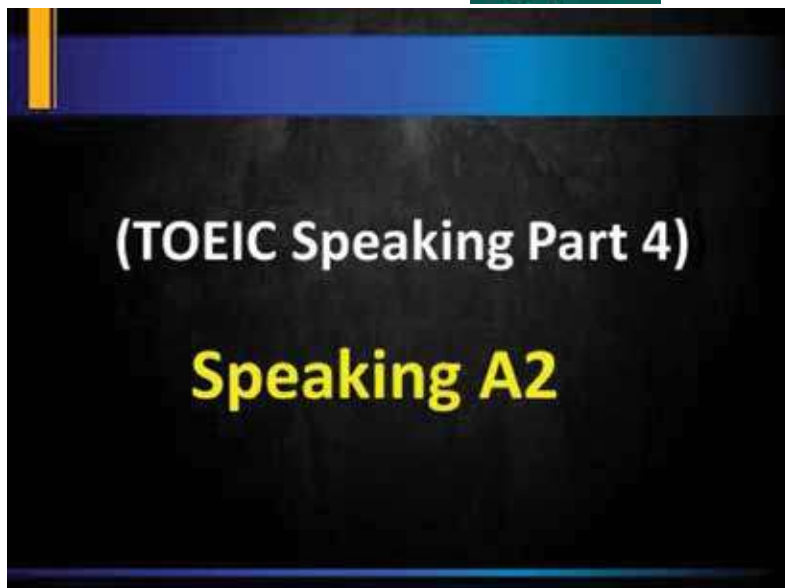
Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.



Figure 4.4.1. Part 4

- Send to the WhatsApp group called  the file Slide 2.jpg



(Figure 4.4.2)

- Address:

https://drive.google.com/file/d/1qK19QDgk38YuE6MOx0H47_uepItnBDR6/view?usp=sharing

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.

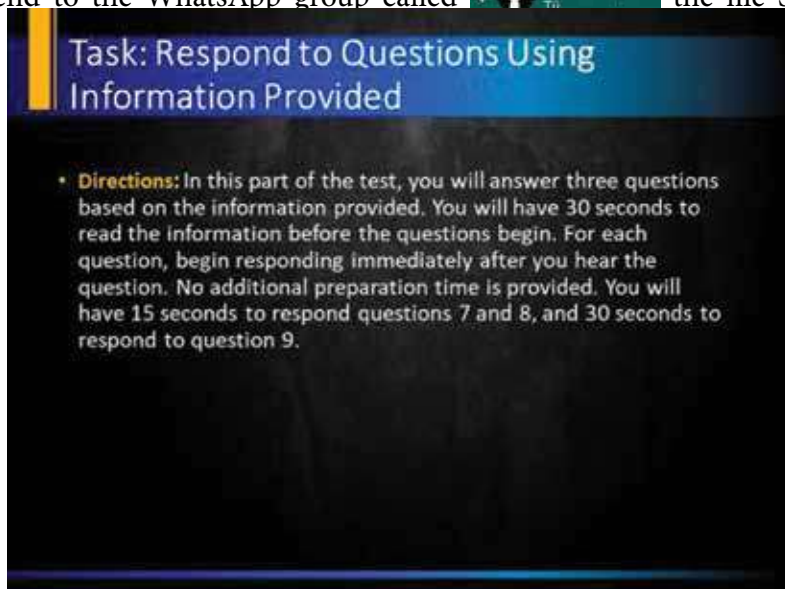
- Teacher explains the students that we are going to work with TOEIC Speaking part 4.



The teacher explains to the students the Directions of this task.

Figure 4.4.2. Directions

- Send to the WhatsApp group called  Speaking A2 the file Slide 3.jpg



(Figure 4.4.3)

METHODOLOGY AND STRATEGIES FOR ENGLISH SPEAKING USING WHATSAPP

- Address:

<https://drive.google.com/file/d/1UvJLY57BHzeAmRe4p3cZUeEIlJwsF7OT/view?usp=sharing>


Or scan de QR code.

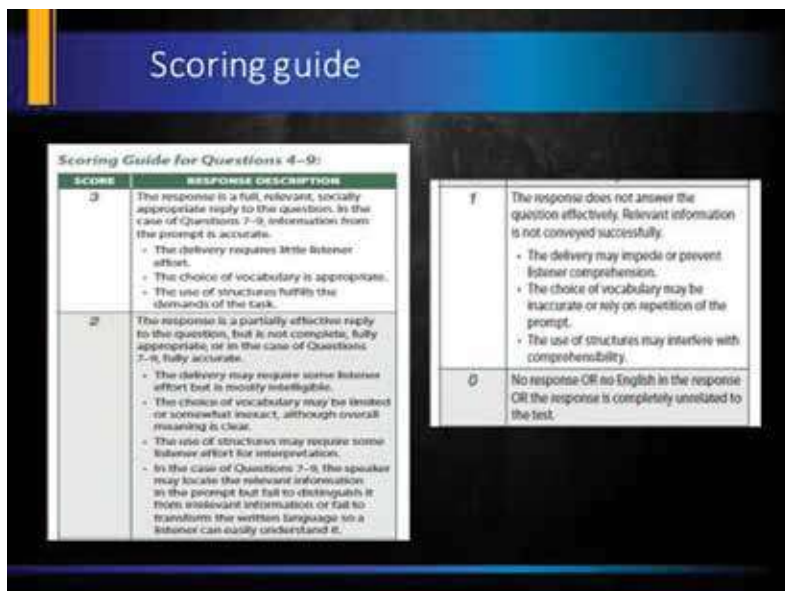
Note: If the QR code does not work, go to the web page link above.

- The teacher will explain the aspects of the scoring guide (rubric) to grade the responses.
- Ask the students to reply to this figure with a like 👍 if they understood.



Figure 4.4.3. Rubric

- Send to the WhatsApp group called  the file Slide 4.jpg (Figure 4.4.4)



The image shows a slide titled "Scoring guide" with a table of criteria for Questions 4-9. The table is divided into two columns: Score and Response Description.

SCORE	RESPONSE DESCRIPTION
3	The response is a full, relevant, socially appropriate reply to the question. In the case of Questions 7-9, information from the prompt is accurate. <ul style="list-style-type: none">• The delivery requires little listener effort.• The choice of vocabulary is appropriate.• The use of structures fulfills the demands of the task.
2	The response is a partially effective reply to the question, but it is not complete, fully appropriate, or in the case of Questions 7-9, fully accurate. <ul style="list-style-type: none">• The delivery may require some listener effort but is mostly intelligible.• The choice of vocabulary may be limited or somewhat incorrect, although overall meaning is clear.• The use of structures may require some listener effort for interpretation.• In the case of Questions 7-9, the speaker may locate the relevant information in the prompt but fail to distinguish it from irrelevant information or fail to transform the written language into a listener can easily understand it.
1	The response does not answer the question effectively. Relevant information is not conveyed successfully. <ul style="list-style-type: none">• The delivery may impede or prevent listener comprehension.• The choice of vocabulary may be inaccurate or rely on repetition of the prompt.• The use of structures may interfere with comprehensibility.
0	No response OR no English in the response OR the response is completely unrelated to the test.

- Address:

https://drive.google.com/file/d/1ExBhKH_hpmWGET1Jt5sSOCG5CMwEn8gu/view?usp=sharing

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.


- The teacher asks the students to read the Directions to be considered in this task called Respond to Questions Using Information Provided



Students start reading and analyzing a schedule for 30 seconds.

- Ask the students to reply to this figure with a like 👍 if they understood.


Figure 4.4.4. Example

- Send to the WhatsApp group called  the file Slide 5.jpg (Figure 4.4.5)
- Address:

Task: Respond to Questions Using Information Provided

- **Directions:** In this part of the test a schedule will appear on your screen. You will have 30 seconds to study the schedule.

Example



STARTING AND MANAGING YOUR OWN BUSINESS

Date: May 27

Location: Board Office Building

Remarks:

- 1:00 a.m. Financing Your Business, Room 210—Berta Price, Certified Public Accountant
- 11:00 a.m. How to Promote Your Own Business, Room 212—Howard Brown, Brown Public Relations
- 11:00 a.m. Planning for Profit, Room 208—John Phillips, Phillips Associates
- 1:00 p.m. Lunch
- 2:00 p.m. Sales Technique Overview, Room 240—Wen-King West, West Sales Consultants
- 4:00 p.m. General Discussion

Registration Fee: Individuals: \$30.00
Members of the Business Information Center: \$75.00

*Fee included in registration fee.

Source: <https://www.etgglobal.org/en/etg-preparation/the-toefl-test/toefl-sample-tests/the-toefl-speaking-and-writing-sample-test>

METHODOLOGY AND STRATEGIES FOR ENGLISH SPEAKING USING WHATSAPP

<https://drive.google.com/file/d/1VEESzS-YC7hHaCK0sUld-bXnjgB8VjFb/view?usp=sharing>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.

- Students will listen to three questions related to the previous schedule and its information.

Send to the WhatsApp group the audio file 4.0.7




- Address:

https://drive.google.com/file/d/17Na9bVSqT57y_9d6gkULs3M93jo551q0/view?usp=sharing

Or scan de QR code.

Note: In the case that the QR code does not work, go to the web page link above.

- For this question, students will have to record  and provide an appropriate answer in no more than 20 seconds.
- Send to the WhatsApp group the audio file 4.0.8




- Address:

<https://drive.google.com/file/d/1cJPE65CHo72glUlxE8tZ5S24CSEy5XQe/view?usp=sharing>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.

- For this question, students will have to record  and provide an appropriate answer in no more than 20 seconds.

Send to the WhatsApp group the audio file 4.0.9

Address:


[https://drive.google.com/file/d/1Qb02GDsIMtFbTLEmI0kmbLRfEk0-kxsL/](https://drive.google.com/file/d/1Qb02GDsIMtFbTLEmI0kmbLRfEk0-kxsL/view?usp=sharing)



[view?usp=sharing](https://drive.google.com/file/d/1Qb02GDsIMtFbTLEmI0kmbLRfEk0-kxsL/view?usp=sharing)

Or scan de QR code.


Note: If the QR code does not work, go to the web page link above.

- For this question, students will have to record  and provide an appropriate answer in no more than 20 seconds.
- Walk around the class monitoring the students.
- Give the students 1 minute to do this activity.

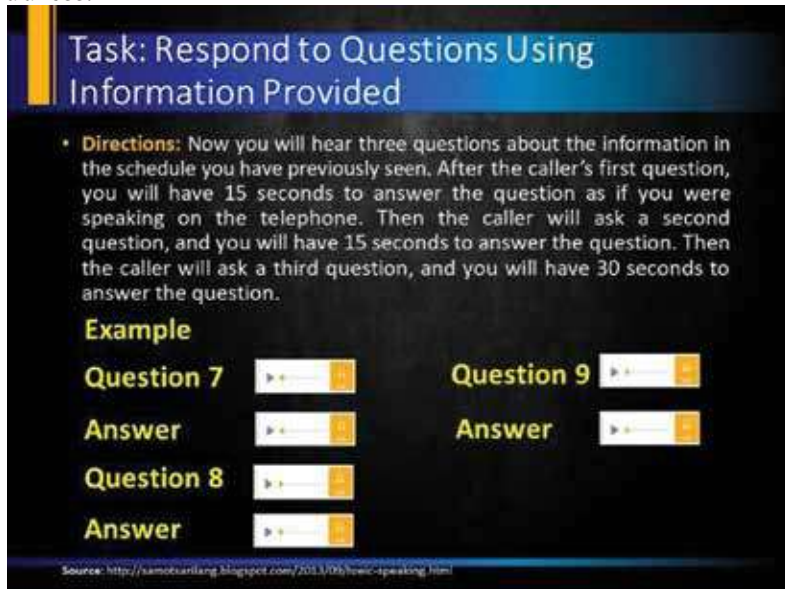


Ask students to listen to their classmates' audios and identify the possible mistakes in the pronunciation and intonation.

Figure 4.4.5 Questions and Answers (Example)

- Send to the WhatsApp group called  the file Slide 6.jpg (Figure 4.4.6)







- Address:



Task: Respond to Questions Using Information Provided

- **Directions:** Now you will hear three questions about the information in the schedule you have previously seen. After the caller's first question, you will have 15 seconds to answer the question as if you were speaking on the telephone. Then the caller will ask a second question, and you will have 15 seconds to answer the question. Then the caller will ask a third question, and you will have 30 seconds to answer the question.

Example

Question 7		Question 9	
Answer		Answer	
Question 8			
Answer			

Source: <http://samotstarling.blogspot.com/2013/06/how-to-speak.html>

<https://drive.google.com/file/d/1Uz3od8Jr0t7XQjya-Evr8JCKWexJtPN2/view?usp=sharing>

Or scan de QR code.

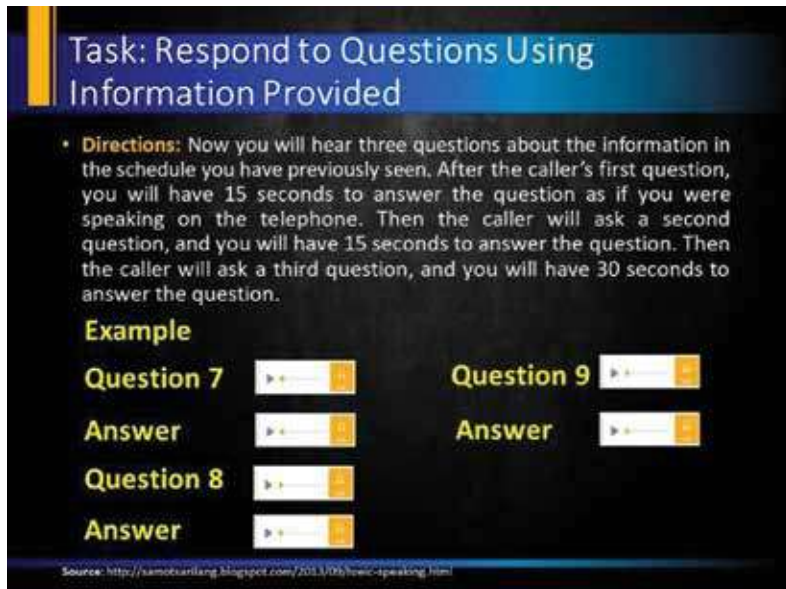
Note: If the QR code does not work, go to the web page link above.

- The teacher asks the students to look at the schedule for 30 seconds and try to remember most of the information provided.
- Walk around the class monitoring the students.
- Give the students time to do this activity.



Figure 4.4.6. Exercise 1

- Send to the **WhatsApp** group called  the file Slide 7 jpg (Figure 4.4.7)




- Address:

<https://drive.google.com/file/d/18MzO5ak0xvHRKlcrqYqS2jQhsZOgBy1o/view?usp=sharing>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.

- Students will listen to three questions related to the previous schedule and its information.
- Send to the WhatsApp group the audio file 4.1.7 




METHODOLOGY AND STRATEGIES FOR ENGLISH SPEAKING USING WHATSAPP

- Address:

<https://drive.google.com/file/d/13d1nLSTJxmiZ8o-Eu9lJFvxHHSA-mGFs/view?usp=sharing>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.

- For this question, students will have to record  and provide an appropriate answer in no more than 20 seconds.

- Send to the WhatsApp group the audio file 4.1.8




- Address:

https://drive.google.com/file/d/1gKUPynJVlh_2lmA7Bgl8ymNYNz-ET_1f/view?usp=sharing

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.

- For this question, students will have to record  and provide an appropriate answer in no more than 20 seconds.

- Send to the WhatsApp group the audio file 4.1.9




- Address:

<https://drive.google.com/file/d/15ICWpIGjG2QWqFm6EOtUblDyaeXdTUqp/view?usp=sharing>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.

- For this question, students will have to record  and provide an appropriate answer in no more than 20 seconds.
- Walk around the class monitoring the students.
- Give the students 1 minute to do this activity.
- Ask students to listen to their classmates' audios and identify the possible



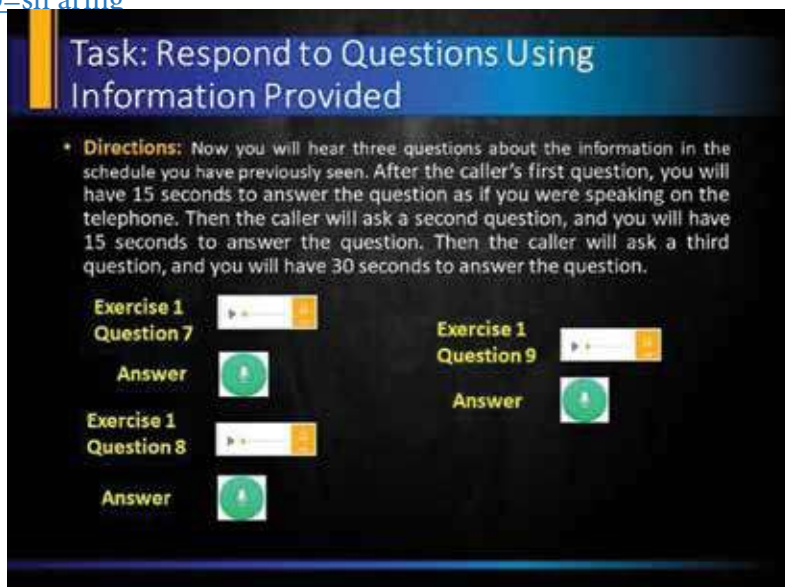
mistakes in the pronunciation and intonation.

Figure 4.4.7. Exercise 1 (questions and answers)

- Send to the WhatsApp group called  the file Slide 8 jpg (Figure 4.4.8)

- Address:

<https://drive.google.com/file/d/1f5Ho4b6SN0OOsKDukzeMpHbjXvDts3h2/view?usp=sharing>




Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.

- The teacher asks the students to look at the schedule for 30 seconds and try to remember most of the information provided.
- Walk around the class monitoring the students.
- Give the students time to do this activity.

Figure 4.4.8. Exercise 2

- Send to the WhatsApp group called  the file Slide 9 jpg



(Figure 4.4.9)

- Address:

<https://drive.google.com/file/d/1VsZg2yGVC1r7XaWhojdyCqz03dV3ckm6/view?usp=sharing>

Task: Respond to Questions Using Information Provided

- **Directions:** In this part of the test a schedule will appear on your screen. You will have 30 seconds to study the schedule.

Exercise 2

Establishing and Maintaining Good Relations in Business

Date: March 1
Location: Goodwill Building

Seminars:

- 9:30 A.M. Establishing Relations: A Solid Foundation, Room 101 – Bob Morley, Goodwill Foundation.
- 11:00 A.M. How to Deal With Problem Clients, Room 215 – Dan Jones, Jones and Associates.
- 12:00 P.M. Building Long-term Customer Relationships, Room 105 – Sheri Smith, Smith Publishing House.

OR

- 12:00 P.M. Customer Relations in the 21st Century, Room 205 – Jon Gray, Human Resource Manager.

- 1:00 P.M. Lunch*
- 2:00 P.M. Advanced Techniques in Customer Relations, Room 110 – Valerie Zang, Zang Consultants.
- 3:30 P.M. Question and Answer Session

Attendance Fee: Individuals, \$100.00
Groups of 4 or more, \$85.00 per person

*Lunch buffet included in attendance fee

Source: <http://www.kotobic.blogspot.com/2013/11/3-question-response-using-information.html>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.

- Students will listen to three questions related to the previous schedule and its information.

- Send to the WhatsApp group the audio file 4.2.7




- Address:

<https://drive.google.com/file/d/1IuUpK7R9ZhGTj-xm27t9v5HC4EQPvONZ/view?usp=sharing>



Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.

- For this question, students will have to record  and provide an appropriate answer in no more than 20 seconds.

- Send to the WhatsApp group the audio file 4.2.8




- Address:

<https://drive.google.com/file/d/1W3sXoqkWBnr3iPQ1FjI9USB7cLRJyz7H/view?usp=sharing>



Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.

- For this question, students will have to record  and provide an

appropriate answer in no more than 20 seconds.

- Send to the WhatsApp group the audio file 4.2.9



- Address:

https://drive.google.com/file/d/1DDxm3mkvMROMRp4paM6dFt1zocI9KjXs/view?usp=s_haring



Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.

- For this question, students will have to record and provide an appropriate answer in no more than 20 seconds.
- Walk around the class monitoring the students.
- Give the students 1 minute to do this activity.
- Ask students to listen to their classmates' audios and identify the possible mistakes in the pronunciation and intonation.

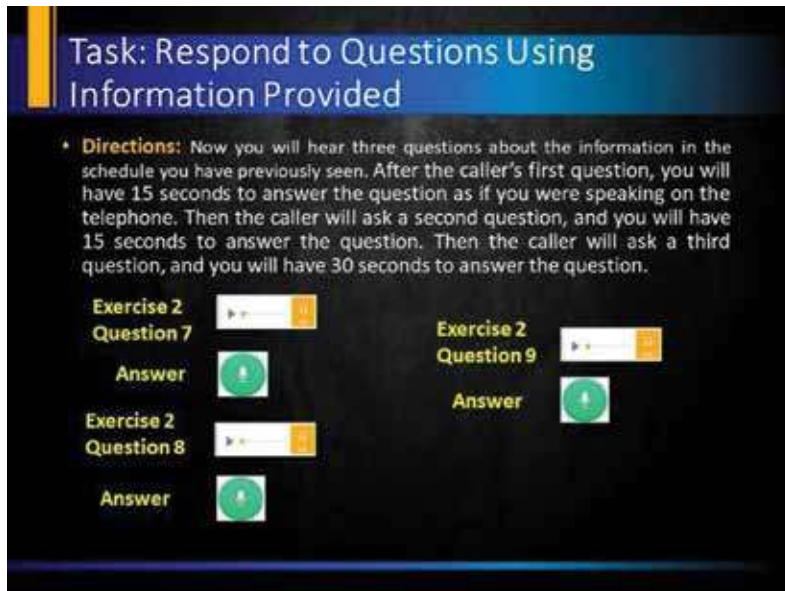


Figure 4.4.9. Exercise 2 (questions and answers)

- Send to the WhatsApp group called the file Slide 10 jpg (Figure 4.4.10)

- Address:

https://drive.google.com/file/d/18UwHBG_2xwySjmbd4CureGHbeC41j84M/view?usp=s_haring



Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.

- The teacher asks the students to look at the schedule for 30 seconds and try to remember most of the information provided.
- Walk around the class monitoring the students.
- Give the students time to do this activity.

Figure 4.4.10. Exercise 3



Send to the WhatsApp group called the file Slide 11 jpg (Figure 4.4.11)

- Address:

<https://drive.google.com/file/d/1pGVno3DSx4D6RDmhWWHZ4Li3YwDr9Bd/view?usp=sharing>

Task: Respond to Questions Using Information Provided

- **Directions:** In this part of the test a schedule will appear on your screen. You will have 30 seconds to study the schedule.

Exercise 3

Innovation through Design Seminar Schedule


08:30 a.m.	Delegates make their way to the Learning Center (10 minute walk from the Grand Hotel)
09:00 a.m.	"Innovation through Design" Seminar Welcome from Mr. Jeong-sook Lee, Vice President (main lecture hall)
9:00 a.m.	"Managing a Great Design Team" Mr. Doo-hoon Kim, General Manager for Boiler Research and Design (main lecture hall)
10:30 a.m.	Break – Coffee and snacks served
11:30 a.m.	"Working Story – Making a 10-stage turbine design into reality" Mr. Ho-su Son, Senior Turbine Design Engineer (Seminar Room A)
12:30 p.m.	Lunch in the Main Cafeteria *
1:30 p.m.	"Prevalent Issues and Impact on Design-to-Cost procedures" Mr. Ryoo Yu-yeon (Seminar Room A)
3:00 p.m.	Special Guest Lecture – "700% more efficient desalination through the power of design" Mr. Mohamed Rasool Otasho, Ph.D. University of Ottawa, and Mr. Sang-yeung Ahn, Senior Manager of Desalination Research and Design (main lecture hall)
5:00 p.m.	Seminar Conclusion (Return to Guest House)
7:00 p.m.	Dinner at the Guest House **

* (Note: Vegetarian meals unavailable in the Main Cafeteria – they can be organized for you if you give us notice in advance)
** (Note: Vegetarian and Vegan menus available)

Source: <https://www.innovationinpedagogy.wordpress.com/2009/08/13/reading-sample-test-1/>

Or scan the QR code.


Note: If the QR code does not work, go to the web page link above.

- Students will listen to three questions related to the previous schedule and its information.
- Send to the WhatsApp group the audio file 4.3.7 
- Address:

<https://drive.google.com/file/d/1zfNagBxulwGLsLWjwGlg9U5vvc-33Vbt/view?usp=sharing>



Note: If the QR code does not work, go to the web page link above.

- For this question, students will have to record  and provide an appropriate answer in no more than 20 seconds.

- Send to the WhatsApp group the audio file 4.3.8



- Address:


<https://drive.google.com/file/d/1Ru5OLi6AS4BtmAlmlpUEPAwIYFaqnIV/>



[view?usp=sharing](#)

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.

- For this question, students will have to record  and provide an appropriate answer in no more than 20 seconds.

- Send to the WhatsApp group the audio file 4.3.9



- Address:


https://drive.google.com/file/d/14bQg31woGg5KYsp_zp33G3uyC57227J8/



[view?usp=sharing](#)

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.


- For this question, students will have to record  and provide an appropriate answer in no more than 20 seconds.

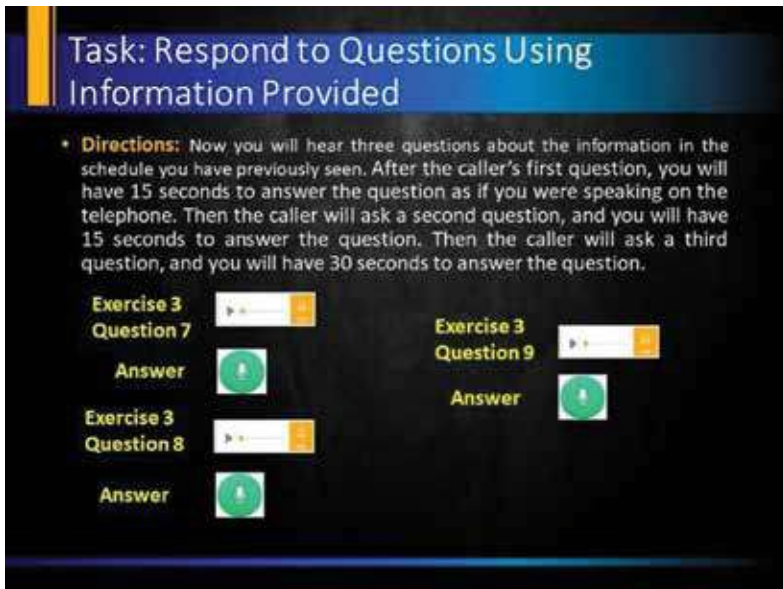
- Walk around the class monitoring the students.
- Give the students 1 minute to do this activity.



Ask students to listen to their classmates' audios and identify the possible mistakes in the pronunciation and intonation.

Figure 4.4.11. Exercise 3 (Questions and answers)

- Send to the WhatsApp group called  the file Slide 12.jpg (Figure 4. 4.12)
- Address:




https://drive.google.com/file/d/1Hosrri9SqhiassD78Ihb83LVlOv_xfBw/view?usp=sharing

Note: If the QR code does not work, go to the web page link above.

- The teacher asks the students to look at the schedule for 30 seconds and try to remember as much of the information provided.
- Walk around the class monitoring the students.
- Give the students time to do this activity.



Figure 4.4.12. Exercise 4

- Send to the WhatsApp group called  the file Slide 13.jpg (Figure 4.4.13)
- Address:

Task: Respond to Questions Using Information Provided

- **Directions:** In this part of the test a schedule will appear on your screen. You will have 30 seconds to study the schedule.

Exercise 4

Green Valley Tours

6-hour Green Valley Tour, available for small or large groups.
Tour-bus (\$95 per person) or Mini-bus (\$125 per person).

9:30	Pick up (available from any Green Valley hotel location)
10:30	Arrive Green Valley Inn
10:30–12:30	Tour of Green Valley (including the Fine Arts Museum)
12:30	Picnic lunch at scenic Harwood Estate*
1:30	Depart for historic Freemark Abbey
2:00–3:30	Tour of Freemark Abbey
3:30	Return

* \$25 extra for picnic lunch

Source: <https://cora.ac.uk/download/pdf/9689658.pdf>

<https://drive.google.com/file/d/1PvayULtJg3ROCZfnzCSamr81dtlS5Mzk/view?usp=sharing>

Or scan the QR code.

Note: If the QR code does not work, go to the web page link above.

METHODOLOGY AND STRATEGIES FOR ENGLISH SPEAKING USING WHATSAPP

- Students will listen to three questions related to the previous schedule and its information.

- Send to the WhatsApp group the audio file 4.4.7



- Address:


[https://drive.google.com/file/d/1O3zowD0Im15mbGm2M-hBD49RYGEfgZGh/](https://drive.google.com/file/d/1O3zowD0Im15mbGm2M-hBD49RYGEfgZGh/view?usp=sharing)



[view?usp=sharing](#)

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.

- For this question, students will have to record  and provide an appropriate answer in no more than 20 seconds.

- Send to the WhatsApp group the audio file 4.4.8



- Address:


[https://drive.google.com/file/d/1OzOIV3LOuOnd2U4Ua66HRPz3u3_2rLrh/](https://drive.google.com/file/d/1OzOIV3LOuOnd2U4Ua66HRPz3u3_2rLrh/view?usp=sharing)



[view?usp=sharing](#)

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.

- For this question, students will have to record  and provide an appropriate answer in no more than 20 seconds.

- Send to the WhatsApp group the audio file 4.4.9




- Address:

<https://drive.google.com/file/d/1SZ1YwM2qSL5-6fy3FomhvwnyUMzaeH7-/view?usp=sharing>

Or scan de QR code.

Note: In the case that the QR code does not work, go to the web page link above.

- For this question, students will have to record  and provide an appropriate answer in no more than 20 seconds.
- Walk around the class monitoring the students.

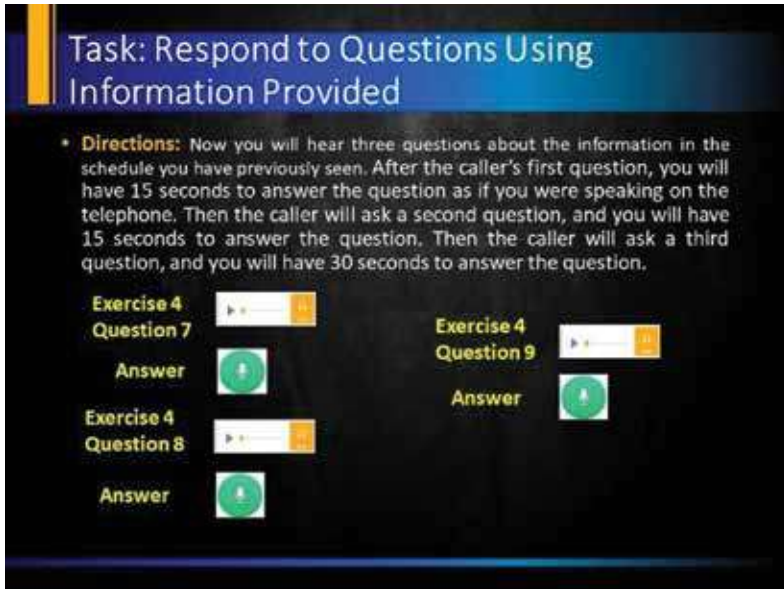


Give the students 1 minute to do this activity.

- Ask students to listen to their classmates' audios and identify the possible mistakes in the pronunciation and intonation.

Figure 4.4.13. Exercise 4 (questions and answers)

- Send to the WhatsApp group called  the file Slide 14.jpg



(Figure 4. 4.14)

- Address:

<https://drive.google.com/file/d/1hukpkZRudsisOtgWyRAuesjN1WU4VDaa/view?usp=sharing>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.

- The teacher asks the students to look at the schedule for 30 seconds and try to remember most of the information provided.
- Walk around the class monitoring the students.

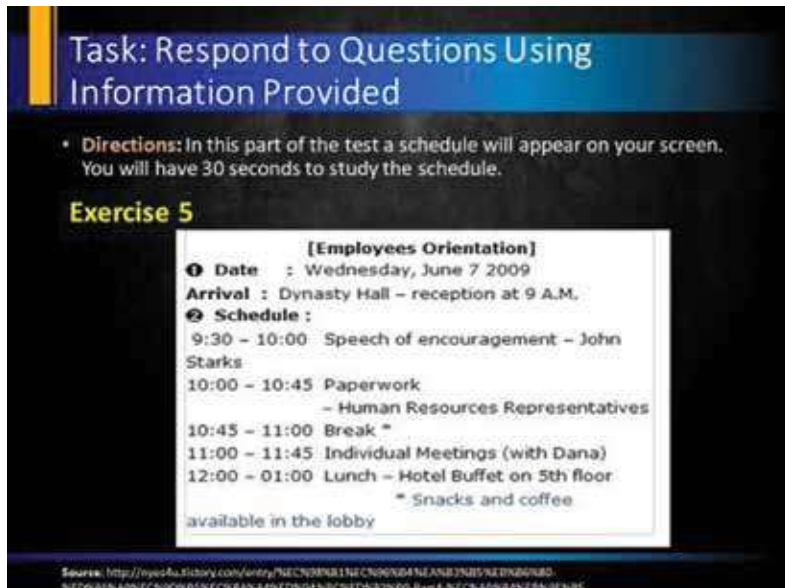


Give the students time to do this activity.

Figure 4.4.14. Exercise 4

- Send to the WhatsApp group called  Speaking A2 the file Slide 15 jpg

(Figure 4.4.15)



- Address:

https://drive.google.com/file/d/1Vsv06Ha4WVWe6QOiKSlhsZeUKmLKnr3G/view?usp=s_haring

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.

- Students will listen to three questions related to the previous schedule and its information.
- Send to the WhatsApp group the first audio file 4.5.7





- Address:

<https://drive.google.com/file/d/1Pz3Te1g1sNXGlmw7HvbT-0bGmL0E7wJt/>

[view?usp=sharing](#)

Or scan de QR code.

Note: In the case that the QR code does not work, go to the web page link above.

- For this question, students will have to record  and provide an appropriate answer in no more than 20 seconds.
- Send to the WhatsApp group the audio file 4.5.8 





- Address:

<https://drive.google.com/file/d/1tgr5Xce7KI8akE4nczewWaNYWfrSd4sE/view?usp=sharing>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.

- For this question, students will have to record  and provide an appropriate answer in no more than 20 seconds.

- Send to the WhatsApp group the audio file 4.5.9 




- Address:

<https://drive.google.com/file/d/12hdbfNYBsdYlbfUzvTg3kXi97xpQK07/view?usp=sharing>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.

- For this question, students will have to record  and provide an appropriate answer in no more than 20 seconds.
- Walk around the class monitoring the students.
- Give the students 1 minute to do this activity.



Ask students to listen to their classmates' audios and identify the possible mistakes in the pronunciation and intonation.

Figure 4.4.15. Exercise 5 (questions and answers)

ASSESSMENT

The teacher will provide the rubrics displayed in table 40. The following Scoring Guide will be used to evaluate students' responses.

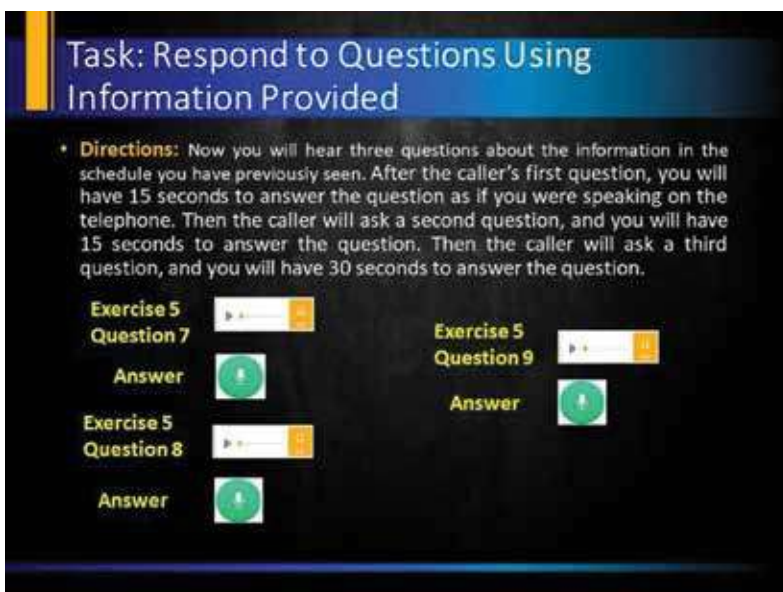


Table 40. Scoring guide for responding to questions

SCORING GUIDE FOR QUESTIONS 4-9:	
SCORE	RESPONSE DESCRIPTON
3	<p>The response is a full, relevant, socially appropriate reply to the question. In the case of Questions 7-9, information from the prompt is accurate.</p> <ul style="list-style-type: none"> • The delivery requires little listener effort. • The choice of vocabulary is appropriate. • The use of structures fulfills the demands of the task.
2	<p>The response is a partially effective reply to the question, but is not complete, fully appropriate, or in the case of Questions 7-9, fully accurate.</p> <ul style="list-style-type: none"> • The delivery may require some listener effort but is mostly intelligible. • The choice of vocabulary may be limited or somewhat inexact, although overall meaning is clear. • The use of structures may require some listener effort for interpretation. • In the case of Questions 7-9, the speaker may locate the relevant information in the prompt but fail to distinguish it from irrelevant information or fail to transform the written language so a listener can easily understand it.
1	<p>The response does not answer the question effectively. Relevant information is not conveyed successfully.</p> <ul style="list-style-type: none"> • The delivery may impede or prevent listener comprehension. • The choice of vocabulary may be inaccurate or rely on repetition of the prompt. • The use of structures may interfere with comprehensibility.
0	<p>No response OR no English in the response OR the response is completely unrelated to the test.</p>

Source: TOEIC Speaking Test

- Send to the WhatsApp group called  the file Slide 16 jpg (Figure 4.4.16)
- Address of the figure:

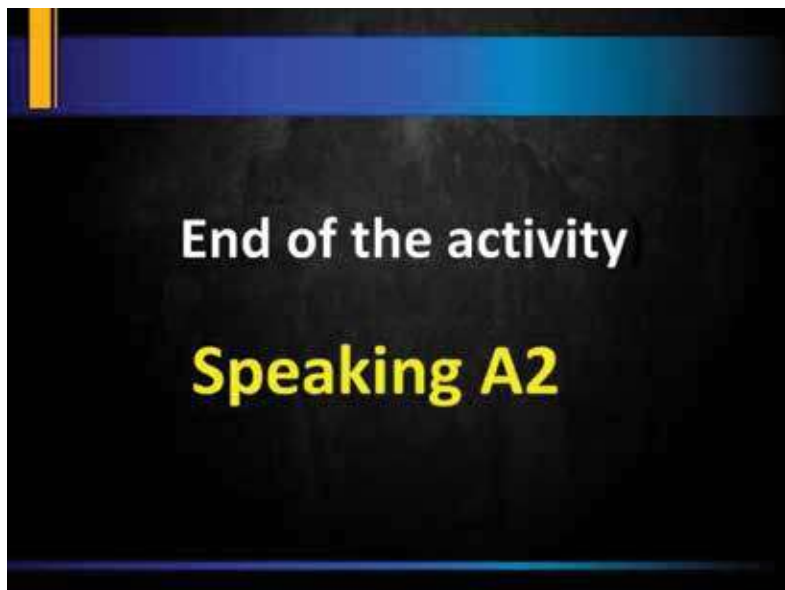
https://drive.google.com/file/d/1FbntiZObNm28AwaD_grvo66jYe3Fl7ur/view?usp=sharing

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.

- The teacher tells the students, this is the end of the activity.

Figure 4.4.16. End of the activity



LESSON PLAN NO. 5

Lesson plan No. 5: Propose a solution. Question 10

In the following table (Table 41), the general module about Propose a solution is presented.


Table 41. Propose a solution module

SPEAKING PERFORMANCE PLAN 5: LEVEL A2	
RESEARCH GROUP: Learning English with ICT	
LEVEL: A2	
TOPIC: Propose a solution	
LEARNING STYLE: Visual/spatial, verbal/linguistic, Social/ Interpersonal, logical/mathematical.	
FUNCTIONS: Understand and identify what kind of problem is and propose a solution.	
OBJECTIVES General <ul style="list-style-type: none"> To improve the speaking skill in students of A2 level by using WhatsApp as a technological tool. Specific <ul style="list-style-type: none"> Students will be able to understand and identify what kind of problem is, and propose a solution in 60 seconds, with 30 seconds to prepare. (TOEIC Speaking Part 10) 	
MATERIALS / RESOURCES <ul style="list-style-type: none"> American Jetstream Pre intermediate book Board Markers 	TECHNOLOGICAL RESOURCES <ul style="list-style-type: none"> Internet Google drive Mobile device Projector Computer Earphones
REQUIRED APPLICATIONS <ul style="list-style-type: none"> WhatsApp Pdf reader 	LESSON PREREQUISITES <ul style="list-style-type: none"> Simple present/ continuous Simple past/ continuous Future Present perfect Familiar vocabulary
POSSIBLE DIFFICULTIES AND CONSTRAINTS <ul style="list-style-type: none"> Lost devices Forgotten devices Low battery Poor signal Internet connection Power supply 	
ASSESSMENT <ul style="list-style-type: none"> Pronunciation. Intonation and stress. Grammar, Vocabulary and Cohesion Relevance of content and Completeness of content 	

Source: The authors

LESSON PLAN DEVELOPMENT NO. 5

PROCEDURE

- Ask the students to take out their mobile devices.
- Send to the WhatsApp group called  the file Slide 1 jpg (Figure 4.5.1)
- Address:

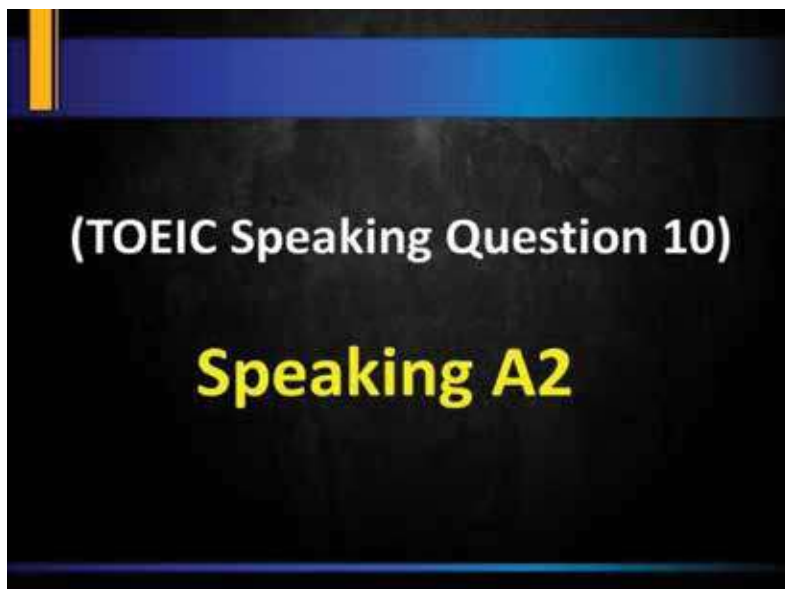
https://drive.google.com/open?id=1VT874_uQYNFmSD0WW3pNRCMIiQQ-bmkv

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.



Figure 4.5.1. Part 5



- Send to the WhatsApp group called  the file Slide 2 jpg (Figure 4.5.2)

METHODOLOGY AND STRATEGIES FOR ENGLISH SPEAKING USING WHATSAPP

- Address:

<https://drive.google.com/open?id=1sNriIchyCPDtAh5LS7FdFs9f4sgLakvP>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.

- The teacher explains to the students that they are going to work with TOEIC Speaking part 5.
- The teacher will explain the aspects of the scoring guide (rubric) to grade



the responses.

- Ask the students to reply to this figure with a like 👍 if they understood.

Figure 4.5.2. Rubric

- Send to the WhatsApp group called  the file Slide 3 jpg (Figure 4.5.3)

Task: Propose a solution. (Rubric)

Directions: In this part of the test, you will be presented with a problem and asked to propose a solution. You will have 30 seconds to prepare. Then you will have 60 seconds to speak.

	MULTIPLE CHOICE QUESTION	RESPONSE
B	<p>The response accurately completes all parts of the task and includes relevant information and relevant details.</p> <ul style="list-style-type: none"> • The speaker plans the appropriate view and demonstrates the relationship between the speaker and the content of the message. • It uses appropriate language for the situation in the prompt and a relevant, concise response to the situation in the prompt. • It is spoken in clear and generally well-paced flow. • Good control of tone and register, consistent or appropriate, as required, based on the situation and the content of the message. • The use of vocabulary is effective and demonstrates a range of vocabulary. 	<p>The response is clearly organized and includes relevant information and relevant details.</p> <ul style="list-style-type: none"> • The speaker plans the appropriate view and demonstrates the relationship between the speaker and the content of the message. • The response is organized and includes relevant information and details requested by the situation in the prompt. • Good control of tone and register, consistent or appropriate, as required, based on the situation and the content of the message. • The response demonstrates a range of vocabulary and effective use of grammar that was in successful control in the range of functions used. • The use of vocabulary is fully effective and demonstrates a range of vocabulary.
A	<p>The response accurately completes all parts of the task and includes relevant information and relevant details.</p> <ul style="list-style-type: none"> • The speaker plans the appropriate view and demonstrates the relationship between the speaker and the content of the message. • The response is organized and includes relevant information and details requested by the situation in the prompt. • Good control of tone and register, consistent or appropriate, as required, based on the situation and the content of the message. • The response demonstrates a range of vocabulary and effective use of grammar that was in successful control in the range of functions used. • The use of vocabulary is fully effective and demonstrates a range of vocabulary. 	<p>The response is clearly organized and includes relevant information and relevant details.</p> <ul style="list-style-type: none"> • The response includes more than one relevant detail and/or contains a clearly articulated or organized plan. • There are errors, which may be noticeable. • The response is only tangentially related to the situation and topic. • The speaker may be unclear or incomplete because of the following: <ul style="list-style-type: none"> • The delivery is unclear and/or lacks intelligibility because of the following: <ul style="list-style-type: none"> • There is very limited control of grammar. • The use of vocabulary is somewhat limited or absent.

Source: Educational Testing Service. (1985). SPEAK examinee handbook and sample questions. (Princeton, NJ).

- Address:

https://drive.google.com/open?id=1PzyIstWDhKq3YYN_foot4cif0k0bnb9V

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.

- The teacher asks the students to read the Directions to be considered in this task called **Propose a solution**.
- Students start listening to a problem and they will have to offer a solution.



They will have 30 seconds to prepare the response.

- They must be sure to show that they recognize the problem and propose a way to deal with it.
- Ask the students to reply to this figure with a like 👍 if they understood.
- Students will listen to the example problem.
- Send to the WhatsApp group the audio file 5.0.10



- Address:

https://drive.google.com/open?id=1-T1Xl4kOnSVr_pRR6w0_a9dApIvQ36f0

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.

- For this question, students will have to record 🎤 the voice message proposing a solution. No more than 60 seconds.

- Walk around the class monitoring the students.



Give the students 1 minute to do this activity.

- Ask students to listen to the classmates' audios and identify the possible mistakes in the pronunciation, intonation, and relevance, and completeness of the content.

Suggested answer

- Answers may vary according to the students' level; this is only an example, Audio file 5.0.11.mp3



- Address of the audio file:

https://drive.google.com/open?id=1d_rwiP4x6iR82Cxy6bbqo2VP80w_wlOD

Or scan de QR code.

Note: In the case that the QR code does not work, go to the web page link above.

Figure 4. 5.3. Example



Send to the WhatsApp group called  the file Slide 4.jpg (Figure 4.5.4)

Task: Propose a solution.

Directions: In this part of the test, you will be presented with a problem and asked to propose a solution. You will have 30 seconds to prepare. Then you will have 60 seconds to speak.


For example


Question 10

Listen and respond as if you work for the parking lot management company.

In your response be sure to:

- show that you recognize the problem
- propose a way of dealing with it.

Now listen to the voice message. You will hear: 

Now record the voice message proposing a solution 

Source: <https://www.englishclub.com/esl-exams/ets-toefl-practice-speaking.htm>

Address:

<https://drive.google.com/open?id=1Lqjcsgih4t55J6AUeN-YknRvvhZnOxI1>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.

- Students start listening to a problem and they will have to offer a solution.
- They will have 30 seconds to prepare the response.
- They must be sure to show that they recognize the problem and propose a way to deal with it.



Students will listen to the problem.

- Send to the WhatsApp group the audio file 5.1.10




- Address:

<https://drive.google.com/open?id=18ZMXtyY4keKgSt0oRH0waWWaCHPv5oYI>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.

- For this question, students will have to record  the voice message proposing a solution. No more than 60 seconds.
- Walk around the class monitoring the students.
- Give the students 1 minute to do this activity.

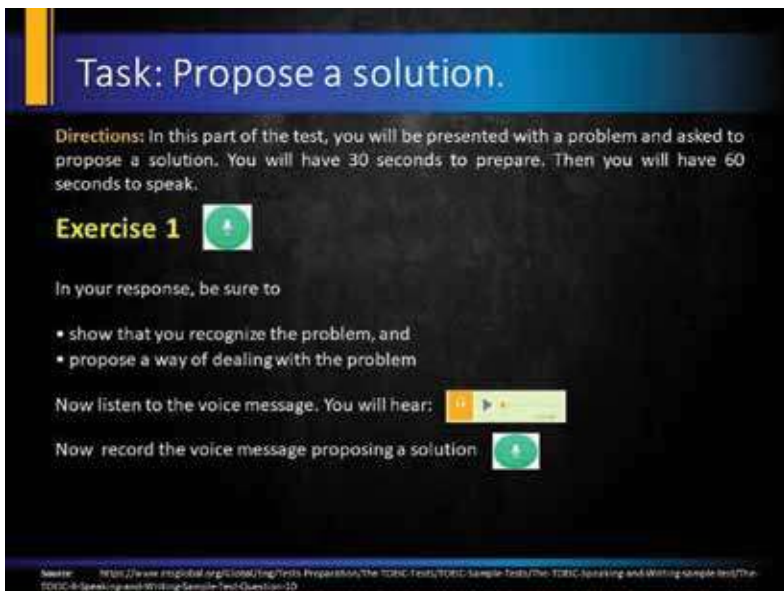


Ask students to listen to the classmates' audios and identify the possible mistakes in the pronunciation, intonation, and relevance and completeness of the content.

Figure 4.5.4. Exercise 1


- Send to the WhatsApp group called the file Slide 5 jpg (Figure 4.5.5)
- Address:

<https://drive.google.com/open?id=1FkW8BCNhwTkhiQqFKPo5bhko7db9S8Gi>




Task: Propose a solution.


Directions: In this part of the test, you will be presented with a problem and asked to propose a solution. You will have 30 seconds to prepare. Then you will have 60 seconds to speak.

Exercise 1 

In your response, be sure to

- show that you recognize the problem, and
- propose a way of dealing with the problem

Now listen to the voice message. You will hear: 

Now record the voice message proposing a solution 

Source: <https://www.ets.org/toefl/ielts/Preparation/the-toefl-test/toefl-sample-tests/the-toefl-speaking-and-writing-sample-test/the-toefl-speaking-and-writing-sample-test-question-20>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.

- Students start listening to a problem and they will have to offer a solution.
- They will have 30 seconds to prepare the response.
- They must be sure to show that they recognize the problem and propose a



way to deal with it.


- Students will listen to the problem.
- Send to the WhatsApp group the audio file 5.2.10
- Address:



https://drive.google.com/open?id=1lFdt8EhhdSBplnKyKhtb_15rNdbD8VAQ

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.

- For this question, students will have to record  the voice message proposing a solution. No more than 60 seconds.
- Walk around the class monitoring the students.



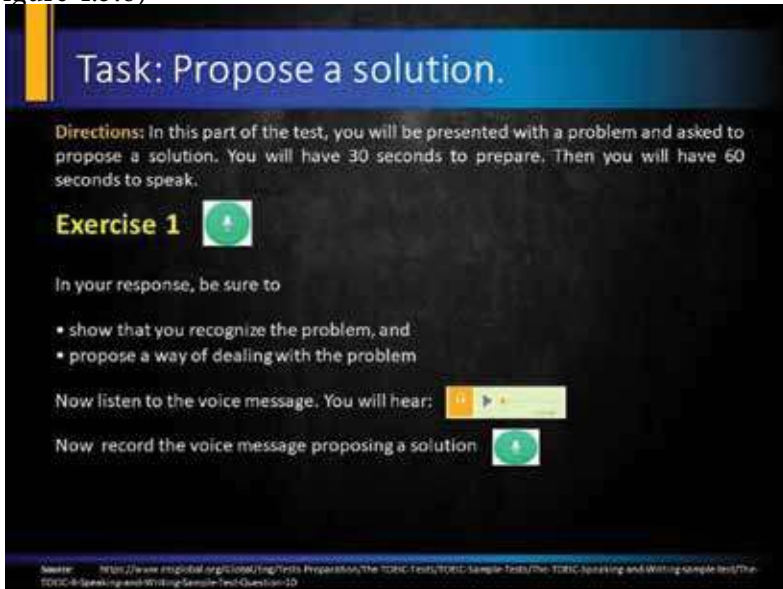
Give the students 1 minute to do this activity.

- Ask students to listen to the classmates' audios and identify the possible

mistakes in the pronunciation, intonation, and relevance and completeness of the content.


Figure 4.5.5. Exercise 2

- Send to the WhatsApp group called  the file Slide 6.jpg (Figure 4.5.6)




Task: Propose a solution.


Directions: In this part of the test, you will be presented with a problem and asked to propose a solution. You will have 30 seconds to prepare. Then you will have 60 seconds to speak.

Exercise 1 

In your response, be sure to

- show that you recognize the problem, and
- propose a way of dealing with the problem

Now listen to the voice message. You will hear: 

Now record the voice message proposing a solution. 

Source: <https://www.esol.org/Content/Tests/Preparation/The TOEIC Test/TOEIC-Sample-Tests/The TOEIC Speaking and Writing sample test/The TOEIC-Speaking-and-Writing-Sample-Test-Question-20>

Address:

https://drive.google.com/open?id=1mnNP_Vn-GfxEv8lj8BUQ11AD_vgxEWi-

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.

- Students start listening to a problem and they will have to offer a solution.
- They will have 30 seconds to prepare the response.
- They must be sure to show that they recognize the problem and propose a



way to deal with it.

- Students will listen to the problem.
- Send to the WhatsApp group the audio file 5.3.10




- Address:

<https://drive.google.com/open?id=1AKIq0jAbmsyIkxs2zqZuFsfUPsUBCLiT>

Or scan de QR code.

Note: In the case that the QR code does not work, go to the web page link above.

- For this question, students will have to record  the voice message proposing a solution. No more than 60 seconds.
- Walk around the class monitoring the students.



Give the students 1 minute to do this activity.

- Ask students to listen to the classmates' audios and identify the possible mistakes in the pronunciation, intonation, and relevance and completeness of the content.

Figure 4.5.6. Exercise 3

- Send to the WhatsApp group called the file Slide 7.jpg (Figure 4.5.7)

- Address:

<https://drive.google.com/open?id=1N6K9cHIvvBPWImJn0rZXSRsrK2MG26Fb>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.

- Students start listening to a problem and they will have to offer a solution.
- They will have 30 seconds to prepare the response.
- They must be sure to show that they recognize the problem and propose a



way to deal with it.

- Students will listen to the problem.
- Send to the WhatsApp group the audio file 5.4.10




- Address:

<https://drive.google.com/open?id=1QacMKi5EhBjEuj5Ynk8nbhGywEyiktI3>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.

- For this question, students will have to record  the voice message proposing a solution. No more than 60 seconds.
- Walk around the class monitoring the students.
- Give the students 1 minute to do this activity.



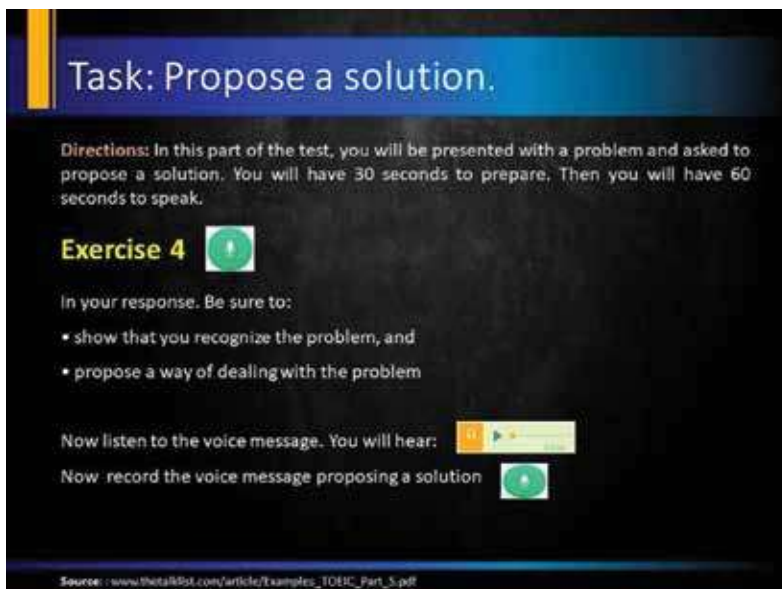
Ask students to listen to the classmates' audios and identify the possible mistakes in the pronunciation, intonation, and relevance and completeness of the content.

Figure 4.5.7. Exercise 4

- Send to the WhatsApp group called  the file Slide 8 jpg (Figure 4.5.8)


Address:

<https://drive.google.com/open?id=1eIiXlRnk8QCT5VsvLBMRsBrg2ohzHzR9>




Task: Propose a solution.


Directions: In this part of the test, you will be presented with a problem and asked to propose a solution. You will have 30 seconds to prepare. Then you will have 60 seconds to speak.

Exercise 4 

In your response. Be sure to:

- show that you recognize the problem, and
- propose a way of dealing with the problem

Now listen to the voice message. You will hear: 

Now record the voice message proposing a solution 

Source : www.thetalkfirst.com/article/examples_TOEIC_Part_3.pdf

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.

- Students start listening to a problem and they will have to offer a solution.
- They will have 30 seconds to prepare the response.
- They must be sure to show that they recognize the problem and propose a way to deal with it.



Students will listen to the problem.

- Send to the WhatsApp group the audio file 5.5.10




Address:

https://drive.google.com/open?id=1BV1e5ntiRGAgWWAUR_FYL6TcFoHz1eKS

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.

- For this question, students will have to record  the voice message proposing a solution. No more than 60 seconds.
- Walk around the class monitoring the students.



Give the students 1 minute to do this activity.

- Ask students to listen to the classmates' audios and identify the possible mistakes in the pronunciation, intonation, and relevance and completeness of the content.


Figure 4.5.8. Exercise 5

ASSESSMENT

The teacher will provide the rubrics displayed in table 42. The following Scoring Guide will be used to evaluate students' responses.


Task: Propose a solution.


Directions: In this part of the test, you will be presented with a problem and asked to propose a solution. You will have 30 seconds to prepare. Then you will have 60 seconds to speak.

Exercise 5 

In your response. Be sure to:

- show that you recognize the problem, and
- propose a way of dealing with the problem

Now listen to the voice message. You will hear: 

Now record the voice message proposing a solution 

Source: <http://urlkotoeic.blogspot.com/2013/11/11-propose-solution.html>

Table 42. Scoring guide for propose a solution module

SCORING GUIDE FOR QUESTIONS 10:	
SCORE	RESPONSE DESCRIPTON
5	<p>The response successfully completes all parts of the task and is readily intelligible, coherent, and sustained. ALL of the following characterize it:</p> <ul style="list-style-type: none">• The speaker plays the appropriate role and understands the relationship between the sender and the receiver of the message.• A clear understanding of the situation in the prompt and relevant, detailed response to the situation is presented.• The speech is clear with a generally well-paced flow.• Good control of basic and complex structures, as appropriate, is exhibited. Some minor errors may be noticeable, but they do not obscure meaning.• The use of vocabulary is effective, with allowance for minor inaccuracy.
4	<p>The response addresses all parts of the task appropriately but may fall short of being fully developed. It is generally intelligible, sustained, and coherent, with some minor lapses:</p> <ul style="list-style-type: none">• The speaker plays the appropriate role and understands the relationship between the sender and the receiver of the message.• The response is sustained and conveys the minimum relevant information required by the situation in the prompt.• Minor difficulties with pronunciation, intonation, or pacing are noticeable and may require listener effort at times, although overall intelligibility is not significantly affected.• The response demonstrates fairly automatic and effective use of grammar but may be somewhat limited in the range of structures used.• The use of vocabulary is fairly effective. Some vocabulary may be inaccurate or imprecise.

3	<p>The response attempts to address the task but does not successfully complete all parts of the task. It contains mostly intelligible speech, although problems with delivery and/or overall coherence may occur:</p> <ul style="list-style-type: none"> • The speaker may neglect the role-playing aspect of the task or misrepresent the relationship between the sender and the receiver of the message. • The response conveys some relevant information but is clearly incomplete or inaccurate, or the response is based on a misunderstanding of the task or content of the stimulus. • The speech is basically intelligible, though listener effort may be needed because of unclear articulation, awkward intonation, or choppy rhythm/pace. • The response demonstrates limited control of grammar. • The use of vocabulary is limited.
2	<p>The response includes very little relevant content and/or speech is mostly unintelligible or incoherent. The content may be limited because of the following:</p> <ul style="list-style-type: none"> • There are lengthy, socially inappropriate pauses. • The response is only tangentially related to the stimulus and tasks. • The speech may be mostly unintelligible because of the following: • The delivery is labored and requires considerable listener effort. • There is very limited control of grammar. • The use of vocabulary is severely limited or inexact.
1	<p>The response may be completely unintelligible OR the response may consist of isolated words or phrases, or mixtures of the first language and English OR the response may be vague and general, and show no interaction with the prompt.</p>
0	<p>No response OR no English in the response OR the response is completely unrelated to the test.</p>

Source: TOEIC Speaking Test

METHODOLOGY AND STRATEGIES FOR ENGLISH SPEAKING USING WHATSAPP

- Send to the WhatsApp group called  the file Slide 9 jpg (Figure 4.5.9)

- Address of the figure:

https://drive.google.com/file/d/1fNY5wriTsGCRQR-rYVSSTpJ-U_RRHjo/view

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.



The teacher tells the students, this is the end of the activity.

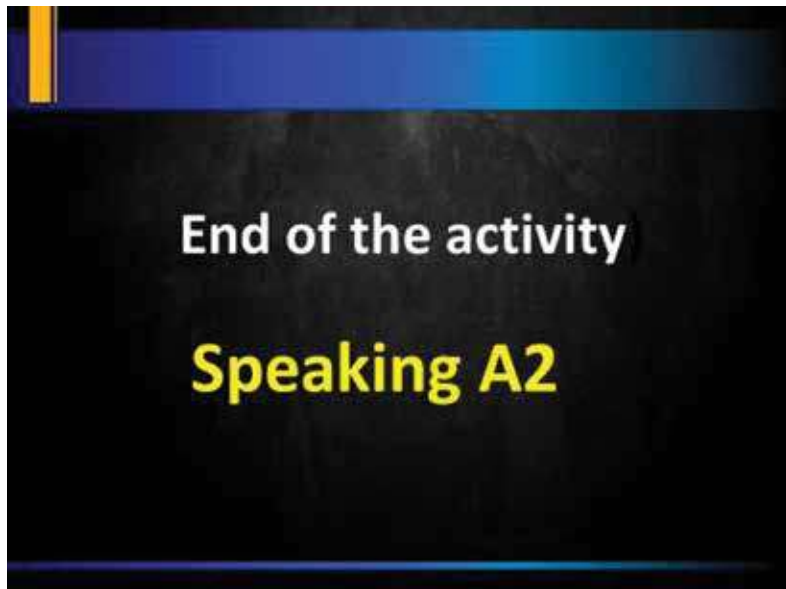


Figure 4.5.9. End of the activity

LESSON PLAN NO. 6

Lesson plan No. 6: Express an opinion

In the following table (Table 43), the general module about expressing an opinion is presented.


Table 43. Expressing an opinion module

SPEAKING PERFORMANCE PLAN 5: LEVEL A2	
RESEARCH GROUP: Learning English with ICT	
LEVEL: A2	
TOPIC: Express an opinion	
LEARNING STYLE: Visual/spatial, verbal/linguistic, social/ interpersonal, logical/mathematical.	
FUNCTIONS: Give your opinion about a specific topic.	
OBJECTIVES General <ul style="list-style-type: none"> To improve the speaking skill in students of A2 level by using WhatsApp as a technological tool. Specific <ul style="list-style-type: none"> Students will be able to express an opinion about a specific topic in 60 seconds, with 15 seconds to prepare. (TOEIC Speaking Part 11) 	
MATERIALS / RESOURCES <ul style="list-style-type: none"> American Jetstream Pre intermediate book Board Markers 	TECHNOLOGICAL RESOURCES <ul style="list-style-type: none"> Internet Google drive Mobile device Projector Computer Earphones
REQUIRED APPLICATIONS <ul style="list-style-type: none"> WhatsApp Pdf reader 	LESSON PREREQUISITES <ul style="list-style-type: none"> Simple present/ continuous Simple past/ continuous Future Present perfect Familiar vocabulary
POSSIBLE DIFFICULTIES AND CONSTRAINTS <ul style="list-style-type: none"> Lost devices Forgotten devices Low battery Poor signal Internet connection Power supply 	
ASSESSMENT <ul style="list-style-type: none"> Pronunciation. Intonation and stress. Grammar, Vocabulary and Cohesion Relevance of content and Completeness of content 	

Source: The authors

LESSON PLAN DEVELOPMENT NO. 6

PROCEDURE

- Ask the students to take out their mobile devices.
- Send to the WhatsApp group called  the file Slide 1 jpg (Figure 4.6.1)
- Address:

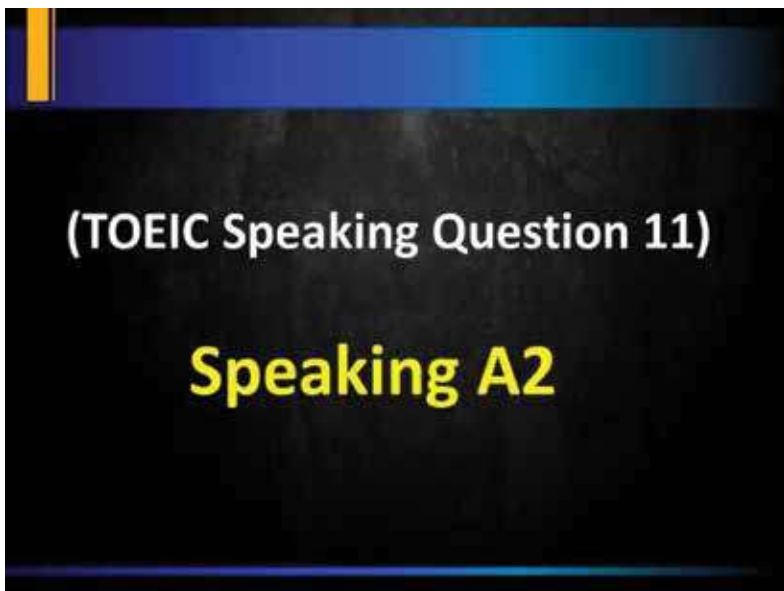
<https://drive.google.com/open?id=10-6IIMCevZ8R54HXyqnA5AUrqpTwHdRe>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.



Figure 4.6.1. Part 6



- Send to the WhatsApp group called the file Slide 2 jpg (Figure 4.6.2)

- Address:

<https://drive.google.com/open?id=1--fHuurwrf6skonLUPRyBJX9kyZ-Ytjx>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.




The teacher explains to the students that we are going to work with TOEIC Speaking part 6.

- The teacher will explain the aspects of the scoring guide (rubric) to grade the responses.
- Ask the students to reply to this figure with a like 👍 if they understood.

SCORING GUIDE FOR QUESTION 11		
RESPONSE DESCRIPTION		
5	<p>The response clearly indicates the speaker's choice or opinion, and support of the choice or opinion is readily intelligible, sustained, and coherent.</p> <p>The response is characterized by ALL of the following:</p> <ul style="list-style-type: none"> • The speaker's choice or opinion is supported with relevant details, examples, or clarifications, relationships between ideas are clear. • The speech is clear with generally well-paced flow. It may include minor lapses or minor difficulties with pronunciation or intonation patterns that do not affect overall intelligibility. • Good control of basic and complex structures, as appropriate, is exhibited. Some minor errors may be noticeable but they do not obscure meaning. • The use of vocabulary is effective, with allowance for occasional minor mistakes. 	<p>The response expresses a choice, preference, or opinion, but development and support of the choice or opinion is limited.</p> <ul style="list-style-type: none"> • The response provides at least one reason supporting the choice, preference, or opinion. However, it provides little or no elaboration of the reason, reasons should not be mere information, a reason, or a conclusion. • The speech is basically intelligible, though intonation may be affected because of unclear intonation, awkward intonation, or choppy rhythmicalness; meaning may be obscured in places. • The response demonstrates limited control of grammar. For the most part, only basic sentence structures are used successfully. • The use of vocabulary is limited.
4	<p>The response clearly indicates the speaker's choice or opinion and adequately supports or develops the choice or opinion.</p> <ul style="list-style-type: none"> • The response explains the reason(s) for the speaker's choice or opinion, although the explanation may not be fully developed, relationships between ideas are mostly clear, with occasional lapses. • Minor difficulties with pronunciation, intonation, or pacing are noticeable and may require listener effort at times, although overall intelligibility is not significantly affected. • The response demonstrates fairly accurate and effective use of grammar but may be somewhat limited in the range of structures used. • The use of vocabulary is fairly effective. Some vocabulary may be inaccurate or repetitive. 	<p>The response states a choice, preference, or opinion relevant to the prompt, but support for the choice, preference, or opinion is missing, unconvincing, or inadequate.</p> <ul style="list-style-type: none"> • Grammatical difficulties with pronunciation, stress, and intonation make considerable listening effort, delivery is choppy, fragmented, or idiosyncratic; there may be some pauses and frequent hesitations. • Control of grammar is fairly limited; fragments of ideas and clarity of connections among ideas. • The use of vocabulary is noticeably limited or highly repetitive.
3	<p>The response clearly indicates the speaker's choice or opinion and adequately supports or develops the choice or opinion.</p> <ul style="list-style-type: none"> • The response explains the reason(s) for the speaker's choice or opinion, although the explanation may not be fully developed, relationships between ideas are mostly clear, with occasional lapses. • Minor difficulties with pronunciation, intonation, or pacing are noticeable and may require listener effort at times, although overall intelligibility is not significantly affected. • The response demonstrates fairly accurate and effective use of grammar but may be somewhat limited in the range of structures used. • The use of vocabulary is fairly effective. Some vocabulary may be inaccurate or repetitive. 	<p>The response states a choice, preference, or opinion relevant to the prompt, but support for the choice, preference, or opinion is missing, unconvincing, or inadequate.</p> <ul style="list-style-type: none"> • Grammatical difficulties with pronunciation, stress, and intonation make considerable listening effort, delivery is choppy, fragmented, or idiosyncratic; there may be some pauses and frequent hesitations. • Control of grammar is fairly limited; fragments of ideas and clarity of connections among ideas. • The use of vocabulary is noticeably limited or highly repetitive.
2	<p>The response clearly indicates the speaker's choice or opinion and adequately supports or develops the choice or opinion.</p> <ul style="list-style-type: none"> • The response explains the reason(s) for the speaker's choice or opinion, although the explanation may not be fully developed, relationships between ideas are mostly clear, with occasional lapses. • Minor difficulties with pronunciation, intonation, or pacing are noticeable and may require listener effort at times, although overall intelligibility is not significantly affected. • The response demonstrates fairly accurate and effective use of grammar but may be somewhat limited in the range of structures used. • The use of vocabulary is fairly effective. Some vocabulary may be inaccurate or repetitive. 	<p>The response is limited to restating the prompt or the directions about the task. The response fails to state an intelligible choice, preference, or opinion as required by the prompt. OR the response consists of isolated words or phrases, or sentences of the first language and English.</p> <p>The response does not fulfill the response OR the response is completely unrelated to the task.</p>

Source: Educational Testing Service, (1985), SPEAK examinee handbook and sample questions. [Princeton, NJ]

Figure 4.6.2. Rubric

- Send to the WhatsApp group called  the Video 1.mp4 (Figure 4.6.3)

- Address:


<https://drive.google.com/open?id=1C4MD0wkUGz8SE2yLxSfDNpbYmzO85uMc>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.



The teacher asks the students to read the Directions to be considered in this task called **Express an opinion**.

- They will have 15 seconds to prepare the response and 60 seconds to speak
- Students start listening and reading the question about a specific topic and they will have to express an opinion.
- They must be sure to understand the question and express an opinion.
- Ask the students to reply to this figure with a like  if they understood.
- Students will listen to **the Sample response**.
- Walk around the class monitoring the students.
- Ask students to listen to their classmates' audios and identify the possible mistakes in the pronunciation and intonation.
- Give the students time to do this activity.

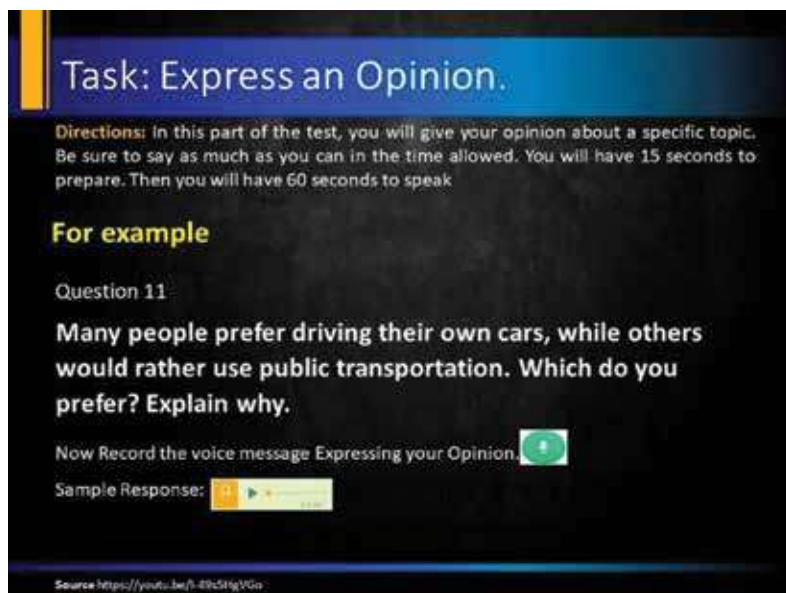



Figure 4.6.3 For example

Sample response

- Send to the WhatsApp group called  the file Slide 3 jpg (Figure 4.6.3.1)
- Explain to students this sample response is only a model of a possible answer to the question and Answers May Vary (AMV).
- Address:

<https://drive.google.com/open?id=17CVesxuA2NW6ZA27Gilxxmlc0f96zIcR>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.




Figure 4.6.3.1. Sample Response

Task: Express an Opinion.

Question 11
Many people prefer driving their own cars, while others would rather use public transportation. Which do you prefer? Explain why.

Sample Response
My preference is definitely for public transportation. There are several reasons for this. The first one is convenience. In the city where I live, I can take a bus or subway to almost any place I want to go. When I get to my destination, I don't have to worry about finding a parking space. It's so easy. Public transportation is also cheaper. It's true that I have to pay the fare every time I ride the bus or subway, but the car, pay for gasoline, pay for repairs, and maybe even pay for a place to keep it. I think that costs more than bus and subway fare. Finally, there are a lot of traffic problems in my city, but when I am riding the bus or subway, I don't have to worry about traffic I can just relax and enjoy the ride. I think public transportation is a much better way to get around than a private car is.

Source: <https://youtu.be/1-8Is31gVGo>

- Send to the WhatsApp group called  the Video 2 mp4 (Figure 4.6.4)

- Address:


<https://drive.google.com/open?id=1paRQVaBxbTqgb0Gm6m84Kt4iSqvVN KdO>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.

- Students start listening and reading Exercise 1.



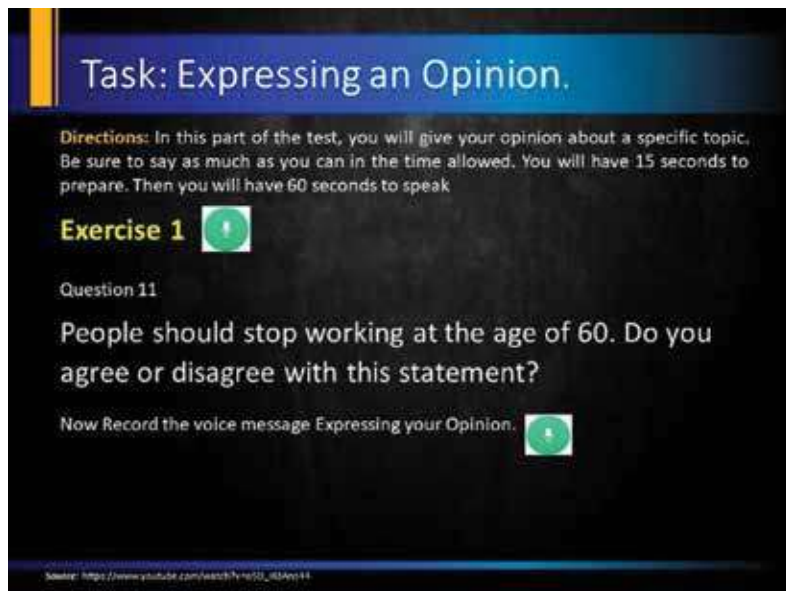
Ask students to start recording  the response Expressing an Opinion with the question given in Exercise 1.


- Walk around the class monitoring the students.
- Ask students to listen to their classmates' audios and identify the possible

mistakes in the pronunciation and intonation.

- Give the students time to do this activity.

Figure 4.6.4. Exercise 1



- Send to the WhatsApp group called  the Video 3 mp4 (Figure 4.6.5)

- Address:

<https://drive.google.com/open?id=1ybsmX1tgZoAxxixL23gLy28rpAFPnFR>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.



Students start listening and reading Exercise 2.


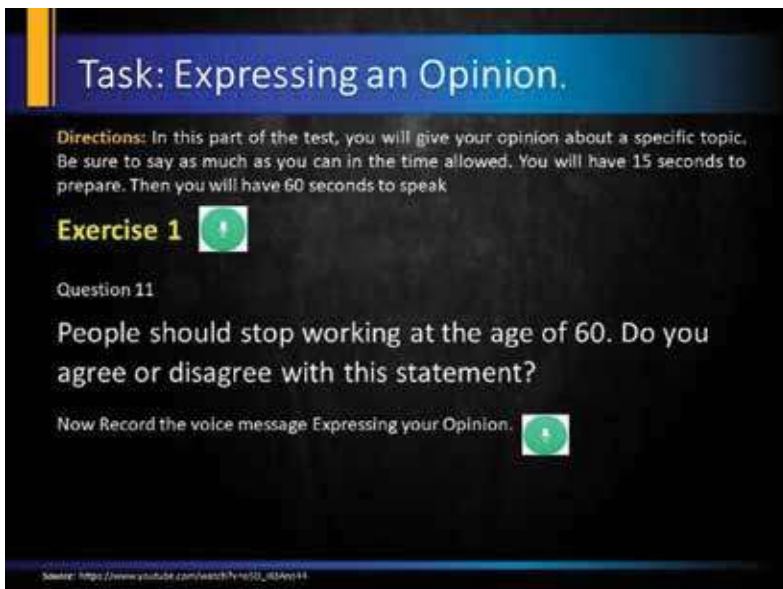

- Ask students to start recording  the response Expressing an Opinion with the question given in Exercise 2.
- Walk around the class monitoring the students.
- Ask students to listen to their classmates' audios and identify the possible mistakes in the pronunciation and intonation.
- Give the students time to do this activity.

Figure 4.6.5. Exercise 2



- Send to the WhatsApp group called  the Video 4 mp4 (Figure 4.6.6)

- Address:


https://drive.google.com/open?id=1_P4k2UoToFSIhDHNjcAFjjPwD7d_T-zv

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.

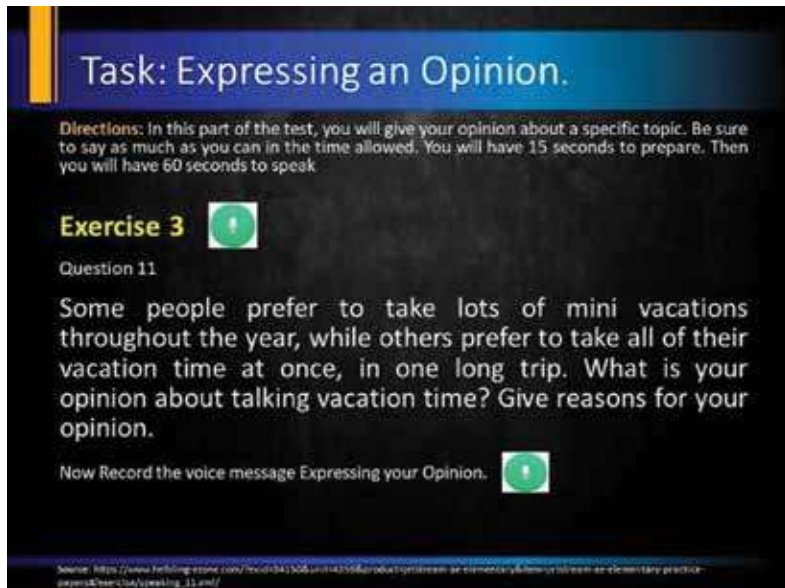
- Students start listening and reading Exercise 3.




Ask students to start recording  the response Expressing an Opinion with the question given in Exercise 3.

- Walk around the class monitoring the students.
- Ask students to listen to their classmates' audios and identify the possible mistakes in the pronunciation and intonation.
- Give the students time to do this activity.

Figure 4.6.6. Exercise 3



The screenshot shows a digital interface for a speaking task. At the top, it says 'Task: Expressing an Opinion.' Below that, directions state: 'Directions: In this part of the test, you will give your opinion about a specific topic. Be sure to say as much as you can in the time allowed. You will have 15 seconds to prepare. Then you will have 60 seconds to speak.' The main section is titled 'Exercise 3' with a green microphone icon. It contains 'Question 11' which asks: 'Some people prefer to take lots of mini vacations throughout the year, while others prefer to take all of their vacation time at once, in one long trip. What is your opinion about talking vacation time? Give reasons for your opinion.' At the bottom, it says 'Now Record the voice message Expressing your Opinion.' with another green microphone icon. A small source URL is visible at the very bottom.


- Send to the WhatsApp group called  the Video 5 mp4 (Figure 4.6.7)

- Address:

<https://drive.google.com/open?id=1QLldF2TeVgrRAFewQQoj64mT3doBqIKYQ>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.


- Students start listening and reading Exercise 4.
- Ask students to start recording  the response Expressing an Opinion



with the question given in Exercise 4.

- Walk around the class monitoring the students.
- Ask students to listen to their classmates' audios and identify the possible mistakes in the pronunciation and intonation.
- Give the students time to do this activity.

Figure 4.6.7. Exercise 4

- Send to the WhatsApp group called  the Video 6 mp4 (Figure 4.6.8)




- Address:

<https://drive.google.com/open?id=1IxMm2y8mRKiZREaRPrV0OdwgCeYBl-C9>

Or scan de QR code.

Note: In the case that the QR code does not work, go to the web page link above.

- Students start listening and reading Exercise 5.
- Ask students to start recording  the response Expressing an Opinion with the question given in Exercise 5.



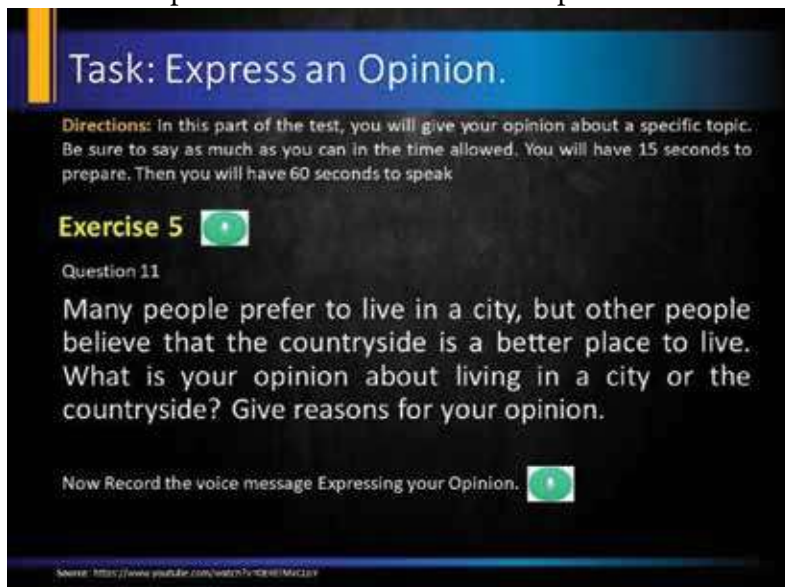
Walk around the class monitoring the students.

- Ask students to listen to their classmates' audios and identify the possible mistakes in the pronunciation and intonation.
- Give the students time to do this activity.

Figure4. 6.8. Exercise 5

ASSESSMENT

The teacher will provide two scores: one for pronunciation and one for



The screenshot shows a digital interface for a speaking task. At the top, it says 'Task: Express an Opinion.' Below that, the directions are: 'Directions: In this part of the test, you will give your opinion about a specific topic. Be sure to say as much as you can in the time allowed. You will have 15 seconds to prepare. Then you will have 60 seconds to speak.' The main section is titled 'Exercise 5' with a green microphone icon. Below that, it says 'Question 11' and presents the question: 'Many people prefer to live in a city, but other people believe that the countryside is a better place to live. What is your opinion about living in a city or the countryside? Give reasons for your opinion.' At the bottom, it says 'Now Record the voice message Expressing your Opinion.' with another green microphone icon. A small source URL is visible at the very bottom: 'Source: https://www.youtube.com/watch?v=1Mx1L1P'.


intonation and stress given in the Table 43; The following Scoring Guide will be used to evaluate your response.

Table 43. Scoring Guide for proposing a solution module

SCORING GUIDE FOR QUESTIONS 11:	
SCORE	RESPONSE DESCRIPTOR
5	<p>The response clearly indicates the speaker’s choice or opinion, and support of the choice or opinion is readily intelligible, sustained, and coherent.</p> <p>The responses is characterized by ALL of the following:</p> <ul style="list-style-type: none"> • The speaker’s choice or opinion is supported with reason(s), details, arguments, or exemplifications; relationships between ideas are clear. • The speech is clear with generally well-paced flow. It may include minor lapses or minor difficulties with pronunciation or intonation patterns that do not affect overall intelligibility. • Good control of basic and complex structures, as appropriate, is exhibited. Some minor errors may be noticeable but they do not obscure meaning. • The use of vocabulary is effective, with allowance for occasional minor inaccuracy.
4	<p>The response clearly indicates the speaker’s choice or opinion and adequately supports or develops the choice or opinion.</p> <ul style="list-style-type: none"> • The response explains the reason(s) for the speaker’s choice or opinion, although the explanation may not be fully developed; relationships between ideas are mostly clear, with occasional lapses. • Minor difficulties with pronunciation, intonation, or pacing are noticeable and may require listener effort at times, although overall intelligibility is not significantly affected. • The response demonstrates fairly automatic and effective use of grammar but may be somewhat limited in the range of structures used. • The use of vocabulary is fairly effective. Some vocabulary may be inaccurate or imprecise.

3	<p>The response expresses a choice, preference, or opinion, but development and support of the choice or opinion is limited.</p> <ul style="list-style-type: none"> • The response provides at least one reason supporting the choice, preference, or opinion. However, it provides little or no elaboration of the reason, repeats itself with no new information, is vague, or is unclear. • The speech is basically intelligible, though listener effort may be needed because of unclear articulation, awkward intonation, or choppy rhythm/pace; meaning may be obscured in places. • The response demonstrates limited control of grammar; for the most part, only basic sentence structures are used successfully. • The use of vocabulary is limited.
2	<p>The response states a choice, preference, or opinion relevant to the prompt, but support for the choice, preference, or opinion is missing, unintelligible, or incoherent.</p> <ul style="list-style-type: none"> • Consistent difficulties with pronunciation, stress, and intonation cause considerable listener effort; delivery is choppy, fragmented, or telegraphic; there may be long pauses and frequent hesitations. • Control of grammar severely limits expression of ideas and clarity of connections among ideas. • The use of vocabulary is severely limited or highly repetitious.
1	<p>The response is limited to reading the prompt or the directions aloud OR the response fails to state an intelligible choice, preference, or opinion as required by the prompt OR the response consists of isolated words or phrases, or mixtures of the first language and English.</p>
0	<p>No response OR no English in the response OR the response is completely unrelated to the test.</p>

Source: TOEIC Speaking Test

- Send to the WhatsApp group called  the file Slide jpg (Figure4. 6.9)

- Address:

<https://drive.google.com/open?id=1HLPmfy7u45yq19im3BOLAyFFoQAOUbU>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.



The teacher tells the students, this is the end of the activity.



Figure 4.6.9. End of the activity

LESSON PLAN NO. 7

Lesson plan No. 7: Giving Personal information

In the following table (Table 44), the general module about **Giving Personal information** is presented.


Table 44. Giving personal information module

SPEAKING PERFORMANCE PLAN 7: LEVEL A2	
RESEARCH GROUP: Learning English with ICT	
LEVEL: A2	
TOPIC: Giving Personal information	
LEARNING STYLE: Visual/spatial, verbal/linguistic, social/ interpersonal, logical/mathematical.	
FUNCTIONS: In this part of the Speaking test, each candidate interacts with the interlocutor, using the language normally associated with meeting people for the first time, giving factual information of a personal kind, for example, name, place of origin, study, family, etc. Candidates are also expected to be able to talk about their daily life, interests, likes, etc.	
OBJECTIVES General <ul style="list-style-type: none"> To improve the speaking skill in students of A2 level by using WhatsApp as a technological tool. Specific <ul style="list-style-type: none"> Students will be able to interact with an interlocutor who will ask questions about familiar issues or everyday topics regularly for 5.6 minutes. (KET Speaking Part 1) 	
MATERIALS / RESOURCES <ul style="list-style-type: none"> American Jetstream Pre intermediate book Board Markers Pictures 	TECHNOLOGICAL RESOURCES <ul style="list-style-type: none"> Internet Google drive Mobile device Projector Computer Earphones
REQUIRED APPLICATIONS <ul style="list-style-type: none"> WhatsApp Pdf reader 	LESSON PREREQUISITES <ul style="list-style-type: none"> Simple present/ continuous Simple past/ continuous Future Present perfect Familiar vocabulary
POSSIBLE DIFFICULTIES AND CONSTRAINTS <ul style="list-style-type: none"> Lost devices Forgotten devices Low battery Poor signal Internet connection Power supply 	
ASSESSMENT <ul style="list-style-type: none"> Grammar and vocabulary Pronunciation. Interactive communication 	

Source: The authors

LESSON PLAN DEVELOPMENT NO. 7

PROCEDURE

- Ask the students to take out their mobile devices.
- Send to the WhatsApp group called  the file Slide 1 jpg (Figure 4.7.1)
- Address of the figure:

<https://drive.google.com/open?id=1YH74n9IS9Bg49DToxIKvlruCoaRgjVrD>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.



The teacher explains to the students that they are going to work with KET Speaking part 1.



Figure 4.7.1. Part 1

- Send to the WhatsApp group called  the file Slide 2 jpg (Figure 4.7.2)

- Address of the figure:


<https://drive.google.com/open?id=1kLRw1sQ7YWP0rj08n92akJYhpLBRXse6>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.



The teacher explains to the students about the Directions of this task “Giving personal information”, the rubric to be considered Grammar and Vocabulary, Pronunciation, Interactive Communication

- Ask the students to reply to this figure with a like  if they understood the directions and the scoring guide.

Task: Giving Personal Information (Rubric)

Directions: In this Part, each candidate interacts with the interlocutor, using the language normally associated with meeting people for the first time and giving information about things like name, place of origin, occupation, family, etc. There is no preparation time. This Part takes 5–6 minutes.

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations. 	<ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> Maintains simple exchanges. Requires very little prompting and support.
4	Performance shows features of Bands 3 and 5		
3	<ul style="list-style-type: none"> Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations. 	<ul style="list-style-type: none"> Is mostly intelligible, despite limited control of phonological features. 	<ul style="list-style-type: none"> Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	Performance shows features of Bands 1 and 3		
1	<ul style="list-style-type: none"> Shows only limited control of a few grammatical forms. Uses a vocabulary of recent words and phrases. 	<ul style="list-style-type: none"> Has very limited control of phonological features and is often unintelligible. 	<ul style="list-style-type: none"> Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	Performance below Band 1		

Source:

Figure 4.7.2. Rubric

- Send to the WhatsApp group called  the file Slide 3 jpg (Figure 4.7.3)

- Address of the figure:


<https://drive.google.com/open?id=1jZCOYaCwnQO7s3A4V3RCflhIpx0fhxYf>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.



The teacher asks the students to read the Directions to be considered in this task called “*Giving personal information*”.

- Send to the WhatsApp group called  the audio file (7.3.1) showed in the (Figure 7.3.1) for the teacher’s question

- Address of the audio file:

<https://drive.google.com/open?id=1Sz2QYaGqyojAGgEK1CzF22q8jAimkRAL>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.

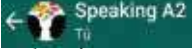


Ask students to click on play  to listen to the question provided as a model.

Figure 7.3.1 Audio file



Transcript Audio file 7.3.1: What’s your name, please?

- Send to the WhatsApp group called  the audio file (7.3.2) showed in the (Figure 7.3.2) for the student's answer

- Address of the audio file:

<https://drive.google.com/open?id=18s8KCkacl47stfqXqiqzl-hraKOwwgR9>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.



Ask students to click on play  to listen to the audio provided as a model.

Figure 7.3.2 Audio file



Transcript Audio file 7.3.2: My name is Carla Rodríguez


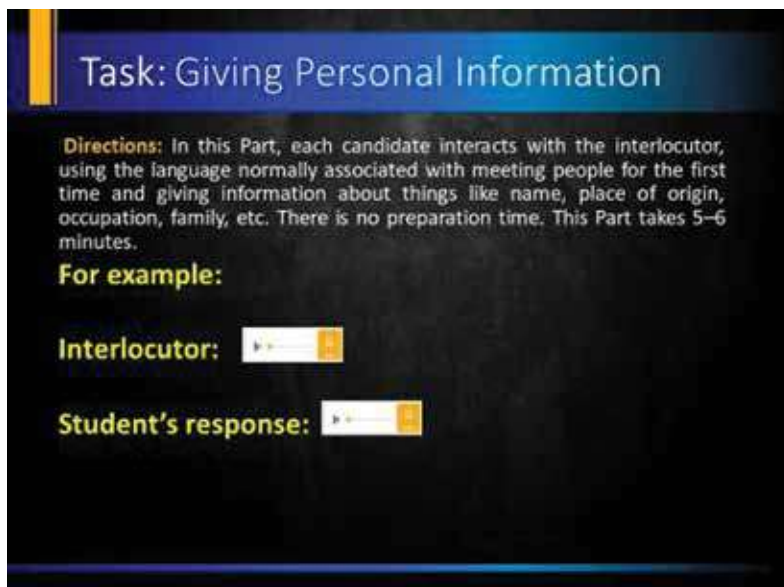
- Check students' understanding by replying to this figure with a like. 


Figure 4.7.3. Example




Task: Giving Personal Information

Directions: In this Part, each candidate interacts with the interlocutor, using the language normally associated with meeting people for the first time and giving information about things like name, place of origin, occupation, family, etc. There is no preparation time. This Part takes 5–6 minutes.

For example:

Interlocutor: 

Student's response: 

METHODOLOGY AND STRATEGIES FOR ENGLISH SPEAKING USING WHATSAPP

- Send to the WhatsApp group called  the file Slide 4 jpg (Figure 4.7.4)

- Address of the figure:

https://drive.google.com/open?id=1QDbgbtv3_gWZWmVqlh6y1dxx51WOiNJB

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.



Send to the WhatsApp group called  the audio file (7.4.1) showed in (Figure 7.4.1) for question 1

- Address of the audio file:

<https://drive.google.com/open?id=1yMNiXgzFdajBGg9uwcdhnhPPaxokGmPB>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.





Ask students to click on play  to listen to the question provided.

Figure 7.4.1 Audio file



Transcript Audio file 7.4.1: Could you spell your surname for me, please?

- The teacher asks the students to rehearse for the activity and then record  the answer to question 1 given in Exercise 1.
- Send to the WhatsApp group called  the audio file (7.4.2) showed in (Figure 7.4.2) for question 2.
- Address of the audio file:

https://drive.google.com/open?id=1q73D-8_noVFRmgi61-h6WCfA38JNkjTK

Or scan de QR code.

Note: In the case that the QR code does not work, go to the web page link above.





Ask students to click on play  to listen to the question provided.



Figure 7.4.2 Audio file

Transcript Audio file 7.4.2: What town do you come from?

- The teacher asks the students to rehearse for the activity and then record  the answer to question 2 given in Exercise 1.
- Send to the WhatsApp group called  the audio file (7.4.3) showed in (Figure 7.4.3) for question 3
- Address of the audio file:

<https://drive.google.com/open?id=17jnyQZtWYa9hBsnWuBPDblF23xJJJ4cW>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.



Ask students to click on play  to listen to the question provided.

Figure 7.4.3 Audio file



Transcript Audio file 7.4.3: What's your favorite subject?


- The teacher asks the students to rehearse for the activity and then record  the answer to question 3 given in Exercise 1.
- Walk around the class monitoring the students.
- Ask students to listen to their classmates' audios and identify the possible mistakes in the pronunciation and intonation.
- Give the students time to do this activity.

Figure 4.7.4. Exercise 1

A presentation slide with a dark blue background and a light blue header. The header text is 'Task: Giving Personal Information'. Below the header, there is a paragraph of directions in yellow text, followed by 'For example:' in yellow. Underneath, there are two lines of text: 'Interlocutor:' and 'Student's response:', each followed by a small audio player icon.

- Send to the WhatsApp group called  the file Slide 5 jpg (Figure 4.7.5)

- Address of the figure:

<https://drive.google.com/open?id=1fC0WP2KmCt4P2dJcLMRIhkiHGanaAqPD>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.



Send to the WhatsApp group called  the audio file (7.5.1) showed in (Figure 7.5.1) for question 1

- Address of the audio file:

https://drive.google.com/open?id=1I7WUs44v5B_am_XudV-FUp63KKHRtDb2

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.




Ask students to click on play  to listen to the question provided.

Figure 7.5.1 Audio file



Transcript Audio file 7.5.1: How do you travel to college every day?

- The teacher asks the students to rehearse for the activity and then record the answer to question 1 given in Exercise 2.
- Send to the WhatsApp group called  the audio file (7.5.2) showed in the (Figure 7.5.2) for question 2
- Address of the audio file:

https://drive.google.com/open?id=1Vjn-FPfrbrdggIvAyG8zWFe8IKAv_uK

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.




Ask students to click on play  to listen to the question provided.

Figure 7.5.2 Audio file

Transcript Audio file 7.52: Do you have much homework at home?



- The teacher asks the students to rehearse for the activity and then record the answer to question 2 given in Exercise 2.
- Send to the WhatsApp group called  the audio file (7.5.3) showed in the (Figure 7.5.3) for question 3
- Address of the audio file:

<https://drive.google.com/open?id=1PquE7BalPcbWP5raaRvCJnAhpNmfcfrf3>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.

- Ask students to click on play



Figure 7.5.3 Audio file

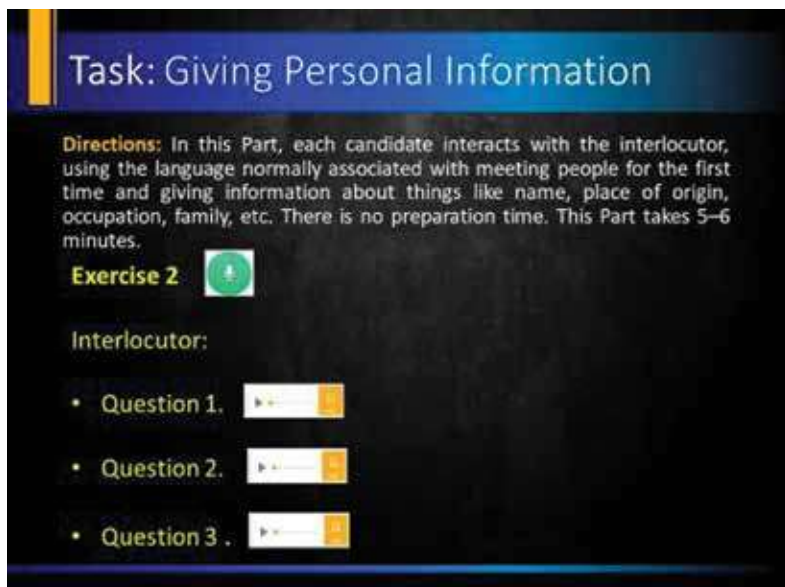
Transcript Audio file 7.5.3: How many people are there in your family?



- The teacher asks the students to rehearse for the activity and then record the answer to question 3 given in Exercise 2.
- Walk around the class monitoring the students.
- Ask students to listen to their classmates' audios and identify the possible mistakes in the pronunciation and intonation.
- Give the students time to do this activity.

Figure 4.7.5. Exercise 2

- Send to the WhatsApp group called  the file Slide 6 jpg



(Figure 4.7.6)

- Address of the figure:

<https://drive.google.com/open?id=1qzYBa8XFMB9RK8O1SDQF2YS1JK5N7Unu>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.

- Send to the WhatsApp group called the audio file (7.6.1) showed in (Figure 7.6.1) for question 1



- Address of the audio file:

https://drive.google.com/file/d/1A8vKiWEZTOdFM3QBYTbfDHL7SGG_vXn

Or scan de QR code.

Note: In the case that the QR code does not work, go to the web page link above.

- Ask students to click on play  to listen to the question provided.



Figure 7.6.1 Audio file

Transcript Audio file 7.6.1: Do you have any brothers and sisters?



- The teacher asks the students to rehearse for the activity and then record 

the answer to question 1 given in Exercise 3.

- Send to the WhatsApp group called  the audio file (7.6.2) showed in (Figure 7.6.2) for question 2

- Address of the audio file:

<https://drive.google.com/open?id=1JLFksB82BNXnomqJIQ09w4OUrUqhAQVp>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.

- Ask students to click on play  to listen to the question




provided.

Figure 7.6.2 Audio file



Transcript Audio file 7.6.2: How often do you do housework?

- The teacher asks the students to rehearse for the activity and then record  the answer to question 2 given in Exercise 3.

- Send to the WhatsApp group called  the audio file (7.6.3) showed in the (Figure 7.6.3) for question 3

- Address of the audio file:

<https://drive.google.com/open?id=1rgxdcJa7Yc2UB8zLCamftpYzAHMVqKGF>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.




Ask students to click on play  to listen to the question provided.



Figure 7.6.3 Audio file

Transcript Audio file 7.6.3: Do you have a pet?

- The teacher asks the students to rehearse for the activity and then record  the answer to question 3 given in Exercise 3.
- Walk around the class monitoring the students.
- Ask students to listen to their classmates' audios and identify the possible mistakes in the pronunciation and intonation.
- Give the students time to do this activity.

A screenshot of a presentation slide. The title is 'Task: Giving Personal Information'. Below the title, there is a paragraph of directions: 'Directions: In this Part, each candidate interacts with the interlocutor, using the language normally associated with meeting people for the first time and giving information about things like name, place of origin, occupation, family, etc. There is no preparation time. This Part takes 5–6 minutes.' Below the directions is 'Exercise 3' with a green microphone icon. Underneath, it says 'Interlocutor:' followed by three bullet points: 'Question 1.', 'Question 2.', and 'Question 3.', each with a play button icon.

Figure 4.7.6. Exercise 3

- Send to the WhatsApp group called  the file Slide 7 jpg (Figure 4.7.7)

- Address of the figure:

https://drive.google.com/open?id=1NfgdXcaBluwaasOVzXmJfoownx_XZ-bH

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.



Send to the WhatsApp group called  the audio file (7.7.1) showed in the (Figure 7.7.1) for question 1

- Address of the audio file:

<https://drive.google.com/open?id=1H7U8KPeRWMwK54vH68EYbXTdclMO-2z4>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.





Ask students to click on play  to listen to the question provided.



Figure 7.7.1 Audio file

Transcript Audio file 7.7.1: What sort of music do you like?

- The teacher asks the students to rehearse for the activity and then record  the answer to question 1 given in Exercise 4.
- Send to the WhatsApp group called  the audio file (7.7.2) showed in (Figure 7.7.2) for question 2
- Address of the audio file:

<https://drive.google.com/open?id=1Tdev3OZG6zWPt1LsPyyIgnwlS6O7-tvD>

Or scan de QR code.

Note: In the case that the QR code does not work, go to the web page link above.





Ask students to click on play  to listen to the question provided.



Figure 7.7.2 Audio file

Transcript Audio file 7.7.2: What's your favorite type of music?

- The teacher asks the students to rehearse for the activity and then record  the answer to question 2 given in Exercise 4.
- Send to the WhatsApp group called  the audio file (7.7.3) showed in (Figure 7.7.3) for question 3
- Address of the audio file:

<https://drive.google.com/open?id=1Kv9BXRd-qzQ7dQxuoVhHKOvcXIehV89F>

Or scan de QR code.

Note: In the case that the QR code does not work, go to the web page link above.




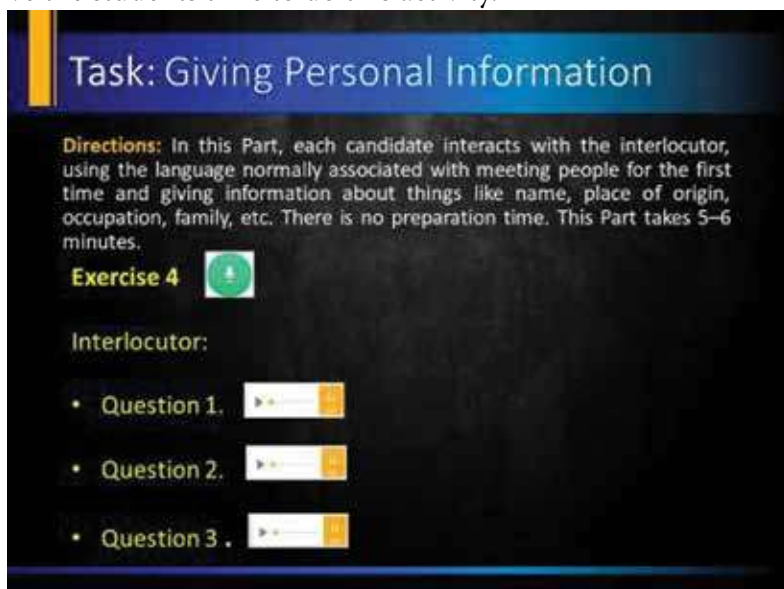
Ask students to click on play  to listen to the question provided.



Figure 7.7.3 Audio file


Transcript Audio file 7.7.3: Are you interested in shopping?

- The teacher asks the students to rehearse for the activity and then record  the answer to question 3 given in Exercise 4.
- Walk around the class monitoring the students.
- Ask students to listen to their classmates' audios and identify the possible mistakes in the pronunciation and intonation.
- Give the students time to do this activity.






Task: Giving Personal Information

Directions: In this Part, each candidate interacts with the interlocutor, using the language normally associated with meeting people for the first time and giving information about things like name, place of origin, occupation, family, etc. There is no preparation time. This Part takes 5–6 minutes.

Exercise 4 

Interlocutor:

- Question 1. 
- Question 2. 
- Question 3. 

METHODOLOGY AND STRATEGIES FOR ENGLISH SPEAKING USING WHATSAPP

Figure 4.7.7. Exercise 4

- Send to the WhatsApp group called  the file Slide 8.jpg (Figure 4.7.8)

- Address of the figure:

<https://drive.google.com/open?id=1JKL5sux0qRLr0LmPycV5lZEhYtPowiEs>

Or scan de QR code.

Note: In the case that the QR code does not work, go to the web page link above.



Send to the WhatsApp group called  the audio file (7.8.1) showed in the (Figure 7.8.1) for question 1

- Address of the audio file:

https://drive.google.com/open?id=1XZsWpaF4C_9_5HAe-l_s3pcfxqEAbA3O

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.





Ask students to click on play  to listen to the question provided.



Figure 7.8.1 Audio file

Transcript Audio file 7.8.1: What do you usually do at weekends?

- The teacher asks the students to rehearse for the activity and then record  the answer to question 1 given in Exercise 5.
- Send to the WhatsApp group called  the audio file (7.8.2) showed in the (Figure 7.8.2) for question 2
- Address of the audio file:

<https://drive.google.com/open?id=1Bq03QCfM2yEPT3MzrOYhQRvLJicdN2jl>

Or scan de QR code.



Note: If the QR code does not work, go to the web page link above.



- Ask students to click on play  to listen to the question



provided.

Figure 7.8.2 Audio file

Transcript Audio file 7.8.2: Do you have much free time?

- The teacher asks the students to rehearse for the activity and then record  the answer to question 2 given in Exercise 5.
- Send to the WhatsApp group called  the audio file (7.8.3) showed in (Figure 7.8.3) for question 3
- Address of the audio file:

https://drive.google.com/open?id=1ySfXC6V_OazqfBFGRuqMfzM_sxxmKNx8

Or scan de QR code.




Note: In the case that the QR code does not work, go to the web page link above.

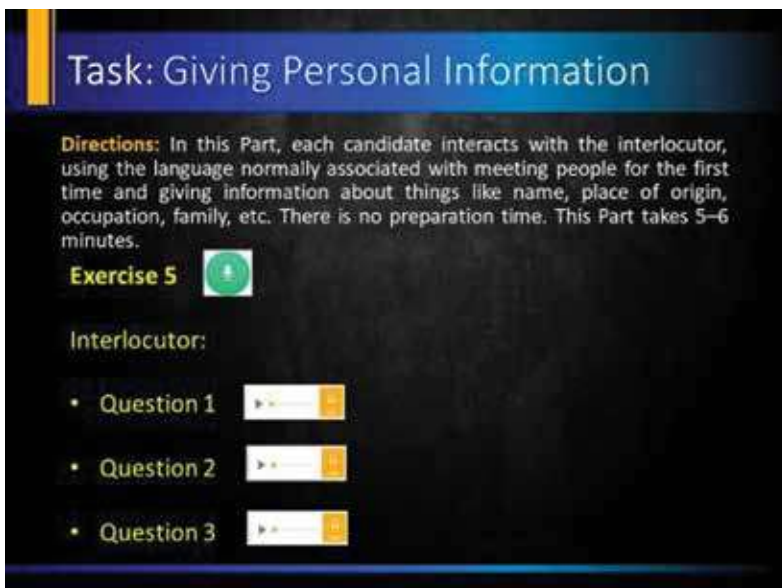


- Ask students to click on play  to listen to the question provided.

Figure 7.8.3 Audio file


Transcript Audio file 7.3.2: What kind of book is your favorite?

- The teacher asks the students to rehearse for the activity and then record  the answer to question 3 given in Exercise 5
- Walk around the class monitoring the students.






Task: Giving Personal Information

Directions: In this Part, each candidate interacts with the interlocutor, using the language normally associated with meeting people for the first time and giving information about things like name, place of origin, occupation, family, etc. There is no preparation time. This Part takes 5–6 minutes.

Exercise 5 

Interlocutor:

- Question 1 
- Question 2 
- Question 3 

- Ask students to listen to their classmates' audios and identify the possible mistakes in the pronunciation and intonation.
- Give the students time to do this activity.

Figure 4.7.8. Exercise 5

ASSESSMENT

The teacher will provide two scores: one for pronunciation and one for intonation and stress given in the Table 43; The following Scoring Guide will be used to evaluate your response.

Table 43. Scoring Guide for proposing a solution module

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> • Shows a good degree of control of simple grammatical forms • Uses a range of appropriate vocabulary when talking about everyday situations. 	<ul style="list-style-type: none"> • Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> • Maintain simple exchanges • Requires very little prompting and support.
4	<i>Performance shares features of Bands 3 and 5</i>		
3	<ul style="list-style-type: none"> • Shows sufficient control of simple grammatical forms. • Uses appropriate vocabulary to talk about everyday situations. 	<ul style="list-style-type: none"> • Is mostly intelligible, despite limited control of phonological features. 	<ul style="list-style-type: none"> • Maintains simple exchanges despite some difficulty. • Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3</i>		
1	<ul style="list-style-type: none"> • Shows only limited control of a few grammatical forms • Uses a vocabulary of isolated words and phrases. 	<ul style="list-style-type: none"> • Has very limited control of phonological features and is often unintelligible. 	<ul style="list-style-type: none"> • Has considerable difficulty maintaining simple exchanges. • Requires additional prompting and support.
0	<i>Performance below Band 1</i>		

Source: Cambridge English Key Assessment Scale

METHODOLOGY AND STRATEGIES FOR ENGLISH SPEAKING USING WHATSAPP

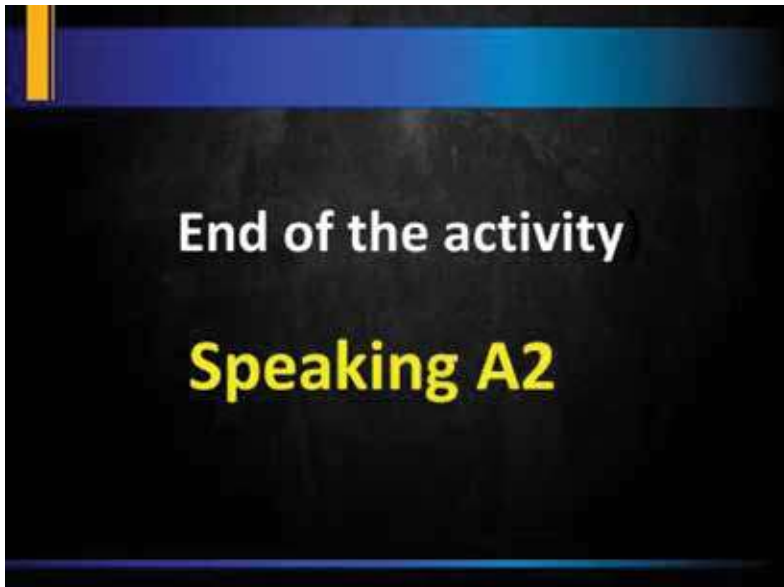
For further questions or extra practice check the question bank for KET speaking part 1 on:

<https://drive.google.com/open?id=1fQBhRpuoULXYATZunQpYeDrUauKUed-s>

And also you can find more questions with answers at:

https://drive.google.com/open?id=106jT1-kRhW_TwmeKXzgaBC2dIHIEUxjk

- Send to the WhatsApp group called  the file Slide 9.jpg



(Figure 4.7.9)

- Address of the figure:
<https://drive.google.com/open?id=1dYXpiXoMFBwDCQqI5BEVxhWt-Poa-qN>
- The teacher tells the students, this is the end of the activity.

Figure 4.7.9. End of the activity

LESSON PLAN NO. 8

Lesson Plan No. 8: Asking questions based on a picture and prompts

The following table (Table 46) presents the general module about Asking Questions based on a picture and prompts.

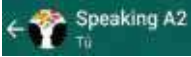
Table 46. Asking Questions based on a picture and prompts module

SPEAKING PERFORMANCE PLAN 9: LEVEL A2	
RESEARCH GROUP: Learning English with ICT	
LEVEL: A2	
TOPIC: Asking questions based on a picture and prompts.	
LEARNING STYLE: Visual/spatial, verbal/linguistic, Social/ Interpersonal, logical/mathematical.	
FUNCTIONS: In this part of the Speaking test, each student will look at a picture carefully and take a few moments to ask and answer some questions.	
OBJECTIVES General <ul style="list-style-type: none"> To improve the speaking skill in students of A2 level by using WhatsApp as a technological tool. Specific <ul style="list-style-type: none"> Students will be able to ask and answer questions with another student with the cards given. (KET Speaking Part 2A) 	
MATERIALS / RESOURCES <ul style="list-style-type: none"> American Jetstream Pre intermediate book Board Markers Pictures 	TECHNOLOGICAL RESOURCES <ul style="list-style-type: none"> Internet Google drive Mobile device Projector Computer Earphones
REQUIRED APPLICATIONS <ul style="list-style-type: none"> WhatsApp Pdf reader 	LESSON PREREQUISITES <ul style="list-style-type: none"> Verbs Modals Simple present/ continuous Simple past/ continuous Future Present perfect Familiar vocabulary
POSSIBLE DIFFICULTIES AND CONSTRAINTS <ul style="list-style-type: none"> Lost devices Forgotten devices Low battery Poor signal Internet connection Power supply 	
ASSESSMENT <ul style="list-style-type: none"> Grammar and vocabulary Pronunciation. Interactive communication Global achievement 	

Source: The authors

LESSON PLAN DEVELOPMENT NO. 8

PROCEDURE

- Ask the students to take out their mobile devices.
- Send to the WhatsApp group called  the file Slide 1.jpg (Figure 4.8.1)
- Address of the figure:

<https://drive.google.com/open?id=1xLTFDbioK-SU4z9slHhoDDmccQLZHOLy>

Or scan de QR code.


Note: If the QR code does not work, go to the web page link above.



The teacher explains to the students that we are going to work with KET Speaking part 2.



Figure 4.8.1. Speaking Part 2

- Send to the WhatsApp group called  the file Slide 2.jpg (Figure 4.8.2)

- Address of the figure:

https://drive.google.com/open?id=1y4ci_WVAs_amkOMgPXAMq_IHhITJ3L5C

Or scan de QR code.

Note: In the case that the QR code does not work, go to the web page link above.



The teacher explains to the students the directions of this task “*Asking questions based on a picture and prompts*”, the rubric to be considered is Grammar and Vocabulary, Pronunciation, and Interactive Communication.


Task: Asking questions based on a picture and prompts. (Rubric)

Directions: In this Part 2 of the Speaking, student A and student B talk to each other and ask and answer 5 questions each about two events using prompt material.

AS	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations. 	<ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> Maintains simple exchanges. Requires very little prompting and support.
4	<ul style="list-style-type: none"> Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations. 	Performance shares features of bands 3 and 5. <ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features. 	<ul style="list-style-type: none"> Maintains simple exchanges. Requires very little prompting and support.
3	<ul style="list-style-type: none"> Shows sufficient control of simple grammatical forms. Uses a vocabulary of isolated words and phrases. 	Performance shares features of bands 1 and 3. <ul style="list-style-type: none"> Has a very limited control of phonological features and is often unintelligible. 	<ul style="list-style-type: none"> Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
2	Performance below band 1.		

Source: <https://www.cambridgeenglish.org/exams/ielts/speaking/part-2/asking-questions-based-on-a-picture-and-prompts/>

Figure 4.8.2. Rubric

- Ask the students to reply to this figure with a like 👍 if they understood the directions and the scoring guide.
- Send to Student A, through the WhatsApp group called  the file Slide 3.jpg (Figure 4.8.3)
- Address of the figure:

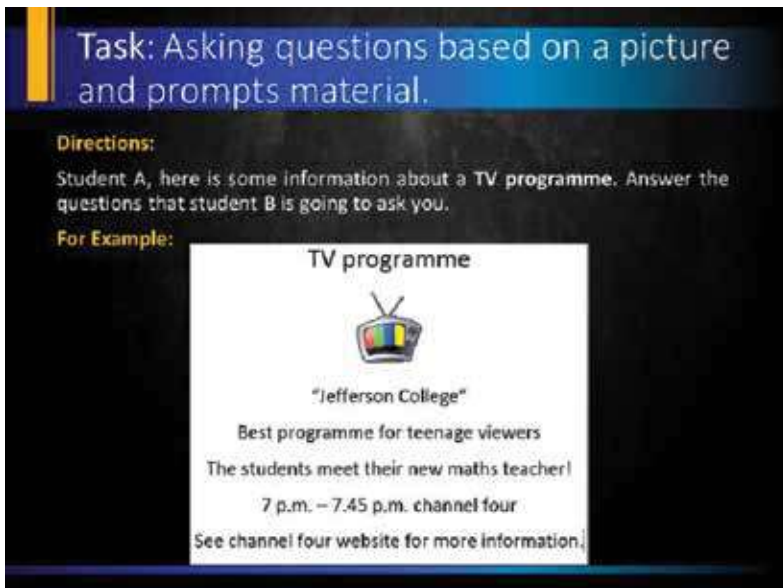
<https://drive.google.com/open?id=1dt9nvtNKRkM5OF4YhBZz4cx7u8kcEhA>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.



Figure 4.8.3. Example TV Program Answers




Task: Asking questions based on a picture and prompts material.

Directions:
Student A, here is some information about a TV programme. Answer the questions that student B is going to ask you.

For Example:

TV programme



"Jefferson College"

Best programme for teenage viewers
The students meet their new maths teacher!
7 p.m. – 7.45 p.m. channel four
See channel four website for more information.

- Send to Student B, through the WhatsApp group called  the file Slide 4.jpg (Figure 4.8.3.1)

- Address of the figure:

<https://drive.google.com/open?id=1Fi23JMit1-Hhwy7RBTYMFijEfvTuvlrm>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.

Figure 4.8.3.1. Example TV Program Questions




Task: Asking questions based on a picture and prompts material.

Directions:
Student B, you don't know anything about a TV program, so ask to Student A some questions about it.
Student B, here is the question Card. Use the prompt words to help you.
Now Student B, ask and record your five questions about the TV programme to Student A.

For Example:



TV programme



- Name / programme?
- Begins at?
- Programme/ about?
- Channel?
- More information?

The teacher asks Student B to read the directions to be considered in this task. Student B uses the prompt words from Figure 4.8.3.1 to ask and record five questions to Student A.

METHODOLOGY AND STRATEGIES FOR ENGLISH SPEAKING USING WHATSAPP

- Student B sends the recorded  questions to Student A through the WhatsApp group called  the file Slide 5.jpg

- Address of the figure:

<https://drive.google.com/open?id=1PUj98u5wuSTy8RnGATmwJQDhrQux5X3t>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.



Task: Asking questions based on a picture and prompts material.

Directions:
Student B sends the recorded questions one by one to Student A.

For Example:








Question 1.	
Question 2.	
Question 3.	
Question 4.	
Question 5.	

Figure 4.8.3.2. Example Student B Recorded Questions

- Student A sends the recorded  answers to student B through the WhatsApp group called  the file Slide 6.jpg

- Address of the figure:

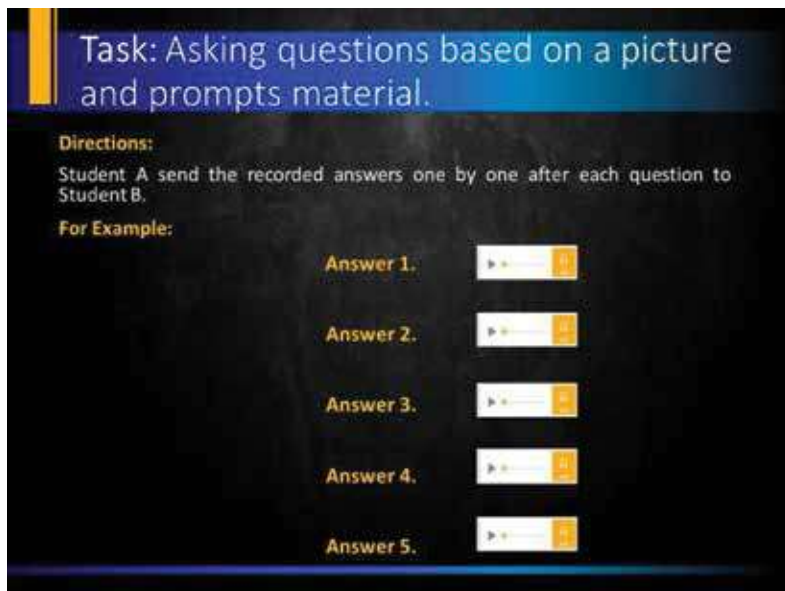
https://drive.google.com/open?id=15_sh6udAA7pIzlXq4-OPIRW4h9kdsDNQ

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.



Figure 4.8.3.3. Example Student A Recorded Answers



When the students have asked and answered their questions about the TV program, they then exchange roles and talk about a different topic.

METHODOLOGY AND STRATEGIES FOR ENGLISH SPEAKING USING WHATSAPP

- Send to Student B, through the WhatsApp group called  the file Slide 7 jpg (Figure 4.8.3.4)

- Address of the figure:

<https://drive.google.com/open?id=175km-jPHKWvoyerisqolhwRDJ95MC3ZM>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.



Task: Asking questions based on a picture and prompts material.

Directions:
Student B, here is some information about a Theatre Show. Answer the questions that student A is going to ask you.

For Example:


Theatre show this Week	
	
King Theatre "The Fun Show"	
3.30 p.m. – 7.15 p.m. daily	
Free T – shirt!	
Buy tickets online	
\$4 for under -15s, adults \$8	

Figure 4.8.3.4. Answer Theatre Show Answers

- Send to Student A, through the WhatsApp group called



the file Slide 8 jpg (Figure 4.8.3.5)

- Address of the figure:

<https://drive.google.com/open?id=1pzfrpha70Kg3-WngjImWLsP-sx6EuGR0>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.




Figure 4.8.3.5. Example Theatre Show Questions

Task: Asking questions based on a picture and prompts material.



Directions:
Student A, you don't know anything about a Theatre Show, so ask to Student B some questions about it.
Student A, here is the question Card. Use the prompt words to help you.
Now Student A, ask and record your five questions about the Theatre Show to Student B.

For Example:

	Theatre show <ul style="list-style-type: none">• Place?• Afternoon show?• Clothes / get?• Name / show?• Price / tickets?
---	---

- Teacher asks to Student A to read the directions to be considered in this task. Student A uses the prompt words from Figure 4.8.3.5 to ask and record five questions to Student B.

METHODOLOGY AND STRATEGIES FOR ENGLISH SPEAKING USING WHATSAPP

- Student A sends the recorded  questions to Student B through the WhatsApp group called  the file Slide 9.jpg

- Address of the figure:

<https://drive.google.com/open?id=1GVjT4-dooDshFYBk1vTKeD-71gAhUSJ1>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.

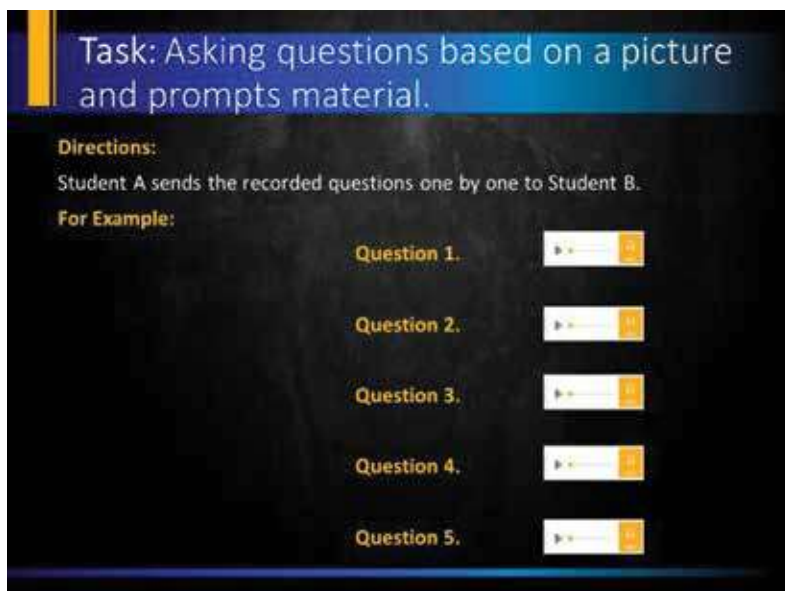




Figure 4.8.3.6. Example Student A Recorded Questions

- Student B sends the recorded  answers to student A through the WhatsApp group called  the file Slide 10 jpg

- Address of the figure:

https://drive.google.com/open?id=1YqMWkt5c06kAH_mOru26yMS6onMl1otJ

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.

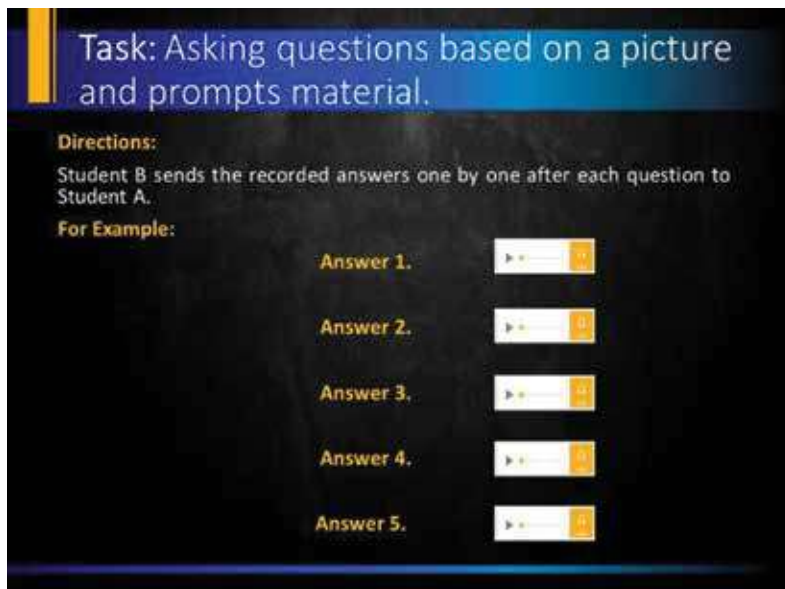


Figure 4.8.3.7. Example Student B Recorded Answers

- Send to Student A, through the WhatsApp group called



the file Slide.11 jpg (Figure 4.8.4)

- Address of the figure:

https://drive.google.com/open?id=14jveg3AfIra78STrksk_yma06b-3qG09

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.




Task: Asking questions based on a picture and prompts material.

Directions:
Student A, here is some information about a Bike Ride. Answer the questions that student B is going to ask you.


Exercise 1

Warmis Bike Ride



15 Kilometres through Danwood Forest
Call Mary (075542) for more information
July 21st
Bring picnic lunch
Meet in Forest Car Park

Figure 4.8.4 Exercise 1 Answers

- Send to Student B, through the WhatsApp group called  the file Slide 12 jpg (Figure 8.4.1)

- Address of the figure:

https://drive.google.com/open?id=14_BugCk1u7LME8yezsAGpTWqMg-LA8I4

Or scan de QR code.

Note: In the case that the QR code does not work, go to the web page link above.




Task: Asking questions based on a picture and prompts material.

Directions:
Student B, you don't know anything about a Bike Ride, so ask to Student A some questions about it.
Student B, here is the question Card. Use the prompt words to help you.
Now Student B ask and record your five questions about the Bike Ride to student A.

Exercise 1

Warmis Bike Ride







- Where meet?
- take?
- Who phone?
- Date?
- How long / ride?

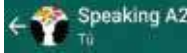
Figure 4. 8.4.1 Exercise 1 Questions

- The teacher asks Student B to read the directions to be considered in this task. Student B uses the prompt words from Figure 4.8.4.1 to ask and record five questions to Student A.

METHODOLOGY AND STRATEGIES FOR ENGLISH SPEAKING USING WHATSAPP

- Student B sends the recorded  questions to Student A through the WhatsApp group called .
- Student A sends the recorded  answers to student B through the WhatsApp group called .

Note: Students give only the information provided that is on the cards.

- Send to Student B, through the WhatsApp group called  the file Slide 13 jpg (Figure 4.8.5)

- Address of the figure:

https://drive.google.com/open?id=199nN0LK3wj37GUM171xcZ78N2_W8oGmy

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.




Task: Asking questions based on a picture and prompts material.

Directions:
Student B, here is some information about a Teenage Fashion Show. Answer the questions that student A is going to ask you.

Exercise 2

Teenage Fashion Show



Saturday 6-8 p.m.
Hillside Shopping Centre
Free entrance
Great summer clothes for teenagers
For more information 143390

Figure 4.8.5 Exercise 2 Answers

- Send to Student A, through the WhatsApp group called the file Slide 14 jpg (Figure 4.8.5.1)



- Address of the figure:

https://drive.google.com/open?id=1UWcCXHgwICViKh00aghjSruqBNl3_61m

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.




Task: Asking questions based on a picture and prompts material.

Directions:
Student A, you don't know anything about a Teenage Fashion Show, so ask to Student B some questions about it.
Student B, here is the question Card. Use the prompt words to help you.
Now Student A ask and record your five questions about the Teenage Fashion Show to student B.

Exercise 2

Teenage Fashion Show







- Cost?
- Where?
- What clothes / see?
- More information?
- When?


Figure 4.8.5.1 Exercise 2 Questions

- The teacher asks Student A to read the directions to be considered in this task. Student A uses the prompt words from Figure 4.8.5.1 to ask and record five questions to Student B.

METHODOLOGY AND STRATEGIES FOR ENGLISH SPEAKING USING WHATSAPP

- Student A sends the recorded  questions to Student B through the WhatsApp group called .
- Student B sends the recorded  answers to student A through the WhatsApp group called .

Note: Students give only the information provided that is on the cards.

- Send to Student A, through the WhatsApp group called  the file Slide 15 jpg (Figure 4.48.6)

- Address of the figure:

https://drive.google.com/open?id=1yKI_pqLOLCqIURQelCKKinoybDXuqDROt

Or scan de QR code.

Note: In the case that the QR code does not work, go to the web page link above.



Task: Asking questions based on a picture and prompts material.

Directions:
Student A, here is some information about a **Swimming competition**. Answer the questions that student B is going to ask you.


Exercise 3

Swimming competition



For swimmers aged 12-15
Riversmeet Swimming Pool
14 races
June 18th
Winners of each race will win a surfboard!

Figure 4.8.6. Exercise 3 Answers

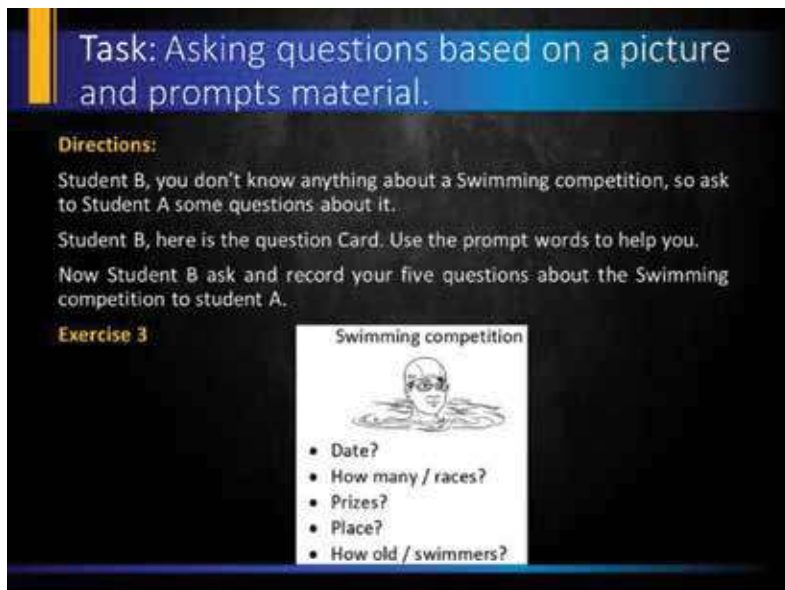
- Send to Student B, through the WhatsApp group called  the file Slide 16 jpg (Figure .4.48.6.1)

- Address of the figure:

<https://drive.google.com/open?id=10yyu20GiYaqD6oY8qlK5f1gTYDcviqg5>

Or scan de QR code.

Note: In the case that the QR code does not work, go to the web page link above.




Task: Asking questions based on a picture and prompts material.

Directions:
Student B, you don't know anything about a Swimming competition, so ask to Student A some questions about it.
Student B, here is the question Card. Use the prompt words to help you.
Now Student B ask and record your five questions about the Swimming competition to student A.

Exercise 3

Swimming competition







- Date?
- How many / races?
- Prizes?
- Place?
- How old / swimmers?

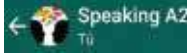
Figure 4.8.6.1 Exercise 3 Questions

- The teacher asks to Student B to read the directions to be considered in this task. Student B, uses the prompt words from Figure 4.8.6.1 to ask and record five questions to Student A.

METHODOLOGY AND STRATEGIES FOR ENGLISH SPEAKING USING WHATSAPP

- Student B sends the recorded  questions to Student A through the WhatsApp group called .
- Student A sends the recorded  answers to student B through the WhatsApp group called .

Note: Students give only the information provided that is on the cards.

- Send to Student B, through the WhatsApp group called  the file Slide.17.jpg (Figure 4.8.7)
- Address of the figure:

https://drive.google.com/open?id=1T73ilAKALYAzcJr90uTVDe_EBHEpPW

Or scan de QR code.

Note: In the case that the QR code does not work, go to the web page link above.




Task: Asking questions based on a picture and prompts material.

Directions:
Student B, here is some information about a Fast Food Cafe. Answer the questions that student A is going to ask you.

Exercise 4

Fast Food Cafe



Opposite Star Cinema
Open 5 p.m. – 11p.m.
Burgers! Chips! Pizzas!
Special takeaway lunch \$5.50
Closed Mondays

Figure 4.8.7 Exercise 4 Answers

- Send to Student A, through the WhatsApp group called the file Slide 18 jpg (Figure 4.8.7.1)



- Address of the figure:

<https://drive.google.com/open?id=10sJMJLjLCRzCO2SP3S328pK-ePnZDsU7>

Or scan de QR code.

Note: In the case that the QR code does not work, go to the web page link above.




Task: Asking questions based on a picture and prompts material.

Directions:
Student A, you don't know anything about a Fast Food Cafe, so ask to Student B some questions about it.
Student A, here is the question Card. Use the prompt words to help you.
Now Student A ask and record your five questions about the Fast Food Cafe to student B.

Exercise 4

Fast Food Cafe








- What / sell ?
- Time / close?
- Where?
- How much / lunch?
- Open / every day

Figure 4.8.7.1 Exercise 4 Questions

- The teacher asks Student A to read the directions to be considered in this task. Student A, uses the prompt words from Figure 4.8.7.1 to ask and record five questions to Student B.

METHODOLOGY AND STRATEGIES FOR ENGLISH SPEAKING USING WHATSAPP

- Student A sends the recorded  questions to Student B through the WhatsApp group called .
- Student B sends the recorded  answers to student A through the WhatsApp group called .
- Note: Students give only the information provided that is on the cards.
- Send to Student A, through the WhatsApp group called  the file Slide 19 jpg (Figure 4.8.8)
- Address of the figure:

https://drive.google.com/open?id=1dtc6VvMfF--RSFX2Zno_Cv_aQT0WF7BR

Or scan de QR code.

Note: In the case that the QR code does not work, go to the web page link above.




Task: Asking questions based on a picture and prompts material.

Directions:
Student A, here is some information about a Table Tennis Club. Answer the questions that student B is going to ask you.

Exercise 5

Table Tennis Club



Town Hall
Every Wednesday evening
Come and have fun
\$1.50 each
Under – 14s only
Club manager – Tim Daley
Call 229870

Figure 4.8.8 Exercise 5 Answers

- Send to Student B, through the WhatsApp group called  the file Slide 20 jpg (Figure 4.8.8.1)

- Address of the figure:

https://drive.google.com/open?id=1WIXZnUeRfbbvg_yvXklOSPc9JfKpJ8ov

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.




Task: Asking questions based on a picture and prompts material.

Directions:
Student B, you don't know anything about a the Fast Food Cafe, so ask to Student A some questions about it.
Student B, here is the question Card. Use the prompt words to help you.
Now Student B ask and record your five questions about the Fast Food Café to student A.

Exercise 5





Table Tennis Club



- Cost / \$?
- When ?
- Where ?
- Who / telephone?
- For 13 – years olds?

Figure 4.8.8.1 Exercise 5 Questions

- The teacher asks Student B to read the directions to be considered in this task. Student B, uses the prompt words from Figure 8.8.1 to ask and record five questions to Student A.

- Student B sends the recorded  questions to Student A through the WhatsApp group called .
- Student A sends the recorded  answers to student B through the WhatsApp group called .

Note: Please give only the information that is on the cards.

ASSESSMENT

The teacher will provide two scores: one for pronunciation and one for intonation and stress given in the Table 43; The following Scoring Guide will be used to evaluate your response.

Table 43. Scoring Guide for proposing a solution module

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> • Shows a good degree of control of simple grammatical forms • Uses a range of appropriate vocabulary when talking about everyday situations. 	<ul style="list-style-type: none"> • Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> • Maintain simple exchanges • Requires very little prompting and support.
4	<i>Performance shares features of Bands 3 and 5</i>		
3	<ul style="list-style-type: none"> • Shows sufficient control of simple grammatical forms. • Uses appropriate vocabulary to talk about everyday situations. 	<ul style="list-style-type: none"> • Is mostly intelligible, despite limited control of phonological features. 	<ul style="list-style-type: none"> • Maintains simple exchanges despite some difficulty. • Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3</i>		
1	<ul style="list-style-type: none"> • Shows only limited control of a few grammatical forms • Uses a vocabulary of isolated words and phrases. 	<ul style="list-style-type: none"> • Has very limited control of phonological features and is often unintelligible. 	<ul style="list-style-type: none"> • Has considerable difficulty maintaining simple exchanges. • Requires additional prompting and support.
0	<i>Performance below Band 1</i>		

- Send to the WhatsApp group called  the file Slide 21 jpg (Figure 4.8.9)

- Address of the figure:

<https://drive.google.com/open?id=1OExD0hYGTThNinkKnnEwXpNGxVHrnGrBK>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.

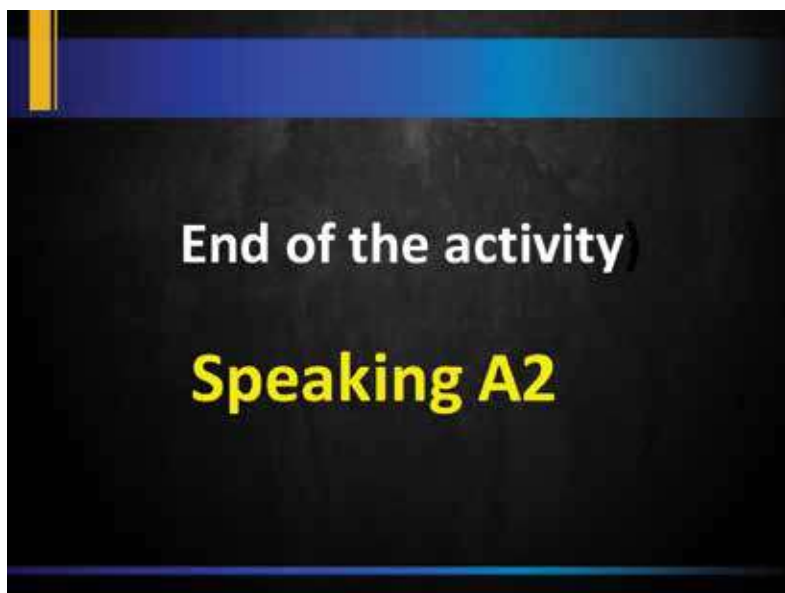


Figure 4.8.9. End of the Activity

LESSON PLAN NO. 9

Lesson Plan No. 9: Asking questions based on a picture and prompts.

The following table (Table 48) presents the general module about Asking Questions based on a picture and prompts.


Table 48. Asking Questions based on a picture and prompts module.

SPEAKING PERFORMANCE PLAN 9: LEVEL A2	
RESEARCH GROUP: Learning English with ICT	
LEVEL: A2	
TOPIC: Asking questions based on a picture and prompts.	
LEARNING STYLE: Visual/spatial, verbal/linguistic, Social/ Interpersonal, logical/mathematical.	
FUNCTIONS: In this part of the Speaking test, each student will look at a picture carefully and take a few moments to ask and answer some questions.	
OBJECTIVES General <ul style="list-style-type: none"> To improve the speaking skill in students of A2 level by using WhatsApp as a technological tool. Specific <ul style="list-style-type: none"> Students will be able to understand, interact, ask and answer questions based on the information provided in the prompts and the picture given. (KET Speaking Part 2B) 	
MATERIALS / RESOURCES <ul style="list-style-type: none"> American Jetstream Pre intermediate book Board Markers Pictures 	TECHNOLOGICAL RESOURCES <ul style="list-style-type: none"> Internet Google drive Mobile device Projector Computer Earphones
REQUIRED APPLICATIONS <ul style="list-style-type: none"> WhatsApp Pdf reader 	LESSON PREREQUISITES <ul style="list-style-type: none"> Simple present/ continuous Simple past/ continuous Future Present perfect Familiar vocabulary
POSSIBLE DIFFICULTIES AND CONSTRAINTS <ul style="list-style-type: none"> Lost devices Forgotten devices Low battery Poor signal Internet connection Power supply 	
ASSESSMENT <ul style="list-style-type: none"> Grammar and vocabulary Pronunciation. Interactive communication Global achievement 	

Source: The authors

LESSON PLAN DEVELOPMENT NO. 9 (PART 2 B)

PROCEDURE

- Ask the students to take out their mobile devices.
- Send to the WhatsApp group called  the file Slide 1 jpg (Figure 4.49.1)
- Address of the figure:


https://drive.google.com/open?id=1Z9Wq69_wmb4s4-sPpe2VIPWTjWA3ajnk

Or scan de QR code.

Note: In the case that the QR code does not work, go to the web page link above.



Figure 4.9.1. Speaking Part 2

- Send to the WhatsApp group called  the file Slide 2 jpg (Figure 4.49.2)

- Address of the figure:

<https://drive.google.com/open?id=1FZQ0cRIegdohsOOzNhtaxzUUtKhCDLrA>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.



The teacher explains to the students the directions of this task “*Asking questions based on a picture and prompts*”, the rubric to be considered is Grammar and Vocabulary, Pronunciation, and Interactive Communication.


Task: Asking questions based on a picture and prompts. (Rubric)

Directions: In this Part 2B of the Speaking, student A and student B talk to each other and ask and answer 5 questions each about two events using prompt material.

Band	Grammatical Structures	Pronunciation	Interactive Communication
4	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations. 	<ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features at both syllable and word levels. 	<ul style="list-style-type: none"> Maintains simple exchanges. Requires very little prompting and support.
3	<ul style="list-style-type: none"> Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations. 	<p>Performance shares features of bands 3 and 5</p> <ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features. 	<ul style="list-style-type: none"> Maintains simple exchanges. Requires very little prompting and support.
2	<ul style="list-style-type: none"> Shows sufficient control of simple grammatical forms. Uses a vocabulary of isolated words and phrases. 	<p>Performance shares features of bands 1 and 3</p> <ul style="list-style-type: none"> Has a very limited control of phonological features and is often unintelligible. 	<ul style="list-style-type: none"> Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
1	Performance below band 1.		

Source: <https://www.cambridgeenglish.org/exams/speaking/>

Figure 4.9.2. Speaking Part 2

- Ask the students to reply to this figure with a like 👍 if they understood the directions and the scoring guide.
- Send to Student B, through the WhatsApp group called  the file Slide 3 jpg (Figure 44.9.3)
- Address of the figure:

<https://drive.google.com/open?id=1Fi23JMit1-Hhwy7RBTYMfijEfvTuvlrm>

Or scan de QR code.

Note: In the case that the QR code does not work, go to the web page link above.




Task: Asking questions based on a picture and prompts material.

Directions:
Student B, you don't know anything about a TV program, so ask to Student A some questions about it.
Student B, here is the question Card. Use the prompt words to help you.
Now Student B, ask and record your five questions about the TV programme to Student A.

For Example:

TV programme





- Name / programme?
- Begins at?
- Programme/ about?
- Channel?
- More information?

Figure 4.9.3. Example TV Program Questions

- The teacher asks Student B to read the directions to be considered in this task. Student B uses the prompt words from Figure 4.9.3 to ask and record five questions to Student A.

METHODOLOGY AND STRATEGIES FOR ENGLISH SPEAKING USING WHATSAPP

- Student B sends the recorded  questions to Student A through the WhatsApp group called  the file Slide 4 jpg, Figure 4.9.3.1.

- Address of the figure:

<https://drive.google.com/open?id=1Evy0O1AlCPcrtpqQO4lvcoTzRi3bffl>

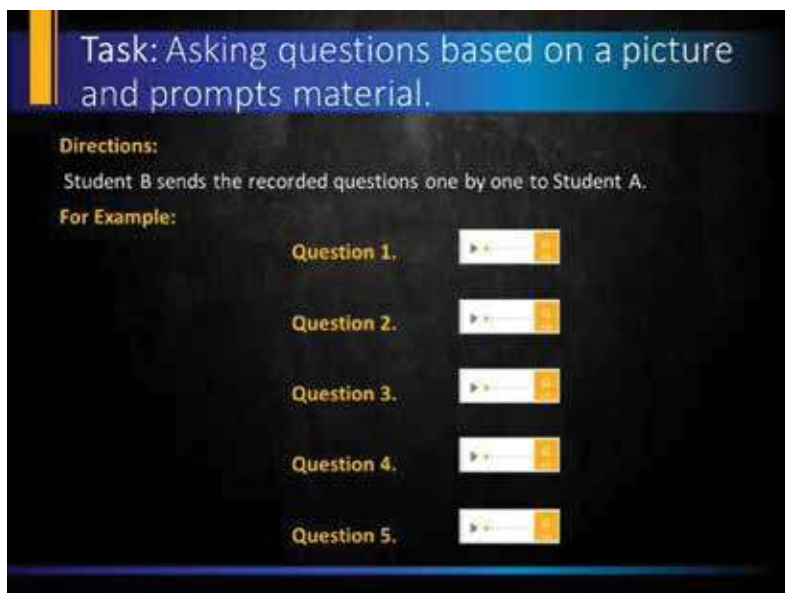


Figure 4.9.3.1. Example Student B Recorded Questions

When the students have asked and answered their questions about the TV program, they then exchange roles and talk about a different topic.

- Send to Student B, through the WhatsApp group called  the file Slide 5 jpg (Figure 4.49.3.2)

- Address of the figure:

https://drive.google.com/open?id=1_FHC98Ia2OLXYbDHGw_b2NT_Kj0Owj8l

Or scan de QR code.

Note: In the case that the QR code does not work, go to the web page link above.



Task: Asking questions based on a picture and prompts material.

Directions:
Student B, here is some information about a Theatre Show. Answer the questions that student A is going to ask you.

For Example:




	Theatre show this Week
	King Theatre "The Fun Show" 3.30 p.m. – 7.15 p.m. daily Free T – shirt! Buy tickets online \$4 for under -15s, adults \$8

Figure 4.9.3.2. Example Theatre Show Answers

METHODOLOGY AND STRATEGIES FOR ENGLISH SPEAKING USING WHATSAPP

- Student B sends the recorded  answers to student A through the WhatsApp group called  the file Slide 6 jpg (Figure 4.9.3.3)

- Address of the figure:

<https://drive.google.com/open?id=1ZH56tF8rM9RPltJMyZleOLiJA7FkImSj>

Or scan de QR code.

Note: In the case that the QR code does not work, go to the web page link above.

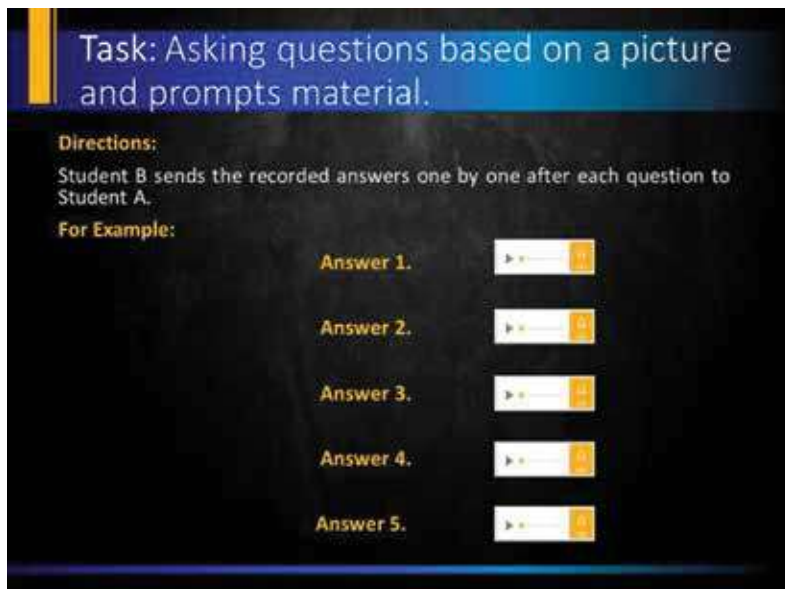



Figure 4.9.3.3. Example Student B Recorded Answers

- Send to Student B, through the WhatsApp group called  the file Slide 7 jpg (Figure 4.9.4)

- Address of the figure:

<https://drive.google.com/open?id=1nPpuOiEKJUpevHMIIfzAizb75IVHKPjl>

Or scan de QR code.

Note: In the case that the QR code does not work, go to the web page link above.



Task: Asking questions based on a picture and prompts material.

Directions:
Student B, you don't know anything about a Bike Ride, so ask to Student A some questions about it.
Student B, here is the question Card. Use the prompt words to help you.
Now Student B ask and record your five questions about the Bike Ride to student A.

Exercise 1

Warmis Bike Ride





- Where meet?
- take?
- Who phone?
- Date?
- How long / ride?

Figure 4.9.4 Exercise 1 Questions

- Teacher asks Student B to read the directions to be considered in this task. Student B uses the prompt words from Figure 4.9.4 to ask and record five questions to Student A.

METHODOLOGY AND STRATEGIES FOR ENGLISH SPEAKING USING WHATSAPP

- Student B sends the recorded  questions to Student A through the WhatsApp group called .

Note: Students give only the information provided that is on the cards.

- Send to Student B, through the WhatsApp group called  the file Slide 8 jpg (Figure 4.49.5)
- Address of the figure:

https://drive.google.com/open?id=1KFq3nkWyT8sAYUxX8b8GK_oNAXNoibdP

Or scan de QR code.

Note: In the case that the QR code does not work, go to the web page link above.




Task: Asking questions based on a picture and prompts material.

Directions:
Student B, here is some information about a Teenage Fashion Show. Answer the questions that student A is going to ask you.


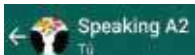
Exercise 2

Teenage Fashion Show




Saturday 6-8 p.m.
Hillside Shopping Centre
Free entrance
Great summer clothes for teenagers
For more information 143390

Figure 4.9.5 Exercise 2 Answers

- Student B sends the recorded  answers to student A through the WhatsApp group called .

Note: Students give only the information provided that is on the cards.

- Send to Student B, through the WhatsApp group called  the file Slide 9 jpg (Figure 4.9.6)

- Address of the figure:

<https://drive.google.com/open?id=14Y-zGik5Aq6NU1TNyJC22yLHYCG0gQBL>

Or scan de QR code.

Note: In the case that the QR code does not work, go to the web page link above.




Task: Asking questions based on a picture and prompts material.

Directions:
Student B, you don't know anything about a Swimming competition, so ask to Student A some questions about it.
Student B, here is the question Card. Use the prompt words to help you.
Now Student B ask and record your five questions about the Swimming competition to student A.

Exercise 3

Swimming competition





- Date?
- How many / races?
- Prizes?
- Place?
- How old / swimmers?

Figure 4.9.6. Exercise 3 Questions

- The teacher asks Student B to read the directions to be considered in this task. Student B uses the prompt words from Figure 4. 9.6 to ask and record five questions to Student A.

METHODOLOGY AND STRATEGIES FOR ENGLISH SPEAKING USING WHATSAPP

- Student B sends the recorded  questions to Student A through the WhatsApp group called .

Note: Students give only the information provided that is on the cards.

- Send to Student B, through the WhatsApp group called  the file Slide 10 jpg (Figure 4.9.7)
- Address of the figure:

<https://drive.google.com/open?id=1FMYR02uIt63GFEfiSbiKr-jVkMPat7Lp>

Or scan de QR code.

Note: In the case that the QR code does not work, go to the web page link above.




Task: Asking questions based on a picture and prompts material.

Directions:
Student B, here is some information about a Fast Food Cafe. Answer the questions that student A is going to ask you.



Exercise 4

Fast Food Cafe



Opposite Star Cinema
Open 5 p.m. – 11p.m.
Burgers! Chips! Pizzas!
Special takeaway lunch \$5.50
Closed Mondays

Figure 4.9.7 Exercise 4 Answers

- Student B sends the recorded  answers to student A through the WhatsApp group called .

Note: Students give only the information provided that is on the cards.

- Send to Student B, through the WhatsApp group called  the file Slide 11 jpg (Figure 4.9.8)
- Address of the figure:

<https://drive.google.com/open?id=1VxA19ZlvwcZDc-gwghSWaIUUnMLpIS1Pj>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.




Task: Asking questions based on a picture and prompts material.

Directions:
Student B, you don't know anything about a the Fast Food Cafe, so ask to Student A some questions about it.
Student B, here is the question Card. Use the prompt words to help you.
Now Student B ask and record your five questions about the Fast Food Café to student A.

Exercise 5



Table Tennis Club



- Cost / \$?
- When ?
- Where ?
- Who / telephone?
- For 13 – years olds?

Figure 4.9.8 Exercise 5 Questions

- The teacher asks Student B to read the directions to be considered in this task. Student B uses the prompt words from Figure 4.8.8.1 to ask and record five questions to Student A.

- Student B sends the recorded  questions to Student A through the WhatsApp group called .

Note: Please give only the information that is on the cards.

ASSESSMENT

In this part of speaking, the teacher will assess three aspects: Grammar and Vocabulary, Pronunciation and Interactive Communication given in Table 49.

Table 49: Scoring guide for Asking Questions based on a picture and prompts.

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> • Shows a good degree of control of simple grammatical forms • Uses a range of appropriate vocabulary when talking about everyday situations. 	<ul style="list-style-type: none"> • Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> • Maintain simple exchanges • Requires very little prompting and support.
4	<i>Performance shares features of Bands 3 and 5</i>		
3	<ul style="list-style-type: none"> • Shows sufficient control of simple grammatical forms. • Uses appropriate vocabulary to talk about everyday situations. 	<ul style="list-style-type: none"> • Is mostly intelligible, despite limited control of phonological features. 	<ul style="list-style-type: none"> • Maintains simple exchanges despite some difficulty. • Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3</i>		
1	<ul style="list-style-type: none"> • Shows only limited control of a few grammatical forms • Uses a vocabulary of isolated words and phrases. 	<ul style="list-style-type: none"> • Has very limited control of phonological features and is often unintelligible. 	<ul style="list-style-type: none"> • Has considerable difficulty maintaining simple exchanges. • Requires additional prompting and support.
0	<i>Performance below Band 1</i>		

Source: Cambridge English Key Assessment Scale

- Send to the WhatsApp group called  the file Slide 12 jpg (Figure 4.9.9)

- Address of the figure:

<https://drive.google.com/open?id=1v7D7W0CBZSRwqZDFSzIR3OQhL7E6yooG>

Or scan de QR code.

Note: If the QR code does not work, go to the web page link above.



The teacher tells the students; this is the end of the activity.

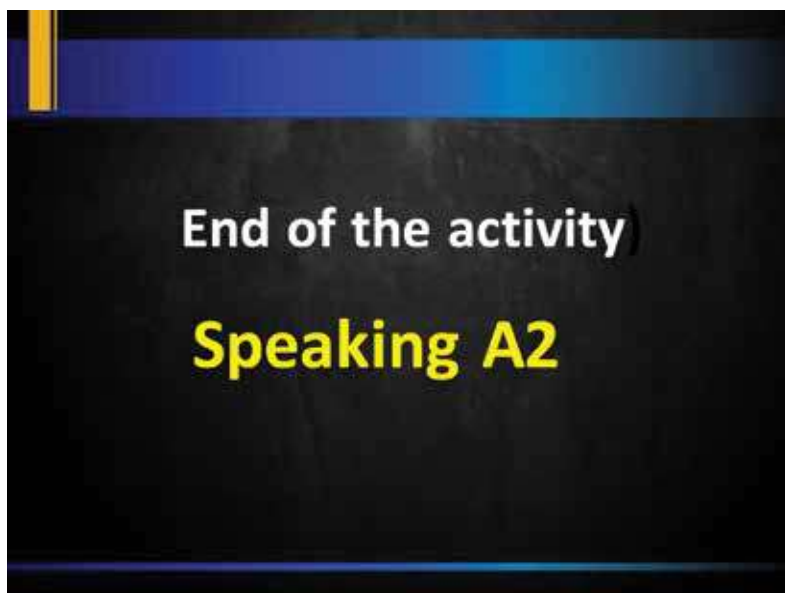


Figure 4.9.9. End of the Activity

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<p>The present research project “Methodology and Strategies for English speaking using WhatsApp” is a book developed by Escuela Superior Politécnica de Chimborazo (ESPOCH) academics. The research was undertaken with ESPOCH students, who demonstrated a significant improvement in their oral skills, showing increased competence in English as a foreign language, after being exposed to the methodology and strategies which are included in this book. In this context, it is very important for middle and higher-level teachers to have access to a detailed guide that outlines specific WhatsApp-related processes and procedures to be applied within the classroom, as well as in remote environments, since the development of oral skills is arguably one of the most difficult competencies for English learners to master.</p>	
<p>Author 1, born in Riobamba, Chimborazo province, (Ecuador) and is passionate about technology and developing innovative methodologies for teaching English. His interest in publishing this book is based on his experience related to using technology in the English classroom. His inspiration comes from his academic qualifications including a Masters in Educational Computing at ESPOCH, Expert in FATLA E-learning Processes, Masters in Linguistics and Didactics for Foreign Language Teaching at the UCE and further SENESCYT certifications. He has also written books and a number of scientific articles on a range of topics including technology, linguistics, higher education for the benefit of science and society, in addition to having participated as a speaker in national and international conferences.</p>	
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The present work "Methodology and Strategies for English speaking using WhatsApp" is a guide developed from academic and scientific research in one of the most important public institutions of Higher Education in the city of Riobamba and the center of the country, such as Escuela Superior Politécnica de Chimborazo (ESPOCH). The research was developed with students from the Faculty of Computer Science and Electronics, who were part of the study and with whom it was possible to demonstrate a significant improvement in their oral performance in managing the competence of the English foreign language, after having applied the methodology and strategies that will be detailed in this text. The importance that middle and higher-level teachers have a detailed guide to specific processes and procedures to be applied within the classroom, as well as in remote environments, is of utmost relevance since the development of oral skills is probably one of the most difficult competencies for English learners to master.

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