



FACULTAD DE ARTES Y HUMANIDADES

CARRERA: ENGLISH TEACHING

TEMA: HOW TO TEACH SUGGESTIONS USING SOCIAL MEDIA THROUGH A
LESSON PLAN

TRABAJO (TITULACION ESPECIAL) PREVIO A LA OBTENCION DEL TÍTULO DE
LICENCIADO EN INGLÉS

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1 TITLE

How to teach suggestions using social media through a lesson plan.

2 Characteristics

2.1 Group.

2.1.1 Age.

Explanation: I chose 16 years old because students can think abstractly, and they can imagine the consequences of their actions.

2.1.2 Skills.

They can also:

- Learn some complex problems process: students learn some levels of difficulty in activities.
- Learn to develop and discuss theories: students learn how to give their ideas or points of view of different topics.
- Understand analogies: students can use analogies to identify similarities of two things. Analogies help them to increase their knowledge and vocabulary.
- Handle the school curriculum: they demand to the school curriculum because their memories and other skills have improved.
- Improve their organizational skills: they have to use a schedule to be more organized.
- Improve their written and spoken skills: they can improve their skills using different activities for them in the classroom. Their abilities become more and more sophisticated and they can interact with some concepts such as political, moral, social and philosophical.
- Distinguish good and bad actions: they should understand the benefits to do good actions and consequences for bad actions.
- Differentiate the different points of view from different people: students have to understand different people have different aspects and comments.

2.2 Level

2.2.1 Skills:

Speaking.

“ Understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment) ” <http://www.expath.de/level-b1-2/>

It is important because they have some knowledge of English, they can understand and use phrases of the most important elements about the topic in the classroom.

Social media has an immediate relevance for students because they use it. They think social media is the way to relax after they have a hard day. They know that they have some media ways to communicate, enjoy or spend their time. Students have to know and understand positive and negative aspects of social media because we know social media has a lot of fake user profiles.

Writing.

“ Understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. ” <http://www.expath.de/level-b1-2/>

Students can understand what social media means and which the positive and negative aspects of it are.

“ Produce simple connected text on topics that are familiar or of personal interest ” <http://www.expath.de/level-b1-2/>

Students can connect their interests with the topic. They can relate positive and negative aspects to the reality.

“ Describe in simple terms aspects of your background, immediate environment and matters in areas of immediate need. ” <http://www.expath.de/level-b1-2/>

Students can express their good and bad experiences using social media. They can socialize with their own experiences in the classroom.

2.3 Topic.

The use of social media.

2.4 Language

2.4.1 Suggestions.

I chose suggestions as a grammar point because it is an appropriate grammar point to the level B1 and students can understand and know how you can suggest to your friends and anyone whom you want to suggest.

Suggestions grammar point is a good option because some of the people don't know how to suggest in English. This grammar point is connected to the topic because the topic helps them to understand suggestions and they can use it in their lives. Social media is an interesting topic because students know and use it.

The grammar point suggestions appeared from the communicative task because the task provides the option to make suggestions.

I had to study what the suggestions and third conditional mean again. Later I wrote some different grammar points about how to use suggestions and then I picked five grammar points which students can understand.

The topic connected through examples using grammar points that I chose in the whole lesson. Then I did each grammar point into three steps such as: diagnostic, structure and concept check using the examples and explanations for each one. The grammar points are talking about how to make suggestions.

2.5 Aim.

Students can recognize and discuss positive and negative aspects of social media.

2.6 Skills

Listening, speaking and writing skills.

Listening: improve their listening through dictation.

Speaking: improve their speaking skill through discussion and interaction with their classmates and the teacher.

Writing: improve their writing skills through writing and understand about what they write.

3 Lesson plan

3.1 Warmer.

3.1.1 Look at the following picture and answer the questions.



- What can you see in the picture?
- What kind of social media do you use most?
- What do you think about technology?
- Does technology help us in our life? Why?
- How often do you use social media?

Explanation: Students will receive these questions in a sheet of paper because if the teacher writes questions on the board, the teacher will have a mess in the classroom. If the teacher dictates questions, some students will not understand and not copy the questions.

The teacher should do the warmer with the whole class because it is the best method to use in the classroom and students can interact with their teacher.

3.2 Intro the topic.

Instructions.

- Get into pairs.
- Each pair has to write 5 sentences about the advantages and 5

sentences about the disadvantages of using social media.

- Complete the following chart.

Instructions to complete the chart.

- Write 10 sentences: 5 sentences about advantages and 5 sentences.
disadvantages to use social media.

- Ask to only one group their advantages and disadvantages using
social media and then write the information in the chart.

- Compare your sentences with different group's sentences.

Advantages/ disadvantages	Advantages/ disadvantages from another group

Speaking task.

- Get into pairs.
- The teacher will put the following situation in a sheet of paper on the table.
- As you read, answer the questions.
- Compare your ideas with your partner.

Situation.

A girl received a friend request of a person who she didn't know, but she saw his pictures about murders, weapons, etc. would you accept him?

She decided to accept him. They were chatting and one day he asked her if he wanted to have a date with her. Would you have a date with him?

She accepted him. They met in the park. 2 days later, her parents were worried because their daughter never came back. what would you do in this moment?

5 days later, her parents received a call of the policeman. The policeman told them that he brought bad news, their daughter was found dead. What would it be the message of the situation?

3.3 Diagnostic

3.3.1 Third conditional.

Look at the following sentences on the board and identify what they have in common in terms of meaning.

- If she hadn't accepted him, she wouldn't have had problems.
- If she had looked carefully at his photos, she would have made a good decision.
- If she hadn't gone to the park, she wouldn't have met him in person.

Note: all the sentences are third conditional. The sentences describe a situation that didn't happen and the sentences imagine the results of the situation.

Explanation: The teacher will dictate the sentences and then students will discuss it as a whole group because dictation is a good option to have the attention of the students. They have to really pay attention to the dictation because if they don't pay attention, they will not participate in the discussion.

3.4 Teaching

3.4.1 Third conditional.

Look at the following sentences and identify what the structure is.

- If she hadn't accepted him, she wouldn't have had problems.
- If she had looked carefully at his photos, she would have made a good decision.
- If she hadn't gone to the park, she wouldn't have met him in person.

Structure

If + subject + had + verb in past participle+ c, + subject + would/wouldn't + have+ verb in past participle + c.

Explanation. The teacher will ask what the structure of the sentences is to his students. The students have to say the answer to their teacher as a whole class. After he will write the structure on the board at the moment of the students are telling him it. Finally, students have to write the structure in their notebooks.

3.5 Concept check

3.5.1 Third conditional.

A) Look at the following sentences on the board and decide if the sentences are right or wrong.

- a) If she hadn't accepted him, she wouldn't be in trouble. (x)
- b) If she hadn't accepted him, she wouldn't have had problems. (✓)
- c) If she had seen carefully his photos, she would have made a good decision. (✓)

Explanation. The teacher asks for his students which of these sentences are right or wrong. Students have to decide and tell the answer as a whole class. If the answer is wrong, the teacher will explain why is wrong and they have to write it in their notebooks.

B) Look at the following question and answer it.

Does " If + subject + had + verb in past participle+ c, + subject + would/wouldn't + have+ verb in past participle + c " correct? Correct.

Explanation: The teacher will dictate the question, Students have to write the question in their notebooks and then they have to give the answer to the teacher if the answer as a whole class about it is correct or not.

3.3 Diagnostic

3.3.2 ‘‘Why don’t you?’’.

Look at the following sentences on the board and identify what they have in common.

- I see you are tired of using Facebook. Why don’t you relax?
- I understand you don’t like Youtube. Why don’t you try it?
- I know you have a lot of emails. Why don’t you classify them?

Note: the sentences mean you are giving a friendly suggestion to another. It is only used in the second person.

Explanation: The teacher will dictate the sentences and then students will discuss it as a whole group. They have to really pay attention to the dictation because if they don’t pay attention, they will not participate in the discussion.

3.4 Teaching

3.4.2 ‘‘Why don’t you?’’.

Look at the following sentences on the board and identify what the structure is.

- I see you are tired of using Facebook (irrelevant). Why don’t you relax?
- I understand you don’t like Youtube (irrelevant). Why don’t you try it?
- I know you have a lot of e-mails (irrelevant). Why don’t you classify them?

Structure:

Why + don’t + you + verb + ?

Explanation. The teacher will ask what the structure of the sentences is to his students. The students have to say the answer to their teacher as a whole class. After he will use markers of different colors to represent each part of the structure on the board at the moment of the students are telling him it. Finally, students have to write the structure in their notebooks.

3.5 Concept check

3.5.2 ‘‘Why don’t you?’’.

A) Look at the following sentences and decide if the sentences are right or wrong.

- a) Why doesn’t she relax?..... (x)
- b) Why don’t you relax?..... (✓)
- c) Why don’t you try it?(✓)
- d) Why doesn’t he classify his emails?(x)
- e) Why don’t you classify your emails?(✓)

Explanation. The teacher will ask his students which of these sentences are right or wrong. Students have to decide and tell the answer as a whole class. If the answer is wrong, the teacher will explain why it is wrong and they have to write it in their notebooks.

B) Write true or false to the following statement.

We use ‘‘ why don’t you ‘‘ in third person?(F)

If we use ‘‘ why doesn’t she? ‘‘. We can’t suggest to a person who is not in front of us
‘‘ Why don’t you‘‘. We can suggest to the person who is in front of us.

Explanation: The teacher will write the following statement on the board. Then the teacher asks students if the statement is true or false. Students have to decide and tell the answer as a whole class. If the answer is wrong, the teacher will explain and they have to write it in their notebooks.

3.3 Diagnostic.

3.3.3 "If I were her"

Look at the following sentences and identify what they have in common each part?

- If I were her, I'd talk to my parents.
- If I were her, I'd find his friends through his Facebook account.
- If I were her, I'd call the police.

Note: The sentences give suggestions.

Explanation: The teacher will dictate the sentences and then students will discuss it as a whole group. They have to really pay attention to the dictation because if they don't pay attention, they will not participate in the discussion.

3.4 Teaching

3.4.3. "If I were her"

Look at the following sentences and identify what the structure is.

- If I were her, I'd talk to my parents.
- If I were her, I'd find his friends through his Facebook account.
- If I were her, I'd call the police.

Structure.

If + I + were+ pronoun, I + would + verb infinitive + complement
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Note: we use "were" and not "was".

Explanation: The teacher will ask what the structure of the sentences is to his students. The students have to say the answer to their teacher as a whole class. After he will use markers of different colors to represent each part of the structure on the board at the moment of the students are telling him it. Finally, students have to write the structure in their notebooks.

3.5 Concept check

3.5.3. "If I were her."

Look at the following sentences and decide if the sentences are right or wrong.

- a) If I was her, I'd talk to my parents.(X)
We use "were" not "was"
- b) If I were her, I'd talk to my parent.(✓)
- c) If I were her, I find his friends through his Facebook account (X)
"would" is missing after the subject.
- d) If I were her, I'd find his friends through his Facebook account.....(✓)
- e) If I were her, I'd call the police(✓)

Explanation:The teacher will ask for his students which of these sentences are right or wrong, . Students have to decide and tell the answer as a whole class. If the answer is wrong, the teacher will explain why is wrong and they have to write it in their notebooks.

3.3 Diagnostic

3.3.4. Should.

Look at the following sentences and identify what they have in common each part?

- She should find out more details about him
- She should find his friends through his Facebook account.
- She should try to ask his friends about him.

Note: the sentences mean about we use to give an advice or suggestions.

Explanation: The teacher will dictate the sentences and then students will discuss it as a whole group. They have to really pay attention to the dictation because if they don't pay attention, they will not participate in the discussion.

3.4 Teaching

3.4.4. Should.

Look at the following sentences and identify what the structure is.

- She should find out more details about him
- She should find his friends through his Facebook account.
- She should try to ask his friends about him.

Structure:

Subject + should + verb infinitive + complement

Explanation: The teacher will ask what the structure of the sentences is to his students. The students have to say the answer to their teacher as a whole class. After he will use markers of different colors to represent each part of the structure on the board at the moment of the students are telling him it. Finally, students have to write the structure in their notebooks.

3.5 Concept check

3.5.4 Should.

A) Look at the following sentences and decide if the sentences are right or wrong.

- a) She should found out more details about him(X)
The verb is wrong because the verb has to go in infinitive
- b) She should find out more details about him (✓)
- c) She should find his friends through his Facebook account.(✓)
- d) She should try to ask his friends about him.....(✓)

Explanation: The teacher will ask for his students which of these sentences are right or wrong. Students have to decide and tell the answer as a whole class. If the answer is wrong, the teacher will explain why is wrong and they have to write it in their notebooks.

B) Answer the following question.

Does “ Subject + should + verb infinitive + complement ” correct? Correct.

Explanation: The teacher will say the question. Students have to give the answer to the teacher if the answer as a whole class about it is correct or not.

3.3 Diagnostic

3.3.5. Suggest.

Look at the following sentences and identify what they have in common each part?

- I suggest she think carefully.
- I suggest she change her account.
- I suggest she have more communication with her parents.

Notice: the sentences mean we use to suggest directly to the person.

Explanation: The teacher will dictate the sentences and then students will discuss it as a whole group because dictation is a good option to have the attention of the students. They have to really pay attention to the dictation because if they don't pay attention, they will not participate in the discussion.

3.4 Teaching

3.4.5. Suggest.

Structure.

Look at the following sentences and identify what the structure is.

- I suggest she think carefully.
- I suggest she change her account.
- I suggest she have more communication with her parents.

Structure:

I + suggest + subject + verb in infinitive + complement

Explanation. The teacher will ask what the structure of the sentences is to his students. The students have to say the answer to their teacher as a whole class. After he will use markers of different colors to represent each part of the structure on the board at the moment of the students are telling him it. Finally, students have to write the structure in their notebooks.

3.5 Concept check

3.5.5. Suggest.

Look at the following sentences and decide if the sentences are right or wrong.

a) I suggest she think carefully. (✓)

b) I suggest she change her account.....(✓)

c) I suggest she have more communication with her parents. (✓)

Explanation. The teacher will ask for his students which of these sentences are right or wrong. Students have to decide and tell the answer as a whole class. If the answer is wrong, the teacher will explain why is wrong and they have to write it in their notebooks.

3.6 Practice task

3.6.1 Receptive task.

Unscramble the following sentences.

Third conditional.

Example:

1. If/ hadn't/ they/ accepted/ invitation/ party/ the, / problems, / they / have/ had/
wouldn't

If they hadn't accepted the party invitation, they wouldn't have had problems.

- a) If/ her/ accepted/ you/ hadn't/, married/you/wouldn't/ have/ got/

If you hadn't accepted her, you wouldn't have got married.

- b) If/had / attention/paid/ carefully/ her/ age/ you/ to/, / jail/gone/you/have/
wouldn't/ to.

If you had paid careful attention to her age, you wouldn't have gone to jail.

Why don't you?

Example:

- 1) ?/You/ don't/ why /relax

Why don't you relax?

- a) Bedroom/why/ clean/ don't/ your/ you/?

Why don't you clean your bedroom?

- b) Your/ why/ don't/ you/ mom/ talk/to/?

Why don't you talk to your mom?

If I were her.

Example:

- 1) If / her/ were/ I, / friends/ talk to/ my/ I'd

If I were her, I'd talk to my friends.

- a) If/ were/ I/ her, I'd/ decision/ about/ my/ think

If I were her, I'd think about my decision.

- b) If/ her/ were/ I, I'd/ more/ study/

If I were her, I'd study more.

Should.

Example:

- 1) You/ accept/ should/ people/ that/ know/ you.

You should accept people that you know.

- a) Police/ the/ you/ about/ tell/ you/ should/ about/ consequences/ the/ of/ decisions/ bad.

The police should tell you about the consequences of bad decisions

- b) Friends/ you/ should/good/find

You should find good friends.

Suggest.

Example:

- 1) I/ choose/ you/ suggest/ carefully/ friends/ Facebook/ on
I suggest you choose friends carefully on Facebook.

- a) I/ pay/ more/ suggest/ attention/ they/ their/ relationships/ to

I suggest they pay more attention to their relationships.

- b) I/ change/ suggest/ he/ his/ attitude.

I suggest he change his attitude.

Explanation: The teacher gives them these sentences and students have to rewrite the sentences using what they learnt. Students have to work in pairs. We know we have two kinds of students such as fast finishers and slow finishers. We called fast finishers to the students who finish the task immediately because they have some advantages such as:

- Understand the language.
- Know the language.
- Use the language.

Fast finishers get bored when they don't have anything to do. We as teachers have to bring more activities to give them and they don't get bored until the slow learners finish the task. We also called low finishers to students who don't finish the task yet. They don't have any skills that fast finishers have; the reason is slow finishers are learning the second language in their speed because they are:

- Learning the second language.
- Trying to understand it.
- Learning new vocabulary.

It is very important to the teacher will give more worksheets as critical thinking activities. Fast finishers will engage in the activities with a certain level of difficulty while slow learners can work in the classroom and fast finishers will not be demotivated. Slow learners need a help to complete the task, but slow learners need the help of the teacher and not fast finishers. The teacher doesn't ask fast finishers to help slow learners because fast finishers are not teachers. We as teachers should never write the sentences incorrectly because students learn mistakes. Instead of that, the teacher will write the sentences correctly when the whole class finished the tasks.

Underline the correct answer.

Example:

1) ___ I were her, I___ talk to my parents.

- a) If, 'd
- b) Do, talked
- c) Should, you

a. If you had _____ careful attention to her age, you wouldn't _____ gone to jail.

- b. Paid, have
- c. Has, has
- d. Would, will

b. Why don't _____ talk to your mom?

- a) They
- b) You
- c) He

c. _____ I were _____, I'd _____ about my decision.

- a) Should, her, think
- b) If, them, think
- c) If, her, think

d. The police _____ tell _____ about the consequences of bad decisions.

- a) Suggest you
- b) Should, you
- c) If , you

3.6.2 Productive task.

SOCIAL MEDIA.

- 1) Read the following letter of your friend. The letter is given by the teacher to students.
- 2) Answer the letter to your friend how you would solve the problem using the terms (third conditional, why don't you? if I were him, should and suggest). The problem is his girlfriend found his photo with another girl on his Facebook profile, she was really upset with him.
- 3) Read the suggestions you will apply and the results of each suggestion. Pick one of the suggestions and write what the result is.

EXAMPLE OF TYPE OF WRITING EXPECTED FROM STUDENTS

Dear friend:

I am having a big problem, my girlfriend found my photo with another girl on my Facebook profile. She hates me and I tried to explain her about another girl is my cousin she doesn't want to listen to me. I loved her and I don't want to end my relationship. I tried to go to her house and talk face to face with her, but her parents didn't let me talk to her. They told me she was so sad. Over, I left her house, I was crying because my relationship has ended.

Greeting Nick

Dear Nick.

I read your letter, your life is terrible. I give you some suggestions you can solve your problem.

First, why don't you talk with your cousin? I think if you talk to your cousin and she tries to talk to your girlfriend, your girlfriend will understand who was in the photo.

Second, if I were her, she'd ask an explanation about the photo or if I were you, you'd try to talk to her.

Third, you should try to clarify the photo to your girlfriend.

Fourth, I suggest you clarify it with your cousin.

Fifth, if I were you, you'd try to solve it.

Finally, you should talk to her parents to let talk with her.

The answer:

Answering to your email, I want to tell you about I chose the third suggestion because it was clear to me. You suggested me try to clarify the photo to my girlfriend, she understood everything. She decided to get back. I am so happy.

Thanks.

3.7 Communicative task

3.7.1 Instructions.

- Get into pairs.
- The teacher will put the following situation in a sheet of paper on the table.
- As you read, answer the questions.
- Compare your ideas with your partner.

Situation. SOCIAL MEDIA

Part I

A girl posted her photo on her Facebook's profile. One day, she read a comment about someone wants to know her. She was surprised and she deleted his comment, because she didn't know him. Would you do?

Part II

Next day, she received a message from him asking her if she wanted to have a date with him. She didn't answer him, she decided to check his Facebook profile and she didn't see any bad things about him. Would you have a date with him?

Part III

He insisted and eventually she agreed to go out with him.

Would you accept him?

They met in the park. 4 days later, her friends were worried because she didn't write them. What would you do in this moment?

Part IV

After 6 days, her friends received a message that she was in another country, but he forced her to work at nights because he was a trafficker. What would you do in the situation?

Instructions:

- 1) The teacher will divide the class into 6 groups. The teacher will have twelve students in total. Each group has to have all the parts.
- 2) Each pair has to read each part and answer the questions as a group on the two sheets of paper, one paper is for each one. Pairs have to have the same answers.
- 3) Each pair has to stand up and share suggestions to the other pairs.
- 4) Then each pair has to ask and write the suggestions to the other pairs.
- 5) Finally, each pair has to compare suggestions.
- 6) Each pair has to find 2 or 3 suggestions that you agree or not.
- 7) At the end, each pair has to make a presentation explaining the suggestions that agree or not and why to the rest of the class.

Explanation: The teacher has 12 students. The teacher will tell students to make groups of two people and not more than two. Students will choose their friends. It doesn't matter if students choose their friends because they can work well together. If the teacher makes the groups, students will not want to work well with their peers because some of them don't want to work or they don't have a good relationship, the teacher will lose the class because they will tell their complaints and make a mess in the class.

The teacher has 6 photocopies, he has to take one table and puts the photocopies on the table. Before each pair picks the situation, the teacher has to explain the instructions to do the task because if the teacher doesn't give instructions, students will not understand what they have to do.

Instructions.

- Read each part and answer the questions of each part as a group on the two sheets of paper, one paper is for each one. Pairs have to have the same answers.
- Stand up and share suggestions to the other pairs.
- Ask which suggestions does each pair have for each part and write it
- Compare each suggestion
- Find 2 or 3 suggestions that you agree or not.
- Explain which suggestions the pairs agree or not.

After the teacher gave instructions, the teacher will make a concept check of the instructions to check if students understood or not.

- a) Does each pair have to read all the parts?
- b) Does each pair have to answer each part?
- c) Does each pair have to share the suggestions to the other pairs?
- d) Does each pair have to ask each other?
- e) Does each pair have to compare each suggestion?
- f) How many suggestions does each pair agree or not?
- g) Does each pair have to explain which suggestions the pairs agree or not?

The teacher has to explain to his students that the situation is the same and they don't have to ask the others about which situation they have because it is common on the classroom to hear it and students will lose time.

The teacher has to remind them about they have to write suggestions because some students ask "teacher what do we have to do?". They will ask again because some of them didn't pay attention. I think the teacher has to remind them.

The teacher can control the class because students are concentrated on taking notes from their classmates.

The teacher will give one more extra activity such as critical thinking activity using the same situation through speaking, fast finishers have to write their critics about why she took that decision on a sheet of paper. The teacher has to remember that if fast finishers finish immediately they will not have anything to do.

The teacher will stop the task when all groups finished or the teacher will ask how many pairs finished the task, if the teacher has 5 groups finished, the last one will have a little time to finish the task.

At the end, each pair has to explain which suggestions the pairs agree or not.

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