

17 DEFINE AND EXPLAIN ACTIONS AND SEQUENCE

LEVEL: INTERMEDIATE

At the end of this language function, students will be able to . . .

- Relate events from a personal experience
- Explain a picture or illustration
- Relate actions in a story
- Explain the steps in a science experiment or any sequence in an academic register
- Define concrete and abstract objects and concepts

Activity	Skills			
	Listening	Speaking	Reading	Writing
Students are given a construction project where they have to read to follow directions. They will write an explanation of what they observe or how they did it. In pairs they will orally explain the sequence to a partner.		✓	✓	✓
Students will interview a member of their family. They will ask questions related to a past event this person experienced. They will write a paragraph or short essay to report what was said. Students will include indirect quotations such as "He told me that he____." "I asked if she went____."	✓	✓		✓
Students will watch a short video clip or a documentary explaining the steps to complete an experiment a recipe, etc. They will write a paragraph describing what they saw.	✓			✓
Students will choose food they love to eat. They will make a poster to explain how to prepare it.		✓		✓
Students will be provided an age appropriate picture of the water cycle. Students will explain how the cycle works and define the specific forms that water assumes in each phase. Finally, students will write their explanation.		✓		✓
Students will read a technical article about an event that has several steps or phases. In their own words they will write the sequence of events.			✓	✓
Students will be given several classroom objects. They will define each and explain its purpose and use.		✓		
Students will listen to a news report on TV or radio. They will meet in small groups and report what was said in the newscast.	✓	✓		
Students will conduct internet research on an		✓		✓

Assessment for Forms and Functions

environmental, political or civic issue. They will read three different sources and report on what each source "said" about the issue.				
Students will work in triads to read the same book. Each student will give an oral report about the story. The listeners will retell what each "reporter" said.	✓	✓		