

Back to Speaking

24 tarjetas para recuperar la fluidez en inglés después del verano

Niveles A1-C1

Un recurso práctico para volver a hablar en inglés mediante preguntas, historias, opiniones y retos comunicativos.

GUÍA PARA EL PROFESORADO

Objetivo de la actividad

Estas tarjetas están pensadas para reactivar la fluidez en inglés después de un periodo con menos práctica oral. No buscan introducir contenidos nuevos ni comprobar cuánto recuerda el alumnado, sino ayudarle a recuperar el vocabulario, las estructuras y la confianza al hablar.

Cómo utilizar las tarjetas

1. Selecciona el bloque adecuado para el nivel del grupo.
2. Organiza al alumnado por parejas o en grupos pequeños.
3. Reparte una tarjeta o proyecta la consigna.
4. Concede entre uno y dos minutos para preparar la respuesta.
5. Deja que la conversación avance sin corregir cada error.
6. Anota los patrones que convenga revisar al terminar.
7. Cambia las parejas y repite la actividad con otra tarjeta.

Las propuestas pueden utilizarse en una única sesión o distribuirse durante las primeras semanas de clase.

Duración orientativa

- Una tarjeta: entre 5 y 10 minutos.
- Tres tarjetas: entre 20 y 30 minutos.
- Un bloque completo: varias sesiones breves.

TARJETAS A1-A2

Habla con ayuda

- Elige una respuesta y añade al menos un detalle. Después, formula una pregunta a tu compañero o compañera.

TARJETA 1: MY SUMMER

What did you enjoy this summer?

- I enjoyed...
- My favourite moment was...
- I didn't..., but I...



Ask your partner: What about you?

TARJETA 2: A PLACE

Did you visit a different place?

- Yes, I visited...
- No, but I went to...
- I stayed at home and...



Ask your partner: Who did you go with?

TARJETA 3: FREE TIME

What did you do in your free time?

- I watched...
- I played...
- I spent time with...



Ask your partner: How often did you do it?

TARJETA 4: SOMETHING DELICIOUS

What was the best thing you ate?

- The best thing I ate was...
- I tried...
- I didn't try anything new, but...



Ask your partner: Where did you eat it?

TARJETA 5: A GOOD DAY

Describe a good day from your summer.

- In the morning...
- In the afternoon...
- In the evening...



Ask your partner: Why was it a good day?

TARJETA 6: BACK TO CLASS

How do you feel about coming back to class?

- I feel...
- I'm happy about...
- I'm not excited about...



Ask your partner: What would make this year better?

TARJETAS A2 - B1

Cuenta, pregunta y completa la información

- ⦿ Habla durante un minuto. Tu compañero o compañera debe escuchar y formular al menos una pregunta para continuar la conversación.

TARJETA 7: THREE TRUE DETAILS

Tell your partner three true things about your summer:

- A place you visited.
- A person you spent time with.
- Something you learned or discovered.



Your partner asks one follow-up question.

TARJETA 8: THE UNEXPECTED MOMENT

Tell a short story about something unexpected. Include:

- Where you were.
- Who was with you.
- What happened.
- How you reacted.



Start with: I wasn't expecting it, but...

TARJETA 9: A PHOTO WITHOUT A PHOTO

Describe a photograph from your summer without showing it. Explain:

- What can be seen.
- Who appears in it.
- What happened before or after.
- Why you remember that moment.



Your partner draws a quick sketch or describes the image they imagined.

TARJETA 10: FIND THE DIFFERENCE

Student A:

Your class trip begins at 9:00. You travel by bus, visit a museum and have lunch in a park. The trip costs €15.

Student B:

Your class trip begins at 8:30. You travel by train, visit a castle and have lunch in a café. The trip costs €18.

Ask questions and find all the differences. Do not show your card.

TARJETA 11: TWO TRUTHS AND A LIE

Tell your partner three things about your summer. Two must be true and one must be false.

Your partner may ask three questions before guessing the lie.

Useful questions:

- When did that happen?
- Who were you with?
- How did you feel?
- What happened next?

TARJETA 12: THE SAME STORY, LESS TIME

Choose one experience and tell it in:

- 90 seconds.
- 60 seconds.
- 30 seconds.



Keep the important information and remove unnecessary details. Repeat the story with a different partner each time.

TARJETAS B1 - B2

Opina, justifica e improvisa

- ⦿ Expresa una idea clara, aporta dos razones y responde a lo que diga tu compañero o compañera.

TARJETA 13: HOLIDAYS WITHOUT A PHONE

Spending a week without a mobile phone makes holidays better.

Do you agree or disagree?

Include:

- Your opinion.
- Two reasons.
- One example.
- A response to your partner's argument.

TARJETA 14: HOMEWORK

Homework should be optional.

Do you agree or disagree?

Before giving your opinion, summarise one idea expressed by your partner:

So, you think that...

TARJETA 15: LEARNING THROUGH SERIES

Watching series in English is one of the best ways to improve.

Discuss:

- What it can help with.
- What it cannot replace.
- Whether subtitles should be used.
- What type of series you would recommend.

TARJETA 16: A DIFFERENT ENDING

Tell a real or invented summer story. When the teacher gives you one of the following changes, adapt the story:

- A different place.
- An unexpected person.
- A new emotion.
- A serious problem.
- A surprising ending.



Your partner asks: What would have happened if...?

TARJETA 17: THE BEST PLAN

You have one free day and three possible plans:

- Visit a new city.
- Spend the day at the beach.
- Stay at home with films, food and no responsibilities.

Choose one and persuade your partner. You must reach a shared decision.

TARJETA 18: ONE CHANGE AT SCHOOL

Choose one thing you would change at your school or language class.

Explain:

- What you would change.
- Why it is necessary.
- Who would benefit.
- What possible problem it could create.

Your partner must suggest an alternative.

TARJETAS B2 - C1

Negocia y resuelve el problema

- Analiza la situación, escucha las propuestas del grupo y alcanza una decisión común. No basta con presentar ideas: hay que responder, negociar y justificar el acuerdo.

TARJETA 19: THE CLASS TRIP

Your class has €600 for a one-day trip.

You must decide:

- Where to go.
- How to travel.
- What activities to include.
- How much to spend on food.
- What to do if the weather is bad.



Reach an agreement that works for the whole class.

TARJETA 20: THREE OBJECTS

You must spend 48 hours in an isolated mountain house. You can choose only three objects:

- | | |
|------------------------------------|----------------------|
| • A mobile phone with 20% battery. | • A bottle of water. |
| • A box of matches. | • A knife. |
| • A blanket. | • A radio. |
| • A first-aid kit. | • A torch |
| • A map. | |

Agree on three and justify why the others are less useful.

TARJETA 21: NEW CLASSROOM RULES

Your group may introduce three new classroom rules.

Discuss:

- | | |
|------------------|-----------------------------------|
| • Participation. | • Group work. |
| • Mobile phones. | • Deadlines. |
| • Homework. | • Use of artificial intelligence. |

The rules must be realistic, fair and easy to apply.

TARJETA 22: THE CANCELLED EVENT

An outdoor school event has been cancelled two hours before it begins because of heavy rain. Families and students are already on their way.

Decide:

- Whether to postpone or relocate it.
- How to inform everyone.
- What indoor alternative to offer.
- How to manage any additional cost.



Prepare a brief explanation of your final decision.

TARJETA 23: A WEEK WITHOUT INTERNET

Your town will have no internet connection for one week.

Discuss:

- Which services should receive priority.
- How schools and businesses could continue working.
- How people would communicate.
- Whether the experience might have any positive effects.



Agree on an action plan.

TARJETA 24: THE SCHOOL PODCAST

Your class will create a ten-minute podcast in English, but you can include only three sections.

Choose from:

- | | |
|---------------|-------------------|
| • News. | • Culture. |
| • Interviews. | • Humour. |
| • Reviews. | • Music. |
| • Advice. | • School stories. |

Decide which sections to include, assign responsibilities and explain why the podcast would interest other students.

LANGUAGE SUPPORT

Asking for clarification

- What do you mean by...?
- Could you explain that?
- Can you give me an example?
- Could you say that again?

Reacting to another idea

- I agree because...
- I see your point, but...
- That could work if...
- I hadn't thought about that.
- I'm not completely convinced.

Keeping the conversation going

- What about you?
- Why do you think that?
- What happened next?
- How would that work?
- Is there another option?

Reformulating

- What I mean is...
- Let me say that another way.
- I don't know the exact word, but...
- It's something that...
- It's similar to...

Reaching an agreement

- Shall we choose...?
- We both agree that...
- The best option might be...
- Let's find a compromise.
- Our final decision is...

HOJA DE OBSERVACIÓN DEL PROFESORADO



 **Actividad:**

 **Nivel:**

 **Fecha:**

Durante la conversación

Observa si el alumnado:

- Inicia su intervención sin depender de un texto completo.
- Mantiene el turno durante un tiempo adecuado a su nivel.
- Escucha y responde a su interlocutor.
- Formula preguntas para continuar.
- Reformula cuando no encuentres una palabra.
- Utiliza estrategias para hacerse entender.
- Participa en la toma de decisiones.
- Consigue transmitir el mensaje principal.

Para la corrección diferida

Selecciona un máximo de tres aspectos:

Una estructura para revisar

Expresiones eficaces utilizadas por el grupo

Pronunciación o entonación

Valoración final

Hoy el grupo ha conseguido:

En la próxima actividad conviene reforzar:

La finalidad de estas actividades no es hablar sin errores, sino recuperar la capacidad de utilizar el inglés para contar, preguntar, reaccionar, negociar y hacerse entender.

La fluidez vuelve cuando el idioma vuelve a circular.