

## STEP-BY-STEP GUIDE TO ORGANIZING THE SPEAKING PROJECT AND PREPARING MATERIALS

### Project Overview:

The goal of this project is for students to deliver a short presentation (3–5 minutes) on a famous monument or natural attraction in Ecuador. They will use the **Past Continuous** and **Present Perfect** tenses to describe events and experiences related to their chosen place.

### Steps for Organizing the Project:

#### 1. Introduction to the Project (First Class Session):

- **Objective:** Explain the project and its goals.
- **Materials:** Project guidelines handout, list of suggested monuments and attractions.

#### What to do:

- Introduce the grammar focus: **Past Continuous** and **Present Perfect** tenses.
- Share example sentences and explain how these tenses will be used in their presentations.
- Distribute the **Project Guidelines Handout** (see below).
- Show them a model presentation (either live or a recorded example).

#### 2. Monument/Attraction Selection:

- **Objective:** Students choose a place they are interested in presenting.
- **Materials:** A list of famous Ecuadorian monuments and natural attractions for students to choose from.

#### What to do?

- List of potential topics, such as:
  - **Monuments:** La Mitad del Mundo, Monument to the Heroes of Independence (Quito), Ingapirca Ruins.
  - **Natural Attractions:** Galápagos Islands, Cotopaxi Volcano, Amazon Rainforest, Quilotoa Lagoon, Devil's Nose (Nariz del Diablo).
- Each student selects one place. If they want, allow them to choose a place not on the list, as long as it is relevant to the formative research project.
- Assign students to conduct research on their chosen place.

#### 3. Research:

- **Objective:** Students gather information about their chosen monument or attraction.
- **Materials:** Research worksheets (optional), internet access, library resources.

### What to do?

- **Research Worksheet** (see below) to help organize their findings.
- Focus on key points: location, history, significance, and their personal experience or future plans to visit.
- Suggest trusted sources like travel websites, history books, or documentaries.

### 4. Drafting the Speech (Second Class Session):

- **Objective:** Students begin writing their speeches using the Past Continuous and Present Perfect tenses.
- **Materials:** Speech outline template (see below).

### What to do?

- Hand out the **Speech Outline Template** (see below).
- Help students start drafting their presentations, focusing on grammar usage.
- Encourage them to use transitions to link past events to present experiences or relevance.

### 5. Peer Feedback (Third Class Session):

- **Objective:** Students present their draft speeches to a partner or small group for feedback.
- **Materials:** Peer review worksheet (optional).

### What to do?

- Organize students into pairs or small groups.
- Have them present their speech drafts and give feedback using a **Peer Review Worksheet** (see below).
- Focus feedback on grammar accuracy and clarity of information.

### 6. Final Presentations (Fourth Class Session):

- **Objective:** Students deliver their final presentations to the class.
- **Materials:** Rubric for evaluation (see below).

### What to do?

- Allow students to present one by one.
  - Use the **Presentation Rubric** to assess their work, focusing on content, fluency, pronunciation, grammar usage (Past Continuous, Present Perfect), and engagement.
  - Allow the audience to ask follow-up questions using the same tenses.
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## Materials for Students:

### Project Guidelines Handout:

#### Tourism in Ecuador: Monuments and Attractions Presentation

- **Goal:** Present a well-known Ecuadorian monument or natural attraction, using the Past Continuous and Present Perfect tenses.
- **Length:** 3-5 minutes.
- **Key points to cover:**
  - Location and description of the place.
  - Historical background or importance.
  - Personal experiences (or imagined experiences) with the place.
  - Use **Past Continuous** to describe ongoing actions or background events.
  - Use **Present Perfect** to describe experiences or effects that continue to be relevant today.
- **Deadline:** Thursday, October 17th, 2024

### Research Worksheet:

Topic	Information
Place Name	
Location	
Historical Significance	
Interesting Facts	
Personal Experience or Planned Visit	
Notes for Grammar (Past Continuous + Present Perfect)	

### Speech Outline Template:

#### Title of Your Presentation:

Chosen Monument/Natural Attraction:

1. **Introduction:**
  - State the name of the place and its location.
  - Example: “Today, I’ll talk about La Mitad del Mundo, located near Quito.”
2. **Historical Background:**
  - Describe when and why the place became famous.
  - Use **Past Continuous** to describe ongoing actions/events in the past.
  - Example: “While they were measuring the equator, they discovered a small error...”
3. **Personal Experience or Future Plans:**
  - Share what you have done, or what others have done, related to the place.

- Use **Present Perfect** to describe actions that have happened recently or are still relevant.
- Example: “Many people **have visited** the site over the years, and I **have been** there twice myself.”

**4. Conclusion:**

- Summarize why this place is important for Ecuador and tourism.
- Invite questions.

**Peer Review Worksheet:**

- **Speaker's Name:**
- **Topic:**
- Did the speaker use the Past Continuous correctly? Example:
  - Yes / No.
  - Example: “He was talking about the history when...”
- Did the speaker use the Present Perfect correctly? Example:
  - Yes / No.
  - Example: “She has visited the site many times...”
- Suggestions for improvement:

**Presentation Rubric:**

Criteria	Excellent (10)	Good (8)	Fair (6.5)	Needs Improvement (5.5)
<b>Content</b>	Thorough, clear, and accurate information.	Good content, but missing minor details.	Basic information provided, needs more research.	Lacks important details or unclear information.
<b>Grammar (Past Continuous)</b>	Correctly used in all examples.	Mostly correct, minor errors.	Some correct uses, but frequent mistakes.	Incorrect or no use of Past Continuous.
<b>Grammar (Present Perfect)</b>	Correctly used in all examples.	Mostly correct, minor errors.	Some correct uses, but frequent mistakes.	Incorrect or no use of Present Perfect.
<b>Fluency</b>	Speaks clearly and confidently.	Minor pauses or hesitations.	Struggles with fluency.	Frequent pauses, difficult to understand.
<b>Pronunciation</b>	Excellent pronunciation and intonation.	Good pronunciation with few errors.	Fair, but needs improvement.	Difficult to understand.