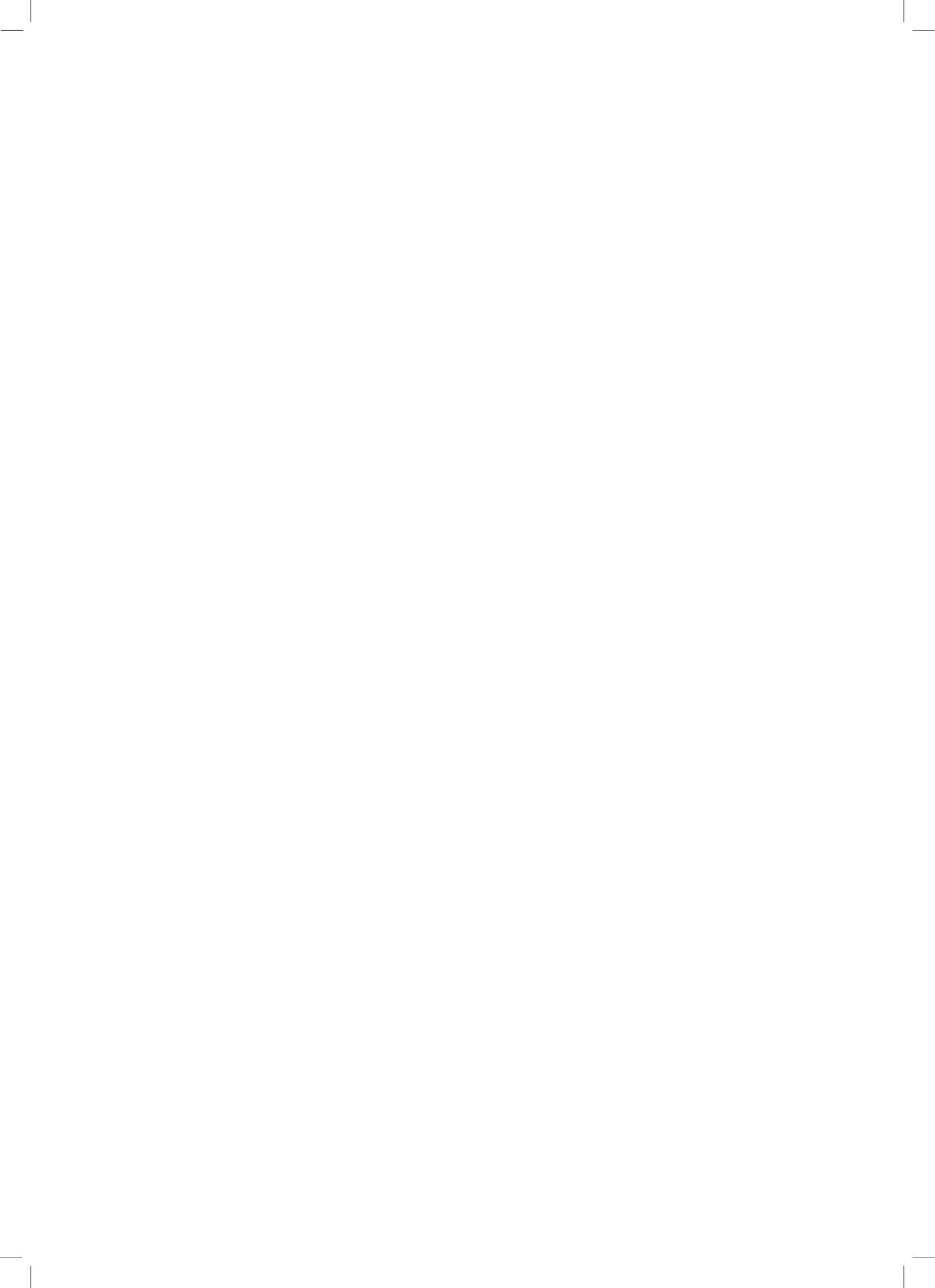




# LANGUAGE ACTIVITIES FOR A COMMUNICATIVE CLASSROOM

For Class IX and Class XI



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# Communicative Language Teaching

Communicative language teaching is an effective way of engaging learners and helping them to develop their language skills in a natural context. It encourages learners to improve their language in a personalised way and helps them to interact in English in real life situations rather than just learning English grammar rules and word lists. Students develop their skills by 'doing'. It can be compared to riding a bicycle – you can't learn how to ride a bicycle without practising.

So communicative language teaching is about allowing students to practise more and to relate language to their own realities. Activities in Communicative Language Teaching are focused on students in realistic communication. The more practice and success students have using English, the better their motivation to learn.

## 1. Classroom management

- It is important that students have time to practise using English in the classroom. In the past teachers used to spend more time talking, nowadays students do more of the talking in pairs and groups – this allows all students more opportunities to practise.
- If you have strong students and weaker students in the same class, you can give some of the stronger students the responsibility of helping some of the weaker students.
- If possible, try to arrange the classroom so that students can see each other. Even if students are seated in rows they can still talk to students on either side or in front/behind them. For example, in an information gathering activity, you can use different 'stations' or areas around the classroom and put different information on each 'station' to encourage the students to interact.
- In a noisy class if you don't raise your voice, you are automatically modelling good practice for the learners. When you want them to stop talking you can train them to recognise body language, for example, putting your hand on your head to stop students speaking.
- Try to use students' names to establish a sense of closeness. When you want a student to answer a question, say the question and then your chosen student's name. This means that all of the students listen to the question and are thinking of the answer.

## 2. Activities

- Interaction is key – ensure that students interact meaningfully during through pair work and group work activities.
- It is motivating if students can be encouraged to talk about themselves and to express their thoughts and options, so that they are interacting as naturally as possible.
- Success in the task is more important than student accuracy; successful completion of the task helps motivate the student.
- There has to be a reason to communicate, for example, one student has some information that another student wants (if the student knows the answer, then s/he will not be motivated to ask questions).
- Use exercises such as role-play, creating posters with students' own ideas, solving puzzles together or creating stories together.
- It is motivating for students to see what they did well. It is also useful to raise some of the language issues that occurred during in the activity, for example, write some of the errors on the board and get the class to correct them – try to get the students to correct their own errors if possible as this helps to keep them motivated.

### 3. Using coursebooks communicatively

- Using coursebooks communicatively doesn't mean extra preparation – it just means allowing students more time to practise by reinforcing book activities with communicative practice
- Communicative use of coursebooks could include:
  - o following a reading task from the coursebook with a follow-on group discussion
  - o getting students to ask each other questions to test each other's knowledge of new language
  - o using role-play after a listening exercise
  - o making writing exercises reflect real communication by getting students to write to each other

The activities given in this document are samples and should be used in the classroom to encourage communicative use of language. The activities were the outcome of a Teacher Development workshop conducted by Trinity College London for CBSE teachers. Teachers who participated in the workshop and contributed activities are:

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## Activity 1

Activity name	Scripts and skits
Level	B1/B2
Skill	Speaking
Time	40 minutes
Grouping of students	Pairs, or groups of 6 or 8
Materials	Print advertisement, newspaper clippings, cue cards or text book

### Objectives:

- Developing scripts, understanding plot and displaying language skills
- Testing conversation and communication skills

### Instructions:

- The role-play can be done using any one of the following ideas:
  - News articles and visuals from newspapers and magazines
    - 1 Students form groups of six. Each group is assigned a theme the previous day. They bring newspaper articles, visuals, blogs etc. related to the theme.
    - 2 The students discuss the topic in class and present it as a team; they ensure that all the points mentioned in the materials are covered.
  - A role-play based on a lesson (story, play, poem)
    - 1 Students form groups of six. Each group is allotted a part of the text.
    - 2 The group discusses how they can 'perform' the lesson. Each member of the group then takes on a role (including of narration and even of inanimate objects).
  - A given situation (for example, responding to an advertisement for an apartment sale in the newspaper)
    - 1 The teacher makes several photocopies of 3–4 advertisements from the newspaper.
    - 2 Students form pairs and each pair is given an advertisement.
    - 3 The students study the ad and discuss it in pairs. Each pair then prepares a short skit (lasting 2 minutes). The students can create their own situations and add relevant and appropriate information.
    - 4 Students perform their skit.
  - Cue cards
    - 1 Students form groups of six.
    - 2 Each group is given a card with a 'problem'.
    - 3 The students brainstorm and come up with a list of solutions or answers.
    - 4 With two or more members, the students perform their solutions in the form of a skit.

### Sample 'problems'

- My friend is weak in spoken English. What can I do to help him?
- My parents want me to study on Saturday when the rest of the class is going for a picnic. How can I persuade them?
- I like to borrow books from the library but I cannot find the books I like to read. The books have been moved from their place. What can I do?

**Stages:**

- Setting up (forming of groups, giving instructions – guidelines, objectives, rules, time limit and rubric for assessment) 5 minutes
- Preparation time: 5 minutes
- Skit: 20 minutes
- Feedback and/or discussion: 5 minutes

## Activity 2

Activity name	Timeline
Level	B1/B2
Skill	Listening/Speaking
Time	40 minutes
Grouping of students	Pairs
Materials	Chalk

### Objectives:

- Practising use of perfect tense

### Instructions:

- The teacher marks out three rows on the floor: Past perfect, present perfect and future perfect
- Students form pairs: A and B. Then all the As stand in one corner of the room and the Bs in another corner
- The teacher reads out a sentence in one of these tenses. A student from group A has to identify it and run to the correct row to score a point. Her partner (B) has to make a sentence in the same tense to score another point. If either of them gives an incorrect answer, they are 'out' and another team replaces them.
- The teacher calls out sentences till every pair has played and the points scored by both members of each team are added up.

### Stages:

- Setting up (forming of groups, giving instructions – guidelines, objectives, rules, time limit): 5 minutes
- Activity: 25 minutes
- Results and discussion: 10 minutes

## Activity 3

Activity name	Watching a video
Level	B1/B2
Skill	Listening/Speaking
Time	35 minutes
Grouping of students	Pairs
Materials	Projector and video or descriptive passage

### Objectives:

- Using descriptive words and phrases
- Listening to and understanding concepts

### Instructions:

- The teacher asks the students to sit with their backs to the board
- The teacher plays a short descriptive video for the students. Alternatively, a descriptive passage can be read out to the students
  - Possible topics
    - Space expedition
    - Animals and their habits (i.e. pets, wildlife)
    - Social issues
    - Any others relating to topics in the main coursebook
- The students note down ten brief points about the passage
- Working in pairs, they take turns to describe to their partner what they felt were the important points of the passage/video
- The students discuss the differences in their descriptions

### Stages:

- Setting up (forming of groups, giving instructions – guidelines, objectives, rules, time limit): 5 minutes
- Video/description: 10 minutes
- Student interaction: 10 minutes (5 minutes per student)
- Feedback on descriptions: 5 minutes
- Discussion: 5 minutes

## Activity 4

Activity name	Active listening
Level	B1/B2
Skill	Listening
Time	35 minutes
Grouping of students	Pairs
Materials	List of situations

### Objectives:

- Listening for information
- Responding appropriately
- Using appropriate functions

### Instructions:

- The teacher assigns one problem to each pair and gives them five minutes to gather their thoughts (see sample problems in Activity 1)❖
- The students take turns to listen to their partner and offer advice or make suggestions❖
- The student giving advice should speak less than the one describing the problem!
- The students discuss both conversations and provide feedback to the rest of the class❖

### Stages:

- Setting up (forming of groups, giving instructions – guidelines, objectives, rules, time limit): 5 minutes
- The activity: 15 minutes (5 minutes per student)
- Discussion: 5 minutes
- Feedback: 20 minutes

## Activity 5

Activity name	Story jigsaw
Level	B1/B2
Skill	Listening
Time	40 minutes
Grouping of students	Groups of 6
Materials	A list of opening lines of 6 to 8 stories

### Objectives:

- Building a story using appropriate vocabulary and syntax
- Using appropriate intonation

### Instructions:

- The teacher gives each group the first line of a story
- The first student of the group says two sentences to take the story further
- The next one adds two more sentences and so on
- Students are encouraged to use appropriate intonation and expression. They may create their own dialogue
- After each student has had three turns, the story is brought to a close
- One representative from each group describes the story to the rest of the class in one minute

### Stages:

- Setting up (forming of groups, giving instructions – guidelines, objectives, rules, time limit): 5 minutes
- The activity: 20 minutes
- Summing up the story: 10 minutes
- Discussion: 5 minutes

## Activity 6

Activity name	Sports quiz
Level	B1/B2
Skill	Listening
Time	35–40 minutes
Grouping of students	Groups of 6
Materials	Cards with facts on sports

### Objectives:

- Framing questions
- Understanding statements and facts

### Instructions:

- The teacher gives all the teams cards with facts about sports. Each group has a different set of facts.
- The groups form questions from the given facts. All teams take turns to quiz the others and every group scores a point for every right answer.
- The groups also score points for the questions they ask. The more complex the question, the more points a group scores. Students can ask a visual question, audio question or any type of quiz question.
- A similar quiz can be conducted on other topics such as the environment, social issues etc.

### Stages:

- Setting up (forming of groups, giving instructions – guidelines, objectives, rules, time limit): 5 minutes
- The activity: 25 minutes
- Discussion: 5–10 minutes

## Activity 7

Activity name	What has just happened?
Level	B1/B2
Skill	Speaking
Time	35 to 40 minutes
Grouping of students	Pairs
Materials	White board/Black board, White board marker/Chalk

### Objectives:

- Using present perfect tense
- Understanding emphatic phrases/sentences

### Instructions:

- The teacher writes 10–12 phrases/sentences on the board
- Possible phrases:
  - Bad luck!
  - I'm sorry!
  - Congratulations!
  - Bad idea!
  - Thank goodness it's over!
- Each pair chooses a phrase/sentence and prepares a role-play for it
- The pair then narrates the story in present perfect tense and the rest of the class guesses the phrase
- The teacher can also extend this activity by listing out functions on the board (agreeing, admiring, criticising etc) and leave it to the students to create a suitable story around them

### Stages:

- Setting up (forming of groups, giving instructions – guidelines, objectives, rules, time limit): 5 minutes
- Preparation time: 10 minutes
- The activity: 20 minutes
- Feedback: 5 minutes

## Activity 8

Activity name	Guess who/Ten questions
Level	B1/B2
Skill	Speaking
Time	40 minutes
Grouping of students	Groups of 4
Materials	Pictures of famous personalities (10–15)

### Objectives:

- Framing polar (yes/no) questions
- Understanding and answering questions

### Instructions:

- The teacher gives a photo to one member of each group
- The student with the photo cannot reveal the identity of the person or show the picture to the others
- The group members have to guess the identity of the person in the photo by asking a maximum of ten yes/no questions
- The group that guesses right by asking the least number of questions wins
- Examples of questions are: 'Is it a woman?' <Yes> 'Is she a sportsperson?' <No> 'Is she a politician?'
- The person with the picture can only answer 'yes' or 'no'
- The groups swap pictures till all members of every group has had a chance to ask and answer questions and guess the personality

### Stages:

- Setting up (forming of groups, giving instructions – guidelines, objectives, rules, time limit): 5 minutes
- The activity: 25 minutes
- Discussion: 5–10 minutes

## Activity 9

Activity name	What has just happened?
Level	B1/B2
Skill	Speaking
Time	40 minutes
Grouping of students	Groups of 4
Materials	Pen and paper for each group

### Objectives:

- Improving vocabulary
- Understanding prefixes and suffixes

### Instructions:

- The first group gives the second group a word, for instance, 'Hard'❖
- The remaining groups are given thirty seconds to list words by adding prefixes or suffixes to the word 'hard', clarifying the pronunciation and then making a sentence to illustrate its use❖ For example, *hard* >> *hardened, hardship, harder*❖
- Groups with the most number of words and appropriate sentences score points for as many words and sentences they get right❖
- If other groups have additional words, they score points for those words❖

### Stages:

- Setting up (forming of groups, giving instructions – guidelines, objectives, rules, time limit): 5 minutes
- The activity: 30 minutes
- Discussion: 5 minutes

## Activity 10

Activity name	Pick me
Level	B1/B2
Skill	Speaking
Time	25 to 35 minutes
Grouping of students	Individual
Materials	Pen and paper for each student

### Objectives:

- Understanding phrasal verbs in context

### Instructions:

- The teacher asks four to five students to speak on a topic of their choice. They can plan for this overnight. The student must use phrasal verbs.
- The students prepare for five minutes and each student delivers his/her speech for two minutes.
- The rest of the class carefully listens to each speech and notes down all the phrasal verbs.
- The teacher at random, asks some students to read out their list. The student also has to explain the meaning in context.
- The teacher provides an additional sentence as an example.
- The teacher gives feedback to the students.

### Stages:

- Setting up (giving instructions – guidelines, objectives, rules, time limit): 5 minutes
- The activity: 20 minutes
- Clarification on phrasal verbs: 10 minutes
- Discussion and feedback: 5 minutes

## Activity 11

Activity name	Gallery walk
Level	B1/B2
Skill	Speaking
Time	40 minutes
Grouping of students	Groups of 4
Materials	Chart, coloured markers, pens, pencils, paper cutouts and pictures

### Objectives:

- Improving presentation skills

### Instructions:

- Each group prepares a mind map on one of the topics from their coursebook❖
- Possible topics:
  - The Elderly
  - Biodiversity
  - Hobbies
- Each mind map should contain something that refers to the personal experiences of the group❖
- After they've finished, all groups display their charts on one of the walls of the classroom❖
- Each group presents their chart to the rest of the class for two minutes❖
- The groups give each other feedback❖
- At the end of the presentation the teacher gives general feedback❖

### Stages:

- Setting up (giving instructions – guidelines, objectives, rules, time limit): 5 minutes
- Preparation time: 15 minutes
- The activity: 15 minutes
- Discussion and feedback: 5 minutes

## Activity 12

Activity name	Express your opinion
Level	B1/B2
Skill	Speaking
Time	40 minutes
Grouping of students	Groups of 6
Materials	Pens and papers for each group

### Objective:

- Practising function of agreeing and disagreeing

### Instructions:

- The teacher gives every group a topic to debate on
- Three students from the group defend the subject and three students oppose it
- The teacher gives the students ten minutes to prepare
- The students then present their points of view to the class. All the students *for* the subject in a group present first, and then all those *against* it present next. The remaining groups present their points the same way.

### Stages:

- Setting up (giving instructions – guidelines, objectives, rules, time limit): 5 minutes
- Preparation time: 10 minutes
- Debate: 20 minutes
- Discussion and feedback: 5 minutes

## Activity 13

Activity name	Stories retold
Level	B1/B2
Skill	Speaking
Time	40 minutes
Grouping of students	Groups of 6 to 8
Materials	Pictures – Each picture represents a topic or theme (listed below)

### Objectives:

- Asking questions for clarifications
- Summarising and explaining

### Instructions:

- The teacher asks the students if:
  - they have heard any interesting stories lately or
  - they know of any stories of their parents' childhood?
- The teacher elicits one story of each type?
- The teacher explains to the students that they will be listening to and telling stories during the class?
- Students form groups? Each group chooses a topic and pick a picture that matches their topic?
 

The topics include:

<input type="checkbox"/> School	<input type="checkbox"/> Travel
<input type="checkbox"/> Work	<input type="checkbox"/> Family
<input type="checkbox"/> Childhood	<input type="checkbox"/> Weekend plans
<input type="checkbox"/> Birth	<input type="checkbox"/> Sports
<input type="checkbox"/> Marriage	
- One of the group members begins by sharing a story about a topic relating to the picture with the other group members? The student sharing the story has about ten minutes to narrate it? The students begin by stating how their story is similar to or different from the picture?
- At the end of the narration, the rest of the group asks wh- questions to check their understanding of the story?
- After the first person has finished sharing their story the listener summarises and explains the story to the class?

### Stages:

- Setting up (forming of groups, giving instructions – guidelines, objectives, rules, time limit and rubric for assessment): 5 minutes
- Warm up and activity: 30 minutes
- Evaluation and feedback to students: 5 minutes

## Activity 14

Activityname	Radio-show
Level	B2
Skill	Speaking
Time	40 minutes
Grouping of students	Groups of 6
Materials	Placards, poster, music system, musical instruments (guitar, keyboard etc), paper, pen, charts

### Objectives:

- Developing the script, planning the activity as a team and building on presentation skills
- Learning to speak with appropriate intonation, voice modulation and body language while communicating

### Instructions:

- The students form groups
- Each group prepares a script for presenting a radio programme five days in advance
- The radio-show must have a radio jockey. There should be an interview session with a famous personality, as well as fillers (e.g. jokes, advertisements, jingles, songs/music)
- The team will be given 10 minutes to present their show
- At the end of three sessions, the class indicates which performance they liked best and why

### Stages:

- Setting up (forming of groups, giving instructions – guidelines, objectives, rules, time limit and rubric for assessment) 5 minutes
- Warm-up and activity: 30 minutes
- Evaluation and feedback to students: 5 minutes

## Activity 15

Activityname	Two-minute debate
Level	B2
Skill	Speaking
Time	40 minutes
Grouping of students	Groups of 6 to 8
Materials	Board

### Objectives:

- Presenting opinions and arguments
- Using expressions like 'I would like to argue that...'  
'I admit that...', 'It does not follow from what was said earlier...'  
'In my view' disagree with

### Instructions:

- The class works in groups
- The teacher writes four to five simple topics on the blackboard; allows two minutes for discussion  
Possible topics are
  - A bike is better than a car*
  - It's more interesting to watch a soap opera than watch the news*
  - It's better to be a student than a teacher*
- Two students from each group present an argument for and against the motion
- After one student from Group A presents an argument for the motion, another from Group B presents against. The teacher ensures that every group is represented
- The teacher provides feedback at the end

### Stages:

- Setting up (forming of groups, giving instructions – guidelines, objectives, rules, time limit and rubric for assessment) 5 minutes
- Warm-up and activity: 30 minutes
- Evaluation and feedback to students: 5 minutes

## Activity 16

Activityname	Role-play
Level	B1/B2
Skill	Speaking
Time	40 minutes
Grouping of students	Pairs
Materials	Four job advertisements cut from a newspaper/ magazine

### Objectives:

- Learning how to ask and answer questions in a formal setting
- Learning the principles of role-play

### Instructions:

- Students form groups of four
- Teacher gives one job advertisement from a newspaper or magazine to each pair, and asks them to spend a few minutes discussing the ad
- They have to play the roles of interviewer and candidate
- Students perform the role-play in front of the class, using wh- questions
- Teacher provides general feedback and sums up

### Stages:

- Setting up (forming of groups, giving instructions – guidelines, objectives, rules, time limit and rubric for assessment) 5 minutes
- Preparation time: 10 minutes
- Role-play: 20 minutes
- Feedback and/or discussion: 5 minutes

## Activity 17

Activityname	Storywriting
Level	B1/B2
Skill	Speaking
Time	40 minutes
Grouping of students	Groups of 10
Materials	A pen and paper for each student

### Objective:

- Collaborative writing

### Instructions:

- The groups form circles. Each student in the group has a pen and a sheet of paper.
- The teacher reads out a question to which the students write the answer (e.g. *Describe an astronaut*).
- Each student then passes the sheet to the student sitting on their right.
- The teacher then reads out the second question (e.g. *Describe the spaceship*).
- The students write the answer and the process continues (*The astronaut reaches an alien planet – describe it. Meets an alien – describe it. What happened next?... What happened at the end?*).
- The teacher reads out ten questions during the activity and at the end of the activity the student should get back the paper they started with.
- Some students read out their stories and the teacher provides feedback on the features of collaborative work.

### Stages:

- Setting up (forming of groups, giving instructions – guidelines, objectives, rules, time limit and rubric for assessment): 5 minutes
- Warm-up and activity: 30 minutes
- Evaluation and feedback to students: 5 minutes

## Activity 18

Activity name	Spin a yarn – Weaving a story based on newspaper headlines
Level	B1/B2
Skill	Speaking
Time	5 minutes for each team
Grouping of students	Groups of 4 to 6
Materials	Newspapers, scissors, a box or bowl (to keep the slips)

### Objectives:

- Connecting ideas and expressing them as narrative
- Collaborating to write

### Instructions:

- The teacher places ten to fifteen newspaper/magazine cuttings of headlines in a bowl
- One student picks up a headline, prepares for one minute and begins a narrative, which can last for about two minutes
- Another student picks up another headline and continues the narrative. Students take their turn one after the other till all the headlines are exhausted and the students have constructed one story out of diverse headlines. The last person has to conclude the narrative
- The students will be evaluated based on the following criteria: content, connectivity with the previous clue, diction, logical sequencing of the story and coherence

### Stages:

- Setting up (forming of groups, giving instructions – guidelines, objectives, rules, time limit and rubric for assessment) 5 minutes
- Warm-up and activity: 30 minutes
- Evaluation and feedback to students: 5 minutes

## Activity 19

Activity name	Listening comprehension
Level	B1/B2
Skill	Listening
Time	30 minutes
Grouping of students	Individual
Materials	Audio equipment, worksheets, stationery

### Objective:

- Improving listening and comprehension skills

### Instructions:

- Students are given a worksheet and asked to read its contents
- The students fill out the first and second columns of their worksheets as the teacher reads out an article
- The students keep down their pens and just listen as the teacher reads the article again
- After listening for the second time the students are given ten minutes to recall and fill in the third and fourth columns

### Stages:

- Setting up (forming of groups, giving instructions – guidelines, objectives, rules, time limit and rubric for assessment): 5 minutes
- Warm up and activity: 30 minutes
- Evaluation and feedback to students: 5 minutes

### Sample Passage:

#### Listening Task

#### Variety is the spice of life

A group of three food companies have just published some research about healthy eating. They surveyed 100 doctors internationally about their views of what everyone can do to have a healthy diet. All of the doctors surveyed agreed that eating a range of fruit and vegetables can help us stay healthy, so it's important that we get enough of them every day.

The research points out that fruit and vegetables taste really good and that there is so much to choose from. Fruit and vegetables are a food source of vitamins and minerals that help us to stay healthy. The doctors suggested that we should try to eat at least 5 different types of fruit and vegetables every day.

## Answer Key

<i>Title of article (1)</i>	<i>Reliability of the article: Who funded it? How big was the sample? (2)</i>	<i>The health message in the article (3)</i>	<i>Would you take any notice of the advice? Why? (4)</i>
Variety is the spice of life	The research was funded by 3 food producers and 100 doctors were interviewed about their thoughts regarding healthy diets	Try to eat at least five different types of fruit and vegetables every day	<b>Students to write down their thoughts</b>

## Activity 20

Activity name	Rescue
Level	B2
Skill	Speaking
Time	15–25 minutes
Grouping of students	Groups of 5 to 8
Materials	-

### Objective:

- Stating opinions, offering and asking for reasons, agreeing and disagreeing, comparing

### Instructions:

- The teacher explains a situation

The earth is going to be destroyed over the next two days due to radiation. Aliens from another planet have come to our rescue but they can only rescue twelve people and move them to a planet which is very similar to our earth. These twelve people will start a new world there. Imagine that you have been asked to draw up this list. What criteria would you use to make your decision and why? Discuss this within the group and arrive at a consensus, choosing ten criteria.

- Each group presents its list of criteria to the class. The lists are discussed.
- The task can be made more specific by asking the students to list fifteen criteria.
- After the criteria are decided the groups can also write a list of ten things they would like to take with them.

### Stages:

- Setting up (forming of groups, giving instructions – guidelines, objectives, rules, time limit and rubric for assessment) 5 minutes
- Warm-up and activity: 30 minutes
- Evaluation and feedback to students: 5 minutes

## Activity 21

Activityname	Sports commentary
Level	B1/B2
Skill	Speaking
Time	50 minutes
Grouping of students	Groups of 3
Materials	Video for the commentary and one sample commentary audio/video recording

### Objective:

- Reporting events; using appropriate vocabulary and grammar to report events

### Instructions:

- Students watch a video of a portion of any match or hear an audio recording of a sports commentary. Alternatively, two students read out the text.
- Each group listens, discusses and presents a commentary for the video chosen by the teacher. Alternatively, with advanced planning, students may be allowed to bring videos of their choice to class.
- Two members of each group present the commentary while the third member introduces the team, the details of the match or previous matches and conclude the presentation.
- While a group presents, peers evaluate their performance. Teacher later provides feedback to the whole group.

### Stages:

- Warm-up and introduction: 5 minutes
- Activity: 30 minutes
- Tools and techniques
  - Tools: video/audio sample
  - video for commentary
  - rubric
  - Technique: group writing + individual contributions to the spoken presentation
- Feedback and evaluation: 5 minutes

## Activity 22

Activityname	Creativemonologue
Level	B2
Skill	Speaking
Time	45 minutes
Grouping of students	Individual
Materials	Textbook

### Objective:

- Imagining and creating appropriate monologues

### Instructions:

- Teacher refers to a story in the Literature Reader. The students have to prepare and present a monologue written from the point of view of one of the characters. Teacher may present a sample creative monologue based on either a chapter or a well-known novel or story.
- Students choose a character from any of the chapters in their textbook and prepare a monologue based on the character's perspective.
- The students present their monologues and the remaining students give their feedback. The feedback should just be related to the character and the speaker's perception of the character.
- The teacher shares feedback.

### Stages:

- Introduction: 5 minutes
- Methodology of the progress of the activity: 30 minutes
- Tools and techniques
  - Tools: textbook + rubric
  - Technique: individual speeches
- Summing up: 10 minutes

## Activity 23

Activity name	The big fight
Level	B2
Skill	Speaking
Time	45 minutes
Grouping of students	Individual
Materials	Textbook

### Objectives:

- Expressing opinions
- Using appropriate language to agree and disagree

### Instructions:

- The teacher chooses the topic for the discussion and a moderator. Four panelists may be chosen by a draw of lots and assigned roles by the teacher based on the topic chosen.
- The remainder of the class is the audience. The panelists begin the discussion with inputs/questions from the audience, all moderated by the chosen moderator.
- The teacher shares feedback.
- A possible variation is to use the format of a press conference.

### Stages:

- Introduction, seating, rules, time limits: 10 minutes
- Activity: 30 minutes
- Teacher's feedback to sum up: 3 minutes

## Activity 24

Activity name	Solve my problem
Level	B1/B2
Skill	Speaking
Time	10 minutes per group
Grouping of students	Groups of 5 or 6
Materials	-

### Objective:

- Making suggestions and offering solutions using appropriate lexicon and tense

### Instructions:

- Students sit with their groups
- One person in each group puts forward a problem he/she faces. Examples are, *My neighbour plays music very loudly... or I want to try and exercise but don't seem to be able to decide what form of exercise I should do*
- The others in the group offer a variety of solutions, one at a time. The student accepts or debates the solution offered
- Teacher offers feedback

### Stages:

- Stating the problem: 1–2 minutes
- Offering solutions; accepting or debating them: 8 minutes

## Activity 25

Activity name	One day in your city
Level	B1
Skill	Speaking
Time	40 minutes
Grouping of students	Pairs
Materials	None

### Objective:

- Stating an opinion, giving and asking for reasons, agreeing and disagreeing, comparisons etc

### Instructions:

- The teacher provides the situation:

Your friend is visiting your city for the first time. He/She has time from 9 am to 9 pm.  
Decide what you would both like to do.

- The candidates work in pairs. They find out from each other what they would and would not like to do. They give reasons for their choices. Then they work out a timetable for the day.
- The pair then works with another pair and exchange partners. Similarities and differences between individual suggestions are discussed.
- The teacher can also ask how the timetables were agreed on: Did one partner dominate? Did one partner try to persuade the other one? Was there a lot of arguing? Did one of the pair have to give up a lot of ideas?

### Stages

- Setting up (forming of groups, giving instructions – guidelines, objectives, rules, time limit and rubric for assessment) 5 minutes
- Warm up and activity: 30 minutes
- Evaluation and feedback to students: 5 minutes

## Activity 26

Activity name	Do as I say!
Level	B1
Skill	Listening
Time	40 minutes
Grouping of students	Pairs
Materials	Paper, pencil/pen

### Objective:

- Comprehending and following instructions

### Instructions:

- The students work in pairs. Each student draws something, such as a map, a difficult shape or a view of the landscape or place (For example, a garden: the picture should be detailed and should include garden pots, trees, benches etc.)
- Student A describes his/her picture step by step, while Student B draws. (For example, in my picture, there is a tree on the right side behind the man.)
- Then Student B gives instructions about his picture while Student A draws.
- After they finish, the students analyse the drawings to check if they match the original.
- The teacher gives feedback and discusses the exercise with the students.

### Stages:

- Setting up (forming of groups, giving instructions – guidelines, objectives, rules time limit and rubric for assessment) 5 minutes
- Warm up and activity: 30 minutes
- Evaluation and feedback to students: 5 minutes

## Activity 27

Activity name	Agree, disagree or in between be
Level	B2
Skill	Speaking
Time	45 minutes
Grouping of students	Individual and groups
Materials	Chalk

### Objective:

- Eliciting responses showing agreement/disagreement; agree/disagree with conditions

### Instructions:

- The teacher writes a statement on the board that invites diverse views on debatable issues drawn from the text or issues that are prevalent in the society. Examples:

‘It is the responsibility of the parents to bridge the generation gap’ (‘Father to Son’, a poem by Elizabeth Jennings, from ‘Hornbill’, Class XI text book)

‘Helping a common man from an enemy country displays lack of patriotism to the motherland’ (‘Enemy’ by Pearl S. Buck, from the book *Vistas*, Class XII)

‘Industrialization alone holds the key to a nation’s development’

- The teacher asks students to read the statement carefully and think about it, and then form opinions. Brainstorm in the class on what their opinions are on the debatable issue.
- Mark out five squares in the classroom numbered 1 to 5 to indicate the following:
  - 1=Disagree totally (0%)
  - 2=Partially disagree (25%)
  - 3=Neither agree nor disagree (50%)
  - 4=Partially agree (75%)
  - 5=Agree totally (100%)
- The teacher writes out this key on the blackboard.
- The teacher then asks the students what they think and to take their stand near the numbers representing their opinion.
- There would be varying numbers of students in each group; ask each group to discuss their views and find out the strong points for justifying their stand. The teacher gives support to groups which have very few students.
- One person from the group presents the viewpoint of the group.
- Teacher can add points to the discussion when necessary and sum up.

### Stages:

- Setting up (forming of groups, giving instructions – guidelines, objectives, rules, time limit): 5-10 minutes
- Preparation: 10 minutes
- Activity: 20 minutes
- Feedback/comments: 5 minutes

## Activity 28

Activity name	Citizens' forum – the problem of traffic jams in your city/town
Level	B2
Skill	Speaking
Time	40 minutes
Grouping of students	Groups of 6
Materials	Cue cards for each speaker

### Objectives:

- Generating ideas and using language functions appropriate to stating of problems, giving suggestions, concluding and summarising

### Instructions:

- Students work in groups of six
- The teacher announces the topic and explains the task
  - You are going to discuss the traffic problems in your city
  - The local councillor has invited representatives of different organizations to discuss this issue
  - You will be given your cue cards and play the role allotted to you
  - At the end of the meeting the councillors will share the ideas of their groups with the rest of the class
- The teacher monitors each group
- The person who is the local councillor sums up the discussion; other group members talk about the difficulties they faced during the discussion
- Teacher gives feedback

### Stages:

- Preparation: 3 minutes
- Holding the meeting: 15 minutes
- Sharing summarized ideas with whole class: 10–12 minutes (2 minutes for each group)
- Feedback: 10 minutes

## Cue Cards

### You are the Local Councillor

- Welcome everyone to the forum
- Ask each member to introduce him/herself
- State the purpose of the meeting
- Moderate the meeting by inviting one member at a time to give his views and suggestions. The member of the town planning commission should be invited last.
- Conclude the meeting:
  - i. offer a positive assurance
  - ii. thank the invitees

### You are a senior traffic police officer

- Introduce yourself
- State any two problems that you face
- Make one suggestion

### You are a member of the Residents Welfare Association

- Introduce yourself
- State two problems faced by citizens
- Make one suggestion

### You are the Administrative Officer at a local hospital

- Introduce yourself
- State two problems that you face
- Make one suggestion

### You are President of the Local Schools Forum

- Introduce yourself
- State two problems that you face
- Make one suggestion

### You are a member of the Town Planning Commission

- Introduce yourself
- You have heard the problems
- State two problems that you face
- Suggest one solution