APPENDIX NO. A

Classroom Activities in Early Stages

Listening Comprehension (Prespeech) Activities:

Activity No. 1: Start with (Total Physical Response) Commands:

At first the commands are quite simple. The subject will be asked:

a) Stand up.
b) Turn around.
c) Raise your right hand.
d) Raise your right leg.
e) Raise your head upwards.
f) Turn your face to the right side.
g) Turn your face to the left side.
h) Move your eyes to the right side.
i) Move your eyes to the left side.

Activity No. 2: Use TPR to Teach Names of Body Parts and to Introduce Numbers and Sequence:

a) Lay your right hand on your head.
b) Put both hands on your shoulder.
c) Slap your left leg.
d) Touch your right foot with your left hand.
e) First touch your nose.
f) Stand up and turn to the right three times.
g) Put left hand on your right eye.
h) Put right hand on your left eye.
i) Put both hands on your eyes.
j) Open your mouth.
k) Close your mouth.
l) Put your finger of right hand on your upper lip.

Activity No. 3: The investigator will Introduce Classroom Terms and Props into Commands.

a) Pick up a pencil and put it under the book.
b) Touch a wall.
c) Go to the door and knock three times.
d) Open the door.
e) Close the window.
f) Switch on the fan.
g) Switch off the fan.
h) Pick up a chalk.
i) Go to the black-board.
j) Write your name on the black-board.

Activity No. 4: Any Item which can be Brought to the Class can be Incorporated.

a) Pick up the record and place it in the tray.
b) Pick up the soap and put it under the chair.
c) Take the green blanket to Raju.
d) Pick up a note-book and put it under the table.
e) Bring a piece of chalk and put it in this box.
f) Pick up this glass and fill it with water.
g) Pick up this doll and put it on the chair.
h) Put five pencils in this purse.
i) Put this book in your bag.
j) Bring your rubber and rub this word.
k) Write the name of your friend in your note-book.
l) Pick up the cup and put it in the plate.
m) Pick up the toy car and put it on the box.
n) Pick up five sweets and give it to Ram.
o) Pick up the watch and put it in the watch-case.
p) Take this ring and give it to Sita.
q) Place these bangles on the chair.
r) Arrange these pictures in an order.
s) Put these carrots in this basket.
t) Arrange the months of one year of this calendar.

Activity No. 5: Use Names of Physical Characteristics and Clothing to Identify Members of the Class by Name.

The investigator used context and the items helpful to make the meanings of the key words clear; hair, brown, long, short etc.

a) Then a student is described : What is your name ? (Selecting a student)
b) "Class look at Meena. She has long brown hair.
Her hair is long and brown. Her hair is not short. It is long."
(Using mine, pointing and context to ensure comprehension).
c) What is the name of the student with long brown hair ? (Meena).
d) What is the name of the girl with the short blond hair ?
e) What is the name of the student sitting next to the boy with short black hair and glasses ?
Other key words like wash, oil, comb, soap, shampoo etc. can be used.

a) Who uses oil for the hair?
b) Who uses soap for washing the hair?
c) Who apply eggs to wash her hair?
d) Who comb hair twice in a day?
e) Whose mother comb the hair?
f) Who takes the head bath twice within a week?
g) Who apply shampoo to wash the hair?

These are very simple to understand by attending the key words, gestures and context and they require the students to remember and produce the name of a fellow student.

The same can be done with articles of clothing and colours.

a) Who is wearing a yellow shirt?
b) Who is wearing a brown shirt?
c) Who is wearing a blue shirt?
d) Who is wearing salvar kameej?
e) Who is wearing a white dupatta?
f) Who is wearing a red frock?
g) Who is wearing a jean?
h) Who is wearing a black trouser?

Activity No. 6: Students can Actually do the Task, which Turns this in a TPR Lesson.

Good Morning

a) It's seven O'clock in the morning.
b) Wake up.
c) Stretch and yawn and rub your eyes.
d) Get up.
e) Do your exercise.
Activity No. 7: The Investigator Used Uisuals, Typically Magazine Pictures, to Introduce New Vocabulary and to Continue with Activities Requiring Only Student Names as Response.

The investigator introduced the pictures to the entire class one at a time focusing usually on one single item or activity in the picture. She may introduce one to five new words while talking about the picture. She then passes the picture to a particular student in the class.

The students' task is to remember the name of the student with a particular picture.

I. Tom has the picture of the Sailboat.
II. John has the picture of the family watching television and so forth. The experimenter asked questions like:
   a) Who has the picture with the sailboat?
   b) Does Susan or Tom have the picture of the people on the beach?
III. In these pictures, the children are enjoying the birthday party. There are so many gifts received by Amit.

The experimenter asked questions like:

a) Who has the picture with the children enjoying the birthday party?

b) Who has the picture with the boy playing with the toys?

c) Does Rahul has the picture in which the boy is showing the toy to his mother?

d) Who has the picture in which the Uncle is handing a birthday gift to the little boy?

IV. In this picture, the boy is opening the parcel.

a) In whose picture the boy tore off the wrapper?

V. In this picture the boy went to the garden. He set the bird trap there and waited for a long time to catch the bird.

The investigator asked the questions, like:

a) In whose picture the boy is sitting in the garden?

b) Does Rahul has the picture of a boy overjoy with catching a bird?

c) Who has the picture with the bird in a cage?

d) Who has the picture with the bird is flying?

e) Who has the picture in which the bird is dead?

The students need only to produce a name in response.

Activity No. 8:

I. Combine use of pictures with TPR.

a) Amit, find the picture of the little girl with her dog and give it to the boy sitting last on the bench.

II. Combine observations about the pictures with commands and conditions.

a) If there is a woman in your picture, stand up.

b) If there is something blue in your picture, touch your right shoulder.

c) If there is a boy flying a kite in your picture; give it to your friend.
Mohan.

d) If there is a man driving a car in your picture, raise your left shoulder.
e) If there are children playing in your picture, hang it on the wall.
f) If there are boys drinking limica, raise your left hand.
g) If there is a woman sitting in the chair by wearing a saree, keep your finger of right hand on it.
h) If there is a child weeping in your picture, put a thumb of your right hand on it.
i) If there is a man selling bangles in your picture, put it on the table.
j) If there is a farmer ploughing the land in your picture, give it to the boy sitting next to you.
k) If there are boys fishing on a canal, in your picture, pass it to the third girl sitting on your left hand.

Activity No. 9 : Using Several Pictures :

The experimenter asked students to point to the picture being described.

Picture I

There are several people in this picture. One appears to be a father, the other a daughter.

a) What are they doing?
   Cooking.

b) They are cooking a hamburger.

Picture II

There are two men in this picture.

a) They are young.

b) They are boxing.

In all these activities, the instructor maintains a constant flow of comprehensible input, using key vocabulary items, appropriate gestures, context, repetition, and paraphrase to ensure the comprehensibility of the input.
If the students are literate, writing the key words on the chalkboard will give a visual image for key lexical items, and draw the students’ attention to the content words.

**Activity No. 10 : Repetition and Paraphrase.**

The comprehensibility of the input will be increased if the experimenter uses repetition and paraphrase.

a) There are two young men.
b) At least, I think they are young.
c) Do you think that they are young?
d) Are the two men young or old?
e) Do you think that they are young or old?

I. There is a girl standing near a house. A man and woman are also standing beside her.

a) Do you think that Sita is standing near her house?
b) Do you think that that's Sita's house?
c) Do you think that man is Sita's father?
d) Do you think that man is Sita's uncle?
e) Do you think he is old?
f) Do you think he is young?
g) Do you think that woman is Sita's his mother?
h) Is she old?
i) Is she young?

II. Ram is going to market. A bag is in his hand.

a) Do you think he is Ram?
b) Do you think he is going to somewhere?
c) Do you think that he is going to market?
d) Do you think he is going to a school?
e) Do you think he is going to buy fruit?
f) Do you think that he is going to buy vegetables?
g) Do you think that he is going to buy fish?
h) Do you think that he is the friend of Sham?
i) Do you think that he is in hurry?

The experimenter can weave these repetitions naturally into discourse so that they do not sound like repetitions.

Nor is there need to pause at each potential question point for an answer. Since each question is usually paraphrased in two or three ways before the instructor expects a response.

Early Speech Production:

The transition to early speech production is simple if students have developed a reasonably extensive passive vocabulary. Terrell recommended a recognition level of 500 words before extensive early production is attempted. In early production we want to encourage the use of acquired knowledge and to avoid as much as possible the use of "LI plus monitor" mode.