APPENDIX-B

SPEAKING SKILL

(i) The transition form pre-production input to a stage in which the students begin to speak is simple if opportunities for production are made available gradually within the normal comprehension (preproduction) activities.

Activity No. I: The Earlier Verbal Responses in the Target Language will be Yes-No in Reply to a Simple Question:

a) Does Anil have the picture of the boy with his brother?
b) Is the boy tall?
c) Is he wearing blue jeans?
d) Does Anil have the picture of the man playing golf?
e) Is there a mountain in the picture?
f) Is it raining?
g) Does Meanu have the picture of the woman talking on the phone?
h) Is she beautiful?
i) Is she wearing a blue blouse?
j) Does Neena have the picture of a fisherman?
k) Whether he is selling the fish?
I) Do you see a woman in this picture?

Activity No. 2: Either-or-Questions

The next step integrates the use of either or questions into the comprehension questions:

a) Is this a dog or a cat?
b) Is this woman tall or short?
c) Is many wearing a red or a green blouse? Acceptable answers are: dog, tall, green.
d) Is Anil wearing a pair of sandals or chappals?
e) Is this tall man father or uncle of Sita?
f) Is this woman wearing a saree or salwar-kameej?
g) Is this hawker selling fruit or vegetables?
h) Are these boys playing cricket or hockey?
i) Is this picture of a car or scooter?
j) Is this boy riding on a horse or bicycle?
k) Are these girls playing or weeping?
l) Are these students reading or playing?

Answering an either-or questions amounts to no more than a repetition of a word which the experimenter has just pronounced.

Thus, although the students are actually producing target language words for the first time, the correct pronunciation and form are immediately available in the preceding input.

Activity No. 3: Identification of Items:

From either-or questions, it is an easy step (although one not necessarily taken immediately) to ask for identification of items which have been introduced
several times.

a) What is this?
b) What colour is her skirt?
c) What is he doing?
d) What is he singing?
e) What is he playing?
f) What is he writing?
g) What is he reading?
h) What is he cutting?
i) What is he digging?
j) Where is he swimming?
k) Where is he playing?
l) Where is he going?
m) What is he drinking?
n) What is he eating?
o) Where is he sleeping?
p) Where is he climbing?
q) What is he driving?

In all cases the students need only say a single word to answer the question.
Or, the experimenter may start an utterance and leave a pause.

a) He has put on a red ................ .

Most students will immediately say shirt. (if indeed it is the shirt that is red).

At first, most of the questions should require only gestures or names as answers with only a few requiring single word answers.

As the students become comfortable with producing responses in the target
language, their use can be increased, but the goal of supplying large quantities of comprehensible input is still more important at this stage than the students' initial attempts at production.

Activity No. 4: Teacher Talk based on Pictures:

I. The following are the sub-activities of teacher-talk based on pictures, i.e., comprehensible input, which includes examples of all of these techniques for encouraging early production.

a) Is there a woman in this picture? (Yes)

b) Is there a man in the picture? (No)

c) Is the woman old or young? (Young)

d) Yes, she's young, but very ugly. (Class responds no, pretty)

That's right, she's not ugly, she's pretty.

e) What is she wearing? (Dress)

Yes, she's wearing a dress.

f) What colour is the dress? (Blue)

Right, she's wearing a blue dress.

g) And what do you see behind her? (Tree)

Yes, there are trees.

h) Are they tall? (Yes)

i) And beside her is a .......... (dog).

Yes, a large dog is standing to her right.

It is also important to continue to expand the net of comprehensible input. The Not of syntax and morphology will expand naturally without any overt attention on the part of the instructor.

However, new vocabulary can be deliberately introduced into this sort of input.
II. Second Picture:
a) What do you see in this picture? (Man).
   Yes, there is a man.
b) Where is he?
   Yes, he is sitting on the beach.
c) What is in front of him? (Students don't know the word).
   That's a sailboat.
d) Is it large or small? (Small)
e) Is it in the water or on the beach? (In water)
f) Yes, it's floating. (New word, use mime to explain) in the water.
g) Can stones float? (No)
h) Can people float? (Some)
   Right
i) If you know how to swim? (New word, use mime)
   You can float.

Indeed, the experimenter should introduce new words and reused those many
time before the students are expected to use them in their responses.

Activity No. 5: Charts and Advertisements:

But if the students are at all literate in their first language. There are two
other sources of stimuli for giving comprehensible input in the single-word stage:
Charts and advertisements.

<table>
<thead>
<tr>
<th></th>
<th>Rakesh</th>
<th>Anshu</th>
<th>Ajay</th>
<th>Raju</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.30</td>
<td>ESL</td>
<td>Math</td>
<td>Science</td>
<td>Social Studies</td>
</tr>
<tr>
<td>9.45</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
</tr>
<tr>
<td>10.00</td>
<td>Math</td>
<td>Science</td>
<td>ESL</td>
<td>ESL</td>
</tr>
<tr>
<td>11.15</td>
<td>Phy.Ed.</td>
<td>Art</td>
<td>Health</td>
<td>Art</td>
</tr>
</tbody>
</table>
charts collect information in an easily interpretable form.

The chart above is of schools subjects of the students of English medium school.

The investigator's talk using the chart as a basis for providing comprehension input might run like this:

This is a chart of the schedule of classes for four students.

a) What are the names of the students on this chart? (Rakesh, Anshu, Ajay, Raju)
b) What time is the morning break? (9.45)
   Right, the morning break is at nine forty five.
c) Do classes begin at 8.30? (Yes)
d) Is that earlier or later than your classes begin? (Earlier)
e) What is Anshu's first class of the morning? (Math)
f) Does anyone in our class have math at 8.30? (Students respond perhaps by raising their hands or by other gestures)
g) What class do you have? (Addressing one of the students)
h) Does Rakesh have Phy.Edu. or Math at 11.15? (Phy.Edu.)
i) Do these students have lunch at the same or different times? (Same)
   Yes, everyone eats lunch at .......... (Twelve O'clock)
j) Which student takes a sanskrit language? (Rakesh)
k) Does anyone in our class speak Sanskrit? (Follow-up with appropriate response or question)

This chart can be redone using actual students in the class and their particular schedules.

Students in the Classroom (Chart)

Activity No. 6: The Investigator Selected Three Students in the Class and Filled in the Appropriate Information. Her Talk which Supplied the Comprehensible Input mainly Consisted of Questions and Comments:

a) Let's count the number of students with brown eyes.
   One, two, three, four ..........

b) Are there any others? (Seema)
   Oh, of course, we can't forget Seema.
   Yes, she has brown eyes.

c) Now, who has blue eyes?

d) Does, Ankur have brown eyes? (Yes)

e) And what colour is her hair? (Brown)

f) Is it light brown or dark brown? (Light)

g) Is she wearing a dress today? (No)

h) A skirt? (Yes)

i) What colour is the skirt? (Blue)
   Yes, it's a blue skirt with white strips (New word)

j) Who else is wearing a skirt? (Betty)
   Let's try to describe it.
   It's .......... (green).

k) Does it have stripes? (No)
   It's a solid colour (New word)
l) Does the blouse match? (New Word)
   Look at the blouse.

m) What colour is the blouse? (Light green)

n) Do the two green match? (Show meaning of match)

**Show the meaning of Match:**

<table>
<thead>
<tr>
<th>Hair Colour</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown</td>
<td>✓</td>
</tr>
<tr>
<td>Black</td>
<td></td>
</tr>
<tr>
<td>Blond</td>
<td></td>
</tr>
<tr>
<td>Red</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eye Colour</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td></td>
</tr>
<tr>
<td>Brown</td>
<td>✓</td>
</tr>
<tr>
<td>Green</td>
<td></td>
</tr>
<tr>
<td>Blue</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clothing</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tennis Shoes</td>
<td>✓</td>
</tr>
<tr>
<td>Jacket</td>
<td>✓</td>
</tr>
<tr>
<td>Skirt</td>
<td></td>
</tr>
<tr>
<td>Blue Jeans</td>
<td>✓</td>
</tr>
<tr>
<td>Sweater</td>
<td></td>
</tr>
<tr>
<td>Suit</td>
<td></td>
</tr>
<tr>
<td>Shorts</td>
<td></td>
</tr>
</tbody>
</table>

Mike
Activity No. 7: Use Form:

Another useful activity in the early production stage is to use a form and have students interview each other to obtain the desired information.

The investigator presented a luggage tag belonging to Martha McGuire. She is returning to her home. The investigator asked questions related to this luggage tag.

Identification Tag Texas ANRLINES
Name Martha Mc Guire
Address 26117 Broad way Ake
City Tustin Stage Colap
Zip 92816
Telephone (714) 771-8694

The students interview a classmate and then fill out the required information on a blank luggage tag.

In the follow-up the investigator talk, the students will report on their classmates.

a) Rahul, who did you interview? (Anshu)
b) What is the name of the street where he lives?
c) And the city?
d) Who else in the class lives in ........ ? (Several raise hands)
Let's count together, class (class counts with instructor)
e) What is Anshu's zip code? (........)
f) Does anyone else have exactly the same zip code? (Two raise their hands)
g) Does anyone have almost the same zip code?
h) What is it? (referring to the student who raised her hand)

Activity No. 8: Time Tables:

Time tables are an excellent source for creating input with extensive use of numbers. The following is a flight schedule.
The complexity of the investigator-talk depended on the cognitive sophistication of the students.

a) What time does flight 746 arrive in Mexico City? (11.10 pm)
b) Does the flight leaving Los Angeles at 11.40 arrive before 7.00 the next morning? (Yes)
c) If you need to be back in Los Angeles at 12.00 noon, what flight will you take from Mexico City? (741)
d) How long is the flight from Mexico City to Los Angeles?

Students with less experience with such cognitive demanding tasks can be given much simpler input.

e) What time does Flight 744 leave Los Angeles?
f) And what time does it arrive in Mexico city?
g) How many flights per day are there from Los Angeles to Mexico City?

And how many return flights are there? If you miss the first flight of the day, how long do you have to wait until the next flight?

Note: The investigator can add other time tables of Buses and Trains
Activity No. 9 : Use of Advertisements

Simple advertisements are helpful in early stages as a basis for providing input which contains numbers used in prices.

The following are clothing ads accompanied by possible teacher-talk input.

<table>
<thead>
<tr>
<th>Designer</th>
<th>Sportswear ..................... Up to 60% Off</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jackets ...........</td>
<td>were Rs. 88-234 Now. Rs. 35-94</td>
</tr>
<tr>
<td>Blouses .........</td>
<td>Rs. 44-70 Rs. 18-28</td>
</tr>
<tr>
<td>Pants .............</td>
<td>Rs. 76-84 Rs. 30-34</td>
</tr>
<tr>
<td>Skirts ............</td>
<td>Rs. 54-128 Rs. 22-51</td>
</tr>
<tr>
<td>Rs. 16-99</td>
<td>Jeans .................................. 9-97</td>
</tr>
<tr>
<td>Rs. 24-00</td>
<td>Stretch Jeans .......................... 16-97</td>
</tr>
<tr>
<td>Rs. 16-99</td>
<td>Corduroy Jeans .......................... 09-97</td>
</tr>
<tr>
<td>Rs. 20-99</td>
<td>Western Shirts .......................... 13-97</td>
</tr>
<tr>
<td>Polyester and Cotton</td>
<td>thru Jan. 30</td>
</tr>
</tbody>
</table>

a) How much are the jeans ?
b) How much do you save ?
c) Which costs more, the jeans or the corduroy jeans ?
d) How much were the Western shirts originally ?
e) If you buy one shirt and two pairs of jeans, what is the least it will cost you ?
f) Look at the add for the sale on designer sportswear.
   What is the cost now of the least expensive skirt ?
g) And the most expensive shirt ?
h) What was the most expensive item mentioned in this ad ?
i) The least expensive ?
j) If you buy a skirt and a blouse, what is the most it could cost you?
k) And the least?

II. Extending Production

How long the students stay in the one word stage will vary individually.

In the previous activities, it is required from the students to produce one or two word response, now it is possible to expand the answer and many students do so and produce short paragraphs after several hours of comprehension activities.

Activity No. 1: Open-Ended Sentences:

In the earlier items, the investigator uses the questions to encourage the development of early production is the Open-Ended Sentences.

Here the students are given a prefabricated pattern, a sentence with an open slot provided for their contribution.

Very simple sentences which can result in lists of words are helpful:

a) In this room there is a ...............  
b) I am wearing a ...............  
c) In my purse there is a ...............  
d) In my bedroom I have a ...............  
e) After class I want to ...............  
f) The teacher is sitting in a ...............  
g) The students are writing in their ...............  
h) Mohan is reading a ...............  
i) The girls are playing in the ...............  
j) The mother is cooking ...............  
k) Open the ...............  
l) Switch on the ...............  

j) If you buy a skirt and a blouse, what is the most it could cost you?
»
k) And the least?
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j) The mother is cooking ...............  
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l) Switch on the ...............  

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»
k) And the least?
m) Switch off the ............... .

There are other a few Questions :

a) Ram is going to the ............... .
b) The woman is wearing a ............... .
c) Sita is handeling a ............... in her hand.
d) This is a green ............... .
e) The dog is ............... .
f) The man is ............... on the road.
g) I have bought the fish from the ............... .
h) Leela is watching the ............... .
i) The farmer is ploughing the ............... .
j) Gita is drawing a ............... .
k) The birds are ............... .
l) The mangoes are ............... .

The Open-ended sentence will work the same except that the instructor must supply a context.

For example, the instructor might propose that the students will be spending the weekend in the mountains. They will be allowed to bring only four things with them in addition to clothing and food. The questions will be:

a) What will you bring?

The matrix sentence is:

I will bring...............

A technique for somewhat more advanced students consists of CREATING A SITUATION and then asking the students to supply a complete response.
The following is an example of such an activity

a) You are in a restaurant full of people. You approach the hostess and you say to her "............".

b) You are eating out with your parents in a restaurant. All of a sudden you discover a dead insect in your soup. You call the waiter and you say to him ".................".

c) You know that your friend is on a diet and is very self-conscious of his/her weight. The waitress asks if you want some dessert. You interrupt quickly and say "...............".

d) You enter a new restaurant very late and find that it is completely full.

The hostess asks you if you have reservations. You say "..............."

The descriptions of the situations themselves constitute comprehensible input, but in addition there will be ample opportunity for more experimenter talk and student inter language in the follow-up to the activity in which the students discuss the various responses, justifying their responses and commenting on them. There are also good occasions for discussing cultural differences, discussions which may also serve as comprehensible input.

Activity No. 2. Open Dialogue:

Also useful for early production is the Open Dialogue.

Two and three line dialogues lent themselves to creative production even when the student is only beginning to make the transition out of the one word stage.

The investigator may write these on the board or on an overhead projector.

I. Where are you going ?
To the ............... .
What for ?
To .................

II. Hi, my name is .............
Pleased to meet you. I'm ..............
Are you from ............... ?
   Yes. (No, I'm from ............. )

III. What is your father's name ?
   My father's name is .............
   What is he doing ?
   He is ..............
   How many brothers sisters you are ?

IV. What is your date of birth ?
   My date of birth is .............
   When you are celebrating it ?
   I am celebrating is on ..........
   Where you will celebrate it ?
   I will celebrate it ..........

V. The Use of Open Dialogues:
The use of open dialogues to give the students the means to produce somewhat beyond their acquired capacity in early production stages.

These dialogues, normally short and interesting, contain a number of routines and patterns which can be easily assimilated.

The open dialogues in addition allow the student some measure of creativity.

a) Student 1 : Are you hungry ?
   Student 2 : ..............
   Student 1 : I think I'll order a .......... How about you ?
   Student 2 : I'd prefer ..........

Often the interchanges are created to insure repeated opportunities to focus on particular conversational situations.
VI. In the following interaction the students talk about weekend activities:

Student 1: What do you like to do on Saturdays?
Student 2: I like to ...........
Student 1: Did you .......... last Saturday?
Student 2: Yes, I did. (No, I did not I ...........) 

Thus, with the help of guidelines, the student can often begin to use structures which have not been fully acquired, and still maintain communicative interaction and creativity.

These dialogues read not be as rigid as these examples might suggest. As the students advance, the guidelines can allow more room for expansion and other changes as the following interchange suggests.

VII. Student 1: Guess what ........ ...?
Student 2: I'm sorry, what did you say you did?
Student 1: ........
Student 2: Oh, really? When? (Where? Why? How long?)
Student 1: ........

Finally, as the ability to participate in conversational exchange improves, we suggest the use of situational stimuli for the creation of original dialogues in a role play situation.

Activity No. 3: The students are Divided into Pairs for the following Original Dialogue:

Role Playing: You are a young girl who is sixteen years old. You went out with a friend at eight O'clock. You are aware of the fact that your parents require you to be at home at 11.00 at the latest - But you return at 12.30 and your father is very angry.
Your Father: Well, I'm waiting for an explanation. Why did you return so late?
You..........................

In suggesting the use of dialogues, we must be clear on how they are to be used. They are not, of course, the centre of the programme, as they are in audio-lingual teaching. Dialogues should be short and should contain material that is useful in conversation. Their function is to smooth the conversation by helping students to sound more natural and more fluent with commonly discussed topics and to help them regulate input and manage conversations.

Masterly of dialogues thus has little to do directly with the acquisition process. They do, however, help beginning and intermediate students interact in conversations. The ability is especially important for students of a second language since they face immediate conversational demands outside of class. In addition, the instructor can follow up on the conversations the students have created by discussing what went on in the dialogue and soliciting the students' reactions. The interchange can produce a great deal of comprehensible input.

Situational Dialogue an Appropriate Technique:

The situational dialogue, in which the students actually create a dialogue and role play, is the most usual technique for acquiring situational speech skills, but of course students must be fairly well advanced in speech production for it to function well.

Another possibility for students who are producing a fair amount is the situation reaction. The experimenter sets up the situation and solicits student's reactions:

a) Your washing machine is broken. You called the repair service two days ago and they made an appointment with you for today at 11 a.m. you have waited all morning and no one has shown up—what will you do?
b) You just met a young woman at the school bookstore. You exchanged telephone numbers and you promised to call at 6 this evening. You call, but her roommate tells you that she has left and left no message.

- What is your reaction?

c) You are at the bank. The teller is in the middle of taking care of you when she is called away by her superior. Fifteen minutes later you are still waiting.

What should you do?

In a variant of this model, the students are divided into groups of three or four. Each group is given a hypothetical situation. The group has to decide how it would react in that particular situation and to justify its reaction to the class. Other groups will probably react differently. The class can then speculate on reasons for different reactions. For example, you are ten years old. Today you have an exam in your math class which you have not really studied for.

- What can you do so your mother will let you stay home?

These dialogues practised in small groups depending on the number of participants in the activity.

Since many of the later production activities involve working in small groups, this helped to prepare the class for the sort of the language activity.

Activity No. 4 : Association :

Another useful technique in early stages is association.

This activity provides exposure to a great deal of comprehensible vocabulary in an interesting and meaningful way.

The meaning of a new item is associated not only with its target language form but with a particular student.
Goal of the Activity:

The students are told that the goal of the activity is to learn to talk about things they like to do. This will entail learning.

I like to and He/She like to as ...............

Prefabricated Patterns, that is, as memorized "Chunks"

That can be used as unanalyzed pieces of language in conversation, and that also may serve as comprehensible input.

Black-Board

The investigator write the pattern on the black-board and remained there throughout the activity.

a) I like to ...........

b) You like to ...........

c) He likes to ...........

d) She likes to ...........

Each student indicated a single activity he or she enjoys:

I like to fish,
to swim,
to play basketball and so forth .............

Each student chooses only one activity and no student may choose an activity if it has already been selected.

The activity first chosen is "to eat". The instructor writes on the board eat while saying Amit likes to eat. (students are not required to do choral repetition, but some do repeat the word, or the entire utterance at this point).

Next, the experimenter made several comments and asked the students simple questions about the activity.
In this case, the experimenter might comment that we all like to eat, or that most of us eat too much, or anything else which the class can understand.

The experimenter asked the next student for an activity and repeated the process.

After several verbs may be introduced, the experimenter systematically reviewed by asking questions which required only a single word answer:

a) Who likes to eat?
b) Does Sita like hockey or to play volleyball?
c) Joyce doesn't like to run, does she?
d) Does Jim like to swim?
e) Do you like boating?
f) Who likes to ride on a horse?
g) Who likes to cycling?
h) Sheela does not like to walk? Does she?
i) Does Mohan too not like to walk?
j) Does Radha like camal riding?

**Goals of These Activities:**

The conversational review during the activity has two goals: To provide more comprehensible input and to allow time for the association of new vocabulary with individual students.

**Activity No. 5: Interviews:**

Students are divided into pairs and are given a series of questions to ask their partner.

**I. Interesting Events:**
If the conversational exchange is interesting enough, the grammatical focus will probably not interfere with the interaction and the activity will be successful in giving an opportunity for conversation interaction. However, a bit of restructuring with a semantic and contextual emphasis will shift the focus away from grammatical form.

a) Did you go to the beach last summer?
b) Who with?
c) Which beach did you go to?
d) What did you do there?
e) Why do you like the beach?
f) What did you do at night?
g) Did you often stay at home?
h) Did you go to the movies often?
i) What was your favourite activity on weekend nights?
j) Where did you live?
k) With your parents?
l) With your family?
m) With friends?
n) Did you like the place where you lived?
o) Did you work last summer?
p) Where?
q) What did you do there?
r) Did you like what you did?
s) What did you like best about working?

The difference between the two is clear. The first uses the interview technique as an excuse for practicing certain verb forms.

The second serves as an opportunity to allow the students to talk to each other about past experiences.
In the follow up with the experimenter, the students will have ample comprehensible input as well as multiple opportunities to express themselves in the target language.

**Activity No. 6: Preference Ranking:**

This activity is conducted orally but the material must be printed and distributed to the students. It consists of a simple lead-in statement followed by three or four possible responses. Students must rank (1-2-3-4) the responses according to their own preference.

My favourite summer activity is:

---------- swimming
---------- reading novels
---------- playing tennis
---------- cooking

**Follow-up Conversation:**

The point of preference ranking, of course, is not the initial ranking itself, but the follow-up conversation between the experimenter and the students. It is in this follow-up that the students received experimenter talk input (and some student inter language) as well as have the opportunity to express their opinions and feelings in the target language.

Experimenter's Follow-up Talk to the Preference Ranking:

a) Who ranked swimming as number one? (Amit raises his hand)
b) Where do you swim, Amit?
c) How often?
d) When did you first learn to swim?
e) Have you ever swum competitively?
f) Who else in the class swims a great deal? (Anita raises her hand)
g) Did you mark swimming as your first preference?
h) Why not?
i) What did you mark? (Playing Tennis)
j) Why do you like tennis more than swimming?

Activity No. 7: The Construction of Tables and Charts:

The construction of tables of information about the students in a particular class, for example, can serve as a basis for interesting discussions.

The following example, the instructor has begun to create a chart of the weekly routines of the class members on the chalkboard.

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Wednesday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ajit</td>
<td>Works</td>
<td>Studies</td>
<td>Plays baseball</td>
</tr>
<tr>
<td>Amit</td>
<td>Studies</td>
<td>has baseball practice</td>
<td>works in super market</td>
</tr>
<tr>
<td>Rajini</td>
<td>Studies</td>
<td>has swim team practice</td>
<td>plays basketball</td>
</tr>
<tr>
<td>Rammi</td>
<td>Works at record shop</td>
<td>lifts weights</td>
<td>visits friends</td>
</tr>
</tbody>
</table>

After the chart is completed it can serve as a basis for lively questions and discussions which provide the desired comprehensible input.

The investigator asked the following questions from the students on the basis of the chart.

a) Who has baseball practice on Wednesdays?
b) What does Ajit do on Saturdays?
c) Does Rammi lift weights on Wednesdays?

As the students' ability to produce increases, so does the difficulty level of the instructor's input.
d) Does Amit have baseball practice on Wednesdays?
e) What team is he on?
f) What position does he play?
g) Who plays basket-ball on Saturdays?
h) Why does she play on Saturdays?
i) Does she ever play during the week?
j) Does she play for fun only or is she on a team?
k) What position does she play?
l) Do girls and woman ordinarily play basket ball?
m) Why?
n) Why not?
o) Do you suppose Rajini knows how to swim?
p) Well?
q) Why?

II. To fill Personal Information in the Chart:

Charts may also be created so that the students first fill out the chart with personal information and then this information serves as a basis for the class follow-up discussion.

III. In the following chart, the students are asked to say whether or not they did certain activities yesterday. The activities include:

<table>
<thead>
<tr>
<th>Activities</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did you wash your car?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Did you go to the beach?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Did you watch television?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Did you clean house?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Did you read the newspaper?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Did you water the plants?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In the follow-up, the experimenter will extend the conversation as naturally as possible.

IV. Ask Students' Opinions about Some Issues in Charts:

Another technique used in charts is to ask the students' opinion about some issue. In the following table, the students are asked to consider each activity in relation to health. Is the activity good, bad or irrelevant to good health?

Commandments for Health

<table>
<thead>
<tr>
<th>Activities</th>
<th>Good</th>
<th>Bad</th>
<th>Irrelevant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Take a bath daily</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Fat vegetables frequently</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Lie in the sun</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Do exercises</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Drink a glass of wine daily</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Smoke Cigarettes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Drink ten cups of coffee daily</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. See a doctor regularly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Keep your house clean</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Don't spend much money</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students examine the commandments, make notes and then participate in a follow-up in which they must justify their answers. The follow-up can be done in small groups or with the class as a whole - it might be wholly student directed or controlled by the experimenter depending on the proficiency of the students.

V. Revealing Information About Yourself:

Many activities involve simply supporting personal information as a basis for discussions or stating opinions about some issue or topic.
In the following example, the students have to match beverages and occasions.

<table>
<thead>
<tr>
<th>Occasions</th>
<th>Beverages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Breakfast</td>
<td>(a) Soft drinks</td>
</tr>
<tr>
<td>2. Lunch</td>
<td>(b) Coffee</td>
</tr>
<tr>
<td>3. Dinner</td>
<td>(c) Tea</td>
</tr>
<tr>
<td>4. Before going to bed</td>
<td>(d) Iced tea</td>
</tr>
<tr>
<td>5. At a party</td>
<td>(e) Mixed drinks</td>
</tr>
<tr>
<td>6. On a picnic</td>
<td>(f) Bear</td>
</tr>
<tr>
<td>7. To celebrate</td>
<td>(g) Fruit juice</td>
</tr>
<tr>
<td>8. After playing football</td>
<td>(h) Milk shake</td>
</tr>
<tr>
<td>9. After swimming</td>
<td>(i) Lemon water</td>
</tr>
<tr>
<td>10. To stay awake</td>
<td>(j) Milk</td>
</tr>
<tr>
<td></td>
<td>(k) Water</td>
</tr>
</tbody>
</table>

In the follow-up, the investigator's talk supplies comprehensible input:

(a) What do you drink for breakfast? (Coffee)
(b) How many drink coffee?
(c) Why is coffee such a popular drink in the morning?
(d) In which countries is coffee not used?
(e) What is a popular substitute for coffee?
(f) Are there some religions which do not use coffee?
(g) What is the name of the stimulent in coffee?
(h) What are other popular breakfast drinks? (Juices)
(i) What are your favourite juices?

In a similar activity, the students use adverbs of frequency to describe their eating habits.

How frequently do you eat the following foods?
Use:
a) a lot
b) sometimes
c) almost never
d) never for your answers

<table>
<thead>
<tr>
<th>I. For breakfast I eat</th>
<th>I. For lunch I eat</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) eggs</td>
<td>a) a sandwich</td>
</tr>
<tr>
<td>b) jam</td>
<td>b) fried vegetables</td>
</tr>
<tr>
<td>c) carrot</td>
<td>c) fried potatoes</td>
</tr>
<tr>
<td>d) hamburgers</td>
<td>d) a salad</td>
</tr>
<tr>
<td>e) beans</td>
<td>e) fried chicken</td>
</tr>
<tr>
<td>f) bananas</td>
<td>f) pancakes</td>
</tr>
</tbody>
</table>

In the follow-up investigator's talk is similar to the previous activity on beverages:

<table>
<thead>
<tr>
<th>a) Who eats eggs for breakfast?</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) How do you cook your eggs?</td>
</tr>
<tr>
<td>c) Does anyone like soft boiled eggs?</td>
</tr>
<tr>
<td>d) Who eats meat in the morning?</td>
</tr>
<tr>
<td>e) What kind?</td>
</tr>
<tr>
<td>f) Why are certain meats preferred for breakfast?</td>
</tr>
<tr>
<td>g) Why not?</td>
</tr>
<tr>
<td>h) Does anyone eat hamburgers for breakfast?</td>
</tr>
<tr>
<td>i) Why?</td>
</tr>
<tr>
<td>j) Why not?</td>
</tr>
<tr>
<td>k) Bananas</td>
</tr>
</tbody>
</table>
VI. The Following Activity Combines Several Techniques. Problem Solving Activity:

In this activity, the students cooperate in a small group to create a chart.

You and your friends decide to put together a pot lunch meat. Each one of you will bring something different. Decide who will bring what and fill out the following table.

<table>
<thead>
<tr>
<th>Name</th>
<th>Food</th>
</tr>
</thead>
<tbody>
<tr>
<td>..................</td>
<td>..................</td>
</tr>
<tr>
<td>..................</td>
<td>..................</td>
</tr>
<tr>
<td>..................</td>
<td>..................</td>
</tr>
<tr>
<td>..................</td>
<td>..................</td>
</tr>
</tbody>
</table>

In the follow-up, the experimenter wanted to find out who is bringing what and why they decided to bring that particular dish. May be some of the students will volunteer to explain one of their favourite recipes.

Activity No. 8: Activities Using the Imagination:

There are various sorts of experiences in which the students are asked to imagine some situations, some person, or some interaction which might take place. After a period, they are asked to describe to the class what they "saw" and "said".

I. Visualizations:

One common technique is to ask that students close their eyes and imagine a place with certain characteristics, for example, a pleasant place or a frightening place. After they have finished their visualizations, they voluntarily describe what they imagined either to the class as a whole or in a small groups.

Visualizations serve as a basis for comprehensible input in two ways:
I. The experimenter may choose to guide the visualizations explicitly (appropriate pauses are not marked):

Think of a pleasant place. It may be outdoors or indoors. Look around you. Notice as much as you can. Try to feel the air around you.

a) What is the weather like?
b) Can you see the sun?
c) Is it cloudy?
d) Is it warm?
e) Cold?
f) Is it a calm day or are there some storms on the horizon? Perhaps it is raining.

II. Now get up and walk around your environment:

a) What is the first thing you see?
   Look at it carefully. Describe it in your mind.
b) Is it large?
c) What is the shape?
d) Are there colours?
e) Is this thing you see alive?
f) What is it doing?

III. Imagine Hypothetical Situation:

Another common activity is to imagine some hypothetical situation and ask the students to relate what went on in the situation.

For example, the experimenter might ask the student to speak with Napoleon and give him advice in his campaign against Russia. Or, the student might interview his great, great grandmother as she crossed the plains in a covered wagon on the way to California.
In these sorts of activities, the students usually are divided into groups for the initial part of the activity and then the experimenter does the follow-up with the class as a whole. In this initial stage, the students receive a good deal of interlanguage input and have ample opportunities to express themselves using their imagination. In the follow-up, the experimenter has the opportunity to give comprehensible input in the form of questions, comments and reactions.

IV. Role Play:

In some activities the students may be asked to role play. A favourite topic is a group of people marooned on a desert island.

Or, another group may be the first explorers on another planet describing by television what they encounter on the new planet.

The important point with activities using the imagination is that the students be interested in each other's experiences and that the focus be maintained on the topics which arise. It is the experimenter who in the follow-up to these activities must continue to provide good comprehensible input.

Activity No. 9: Problem Solving Activities:

The primary characteristic of these sorts of activities is that the students' attention is focused on finding a correct answer to a question, a problem or a situation. Language is used to present the problem and solve it, but language is not the overt goal of the activity.

Comprehensible input in problem-solving activities is supplied in several ways. Often, the experimenter gives comprehensible input in explaining the problems to be solved. In many cases, the students work on a problem in small groups using the target language to discuss and solve the problem or find the desired information. This produces, of course, interlanguage input.
In other cases, the class and experimenter discusses the problem together and solve it together, providing ample opportunities for both sorts of input: teacher talk and student inter-language.

Activity No. 10: Tasks and Series:

Suppose Activity of Washing a Car:

In the tasks model, the experimenter or students choose a specific activity. The object is to describe all the components of the activity.

Suppose, for example, the topic is "washing a car."

There are three stages in the activity:

I. In the Initial Stage the Experimenter Guided the Students in Developing the Vocabulary Necessary to Talk About the Activity.

II. Then, Together the Class and Experimenter Create Utterances to Describe the Sequence of Events to Complete the Activity.

In the above activity the class might say,

a) First, I look for a bucket and a sponge or some rags.

b) Then I park the car in the drive way.

c) I use the hose to wash the car first with water only. These utterances are developed slowly with interspersed discussion.

a) Which is better to use, sponge or a clean rag?

b) Should you use soap or other cleaners (such as detergents) to wash a car?

III. Final Stage:

During the final stage after the sequence is constructed, the discussion broadened to include questions and discussion concerning the specific activity in the students' own lives.

a) How often do you wash your car?

b) When?
Activity No. 11: Series Method or Activities:

One useful technique for stimulating student narration as well as providing input is the "series".

I. Photographs or Drawings:

This consists of a series of photographs or drawings which make a story. The students create the story using the language at their particular level.

In the following example, the normal reaction is to narrate the story using past tense. But there are other possibilities. The experimenter may ask the students to imagine that this is what is going to happen, or to give their reaction to each event. [show pictures]

Comprehensible input in a series activity can be supplied by the experimenter talk which may precede students' creation of the story and/or accompany it:

a) What is this young woman doing in picture one?
b) Where is she? (waking up)
c) What time of day shall we say it is?
d) Do you want to give her a name?
e) How old is she?
f) What does she do in picture two?
g) What does she do in picture three?
h) Why, etc.
Activity No. 12: Charts, Graphs and Maps:

Newspapers, magazines, brochures in the target language can be excellent sources of tables, charts, diagrams, maps and so forth. These contain information which can be utilized to create communicative situations quite easily since in all cases the students will be involved in searching out information. Thus, message focus is automatically maintained. If interest in the task is created, the activity can be successful in providing input.

I. Time-Table of Bus Fares:

In the following chart of bus fares from a time-table, the students have only to match locations with fares.

<table>
<thead>
<tr>
<th>Fares</th>
<th>Delhi Adult</th>
<th>Delhi Child</th>
<th>Faridabad Adult</th>
<th>Faridabad Child</th>
<th>Gurgaon Adult</th>
<th>Gurgaon Child</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karnal</td>
<td>Delhi</td>
<td>Shimla</td>
<td>Jalandhar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adult Child</td>
<td>Adult Child</td>
<td>Adult Child</td>
<td></td>
<td>Adult Child</td>
<td></td>
</tr>
<tr>
<td>Chandigarh</td>
<td>Delhi</td>
<td>Shimla</td>
<td>Jalandhar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adult Child</td>
<td>Adult Child</td>
<td>Adult Child</td>
<td></td>
<td>Adult Child</td>
<td></td>
</tr>
<tr>
<td>Ludhiana</td>
<td>Rohtak</td>
<td>Delhi</td>
<td>Jaipur</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adult Child</td>
<td>Adult Child</td>
<td>Adult Child</td>
<td></td>
<td>Adult Child</td>
<td></td>
</tr>
<tr>
<td>Jalandhar</td>
<td>Amritsar</td>
<td>Batala</td>
<td>Nawashahar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adult Child</td>
<td>Adult Child</td>
<td>Adult Child</td>
<td></td>
<td>Adult Child</td>
<td></td>
</tr>
</tbody>
</table>

Early Production Stages:

Questions directed at Fares:

a) How much does it cost to travel from Karnal to Delhi?

require that the students understand the question, but they only produce numbers in their responses.
Complex Questions:

As comprehension abilities increase, the same sort of table can be the basis of more complex questions.

a) Which place is more expensive to travel by bus?
b) What factors other than price would enter into your decision?

II. About Trips (Table):

The following example of a table contains information about trips which various students took:

<table>
<thead>
<tr>
<th>Name</th>
<th>Place</th>
<th>Transportation</th>
<th>Time there</th>
<th>Spending money</th>
<th>Money spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harish</td>
<td>Bombay</td>
<td>Train</td>
<td>3 weeks</td>
<td>Rs. 1500</td>
<td>Rs. 1000</td>
</tr>
<tr>
<td>Amit</td>
<td>Shimla</td>
<td>Bus</td>
<td>4 weeks</td>
<td>Rs. 1000</td>
<td>Rs. 800</td>
</tr>
<tr>
<td>Ashok</td>
<td>Hyderabad</td>
<td>Train</td>
<td>2 weeks</td>
<td>Rs. 1200</td>
<td>Rs. 700</td>
</tr>
<tr>
<td>Rahul</td>
<td>Chandigarh</td>
<td>Bus</td>
<td>3 weeks</td>
<td>Rs. 500</td>
<td>Rs. 300</td>
</tr>
<tr>
<td>Sheela</td>
<td>Jaipur</td>
<td>Train</td>
<td>5 weeks</td>
<td>Rs. 1100</td>
<td>Rs. 800</td>
</tr>
<tr>
<td>Meena</td>
<td>Agra</td>
<td>Bus</td>
<td>3 weeks</td>
<td>Rs. 800</td>
<td>Rs. 600</td>
</tr>
</tbody>
</table>

After some work with these two activities, it will be a simple matter to construct a similar table using students in the class and recent trips they have made. The follow-up discussion then can go in the direction the class interests lie.

III. Use of Maps:

Maps can be used in the same way as charts, tables and graphs.

Locating Various Buildings:

In the following map, locating various buildings will allow practice in asking, giving and finding directions.
In the case of beginners with limited production, the map can be used in conjunction with an open-ended dialogue as in this case.

A: Can I help you?
B: Where's the .................?
A: It's on .................

(Here the picture of map)
1. Main Library
2. Student Centre
3. Bookstore
4. The Art Museum
5. The University Market
6. The University Pakvan
7. The University State Bank
8. The University Post Office
9. The University Indian Coffee House
10. The University Administrative Block
11. The University Guidance and Counselling Bureau

Even more profitable, of course, are copies of real maps of cities which the students could possibly visit. Especially valuable are the so called "tourist maps" in which the places of interest are identified or pictured.

In the following map activity, students work in pairs with complementary maps and two complementary sets of instructions.

The students with map 'A' follow the instructions in 'A' and the students with map 'B' follow the instructions in map 'B'.

The student with map 'A' guides the student with map 'B' to the locations that are marked on map 'A' but not on map 'B' and vice versa.
These sorts of activities give the students an opportunity to produce a great deal of the target language and to receive comprehensible input in the form of inter-language talk.

MAP-A:

a) You are at the park. Ask your partner how to get to the record and bookstore. When you arrive write in the name of the store.

b) You just bought a bike at the bicycle shop and now you need to register your bike at the Police Station. Ask your partner has to get to the Police Station to get your bicycle license. Label the police station.

c) You are at the record and bookstore and you see that you are very low on gas. Ask your partner how to get to the Gas Station. Label the Gas Station.

d) You are at the zoo. You have been there all day and you have a headache. You need some aspirin. Ask your partner how to get to the Drugstore. Label the Drugstore.

e) You meet a friend at the Drugstore and decide to meet for dinner at the local Chinese restaurant.

f) You are in class one day at school and suddenly you remember that you have to get a haircut for a job interview tomorrow. Ask your partner how to get to the Barber shop Beauty Parlor hair cutters, label it.

MAP B:

a) You rode your bike to the zoo and when you leave you notice that you have a flat tire. Ask your partner how to get to the bicycle shop. Label the Bike Shop.

b) You are at the bicycle shop and you remember that you are supposed to take a night class at the local high school at 6:00 p.m. Ask your partner where the High School is from the Bicycle shop. Label the school.

c) After class you need to buy groceries for dinner. Ask you partner how to get to Super Market from the High School. Label the market.
d) You are at the Park on a picnic with friends and you need a can opener for your cold drinks. Ask your partner how to get to the Hardware Store from the Park. Label it.

e) After the picnic you remember that you have to buy a gift for a friend's wedding. Ask your partner how to get to the Department Store from the Park. Label it.

f) You need to get a bus to another town. You ask a man at the Police Station how to get to the bus station. Label the bus station.

**Activity No. 13. Advertisements:**

Newspapers or magazine advertisements are an excellent source of topics for discussions.

In the following ad, questions for students in early production stages would concentrate on pieces and other information involving numbers.

a) How much does a twin-size bedspread cost?

b) What is the telephone number of _________ the store?

For students whose speech is more advanced, the questions should be personalized.

c) Do you use a bedspread? Describe it.

d) Do you make your bed every day?

Why?

Why not?

and so forth.

**Custom Quited Velvet Patchwork Bedspreads:**

(Multi, Brown, Blue, Blond, Rust, Green)

Any Colour Twin Rs. 99, Reg. Rs. 200

King water Bed Rs. 119, Reg. Rs. 210
Full Queen or King Rs. 129,  Reg. Rs. 220
Address:

The Home Shops:

As comprehension and production increase, the difficulty level of the ads can be increased.

In the following ad, there are ample opportunities for the students to practice guessing at the meaning of new words or expressions from context (carry on, garment bag, foamedpedded carrier, etc.)

Questions Might Include:

a) What is the advantage of a concealed identification area?
b) Why do some have wheels while others do not?
c) What is the meaning of carry-on?

And of Course Personalization:

a) Who owns a complete set of luggage?
b) Where did you buy it?
c) Have you used it often?
d) If I wanted to buy new luggage, where could you recommend that I go for good quality?
e) Which is more important, quality or price?

III Here the Advertisement of Suit Case:
IV. Adds can also be used to focus on certain common situations:

For example, in the following ad, experimenter could focus on areas and rooms of a house. Factual questions about various houses for sale in the ad would be followed up by questions about the students' places of residence.

The questions would deal with the particular accommodations available in the hotel. The discussion then could range from descriptions of the sorts of hotels the students would like to stay in, to those they have actually visited.

Activity No. 14 GAMES:

Language instructors have always made use of games in language classrooms, mostly as a mechanism for stimulating interest and often as a reward for working diligently on other presumably less entertaining portions of the course. Games can serve very well as the basis for an acquisition activity and are therefore not a reward nor a "frill", but an important experience in the acquisition process.

In any particular game we may focus primarily (but not exclusively) on: words, discussion, action, contest, problem solving, and guessing. Of course, most games exhibit a combination of these elements.

It is simple in many games to focus on particular words. One common technique is to make up illogical combinations and ask the students (in turns, if desired) to figure out which is wrong with the combination. For example:

**What is Strange About:**

a) a bird swimming  
b) a table eating  
c) a tree crying  
d) a television laughing  
e) a person flying
In such games it is easy to provide comprehensible input in the discussion.

a) Has anyone ever seen a bird swimming? (I have).

b) What kinds of birds swim? (Penguins).

c) Has everyone seen a penguin?

d) Do you know what a penguin is?
   (A black and white bird).

e) Where do penguins live? (Where it's cold).
   That's right, they prefer cold climates.

f) Can penguins fly?
   (No, they walk and swim).

g) Are they good at walking?

h) Can they walk fast? (No)
   They are clumsy (new word)

II Other Games Focus on Discussion:

Other games focus mostly on discussion. In one such game each student has a word or a description written on a sign taped to their backs, which others can see but they cannot. They may ask any question they want of the other students or the other students may try to give them clues to help them figure out what is written on the sign. In this case, the comprehensible input is student interlanguage.

Action Game:

A simple action game for students is to give them a list of descriptions and ask them to find a person to match the description. For example:

Find Someone Who:

a) Likes to walk in his/her garden.

b) Has never seen snow.

c) Is going to visit Shimla next Summer.
The students get up and mingle in the class room asking each other questions until they find someone who fits the description. Once again, the input is student interlanguage talk.

Almost any activity can be made into a contest.

IV Contest Activities:
Races against the clock with team can be organized for almost any activity.
Highly useful, for example, are shows based on television games.

Contest Game:
In one such game three students are chosen for a panel. The moderator relates the outline of an experience which one of them has had (comprehensible input). All pretend to be this person. It is the task of the class to figure out who is lying. For example, the moderator might announce that one of the penalists spend three weeks in Bombay when he/she was ten years old. The students then ask questions about that experience trying to see who is lying. The rules are that the one who actually had the experience must tell the truth all times, but the others may say whatever they wish. During the question and answer section the students receive comprehensible input in the form of student interlanguage, but after the session the instructor can recatch what happened, why it was difficult (or easy) to ascertain the impostors, etc. The opportunities for extensive input are numerous.

V. Problem Solving Activities:
There are basically two types of problem solving activities:
A) Those which depend on student verbal interaction (interlanguage input).
B) And those which can be carried out individually with no verbal production necessary.

In the latter case, the important part is the experimenter follow-up to give the necessary comprehensible input.
Problem Solving Situation:

Very popular with most students are problem-solving "situations". They are presented with a situation and have to figure out an answer. For example, one student is sent from the room and will be a "criminal". The class chooses "crime" that the student has committed. The student returns and must find out what the crime was and as many details as possible. The comprehensible input can be from student interlanguage and experimenter input.

VII The Problem of Mazes:

An example of "silent" problem solving are mazes: The students have to find their way out of the maze. In the follow-up they must describe how to leave the maze. The experimenter takes advantage of the focus on escape in order to give more input.

a) What' the first turn? (to the right).

b) What would happen if you turned instead to the left? (you would end up at the house).

c) Isn't there a way out of the house from the back? (no)

So we continue straight ahead

d) For how far?

Many games involve an element of guessing.

VIII Guessing Games:

Guessing games such as the well-known children's game "Twenty Questions" have been adapted to the language classroom in many forms.

In its simplest form, a student is selected to be a particular famous person.

The other student must ask questions which this student can respond to with yes or no. It is helpful when the students first play this game to give them specific suggestions for ways of asking relevant questions:
An extension of this game consists of telling the students be anything they wish, anything, an activity, a quality and so forth.

For example, if the student chooses to be an activity, bicycling, for example, the questions might be:

a) Do you do this activity in evening?
b) Do you do this activity for fun?
c) Do you do this activity for doing an exercise?
d) Do you do this activity in morning also?
e) Is this something everyone likes to do?
f) Do your friends also like cycling?

In this game the principle source of input is the students' interlanguage.

CHRISTISON AND BASSANO have developed activities based on a taxonomy of student grouping activities which we consider to be very helpful.

They describe six sorts of grouping techniques:

I  Restructuring
II  One-centered
III  Unified groups
IV  Dyads
Small groups and

Large groups

Restructuring:

Restructuring activities require the students to move about the classroom and interact with each other. They are particularly good in beginning stages and with classes in which the students do not yet know one another. They provide for maximum physical movement and interaction with minimum threat. The level of language use can be minimal in some restructuring activities.

Example: Line-ups

Students are asked to live up according to predetermined criterion. They will usually have to speak to each other to determine the relative ordering.

Possibilities:

a) Alphabetical according to last names
b) The time you went to bed last night
c) Length of hair
d) The amount of money you have in your pocket right now.

One-centered Activities:

One-centered activities are concentrated on a single volunteer but involve the entire class. Thus individual may be required to use a great deal of language or only respond minimally. They can be used to give a highly verbal student the attention required or to give the shy student a chance to perform successfully.

a) Example: A single student thinks of something which happened to him or her yesterday. The other students have to ask questions until they can guess what the event was.

b) Suggestions: Think of a positive thing which happened, an accident, a visit, a trip, something you ate, something who called you, etc.
III Unified Group:

All members of the group participate in a unified group activity. The groups may be any size and there may be several in the classroom. The main characteristic is that every member of the group must participate for the activity to be successful.

a) Example: Make up a story with the number of lines equal to the number of students in a particular group. (For more than a single story the investigator can use the same story and convert this activity into a timed game). Type or write each sentence on a single slip of paper. The students each draw at random one of the slips of paper. They memorize the line and return the paper to the experimenter. As a given signal, the group tries to reconstruct the story by putting the lines in order. The first group which is successful tells the story, line by line, person by person, to the rest of the class.

IV Dyads: Dyad activities involve the students working in pairs, common. Dyads allow for more sincere interpersonal communication between the participants and give each student more opportunities for speech in a given class hour.

a) Example: Each pair of students must have a game board of squares, a grid of four by six squares is probably a good size. Each student is then given a set of small cards to fit the squares, each with a sketch or picture on it. The two sets are identical. The first student arranges the cards on the grid in any fashion. Then this student must give directions to the other student for placing the second set of cards in identical fashion. After the directions are complete, the students match grids to see how accurate the directions were. If the students do not know the name of an object of the cards, they may explain or describe the object.

V Small Groups: many instructors prefer to do almost all acquisition activities first in small groups (especially problem-solving and information gathering activities) before doing them will the class as a whole.

a) Example: The investigator can give each group a set of twenty pictures. The
purpose is to group the pictures together according to something they have in common. The investigator may want to specify how many different groupings the students should attempt. Each group should justify their choices.

VI Large Groups: These activities usually involve large groups (7-15) or the class as a whole.

a) Example: Have the students in the class bring a single small object which is in some way identified with themselves. Put all of the objects in a grab bag. Then, have a student select a single item. The members of the class should try to guess to whom the item belongs. The guess should be accompanied by the reason or justification.

Through these activities, comprehensible input is given, focus the students on messages (meaning) and contribute to a lowering of the effective filter.