Appendix - II

A)

What to do

a) Six students are chosen. One is asked to stand aside. Each of the others is given a slip of paper with a sentence or two reflecting his or her need or preoccupation, e.g. 'I'm looking for the Post Office,' 'Can you change a five-pound note for me?' 'My car has broken down, please help me push it'.

First one person goes up to the student standing aside and starts up a conversation based on his or her sentence. As soon as the dialogue is going, a second student joins them and tries to get the other two to take notice of his or her need. When these others are talking, another student joins in, then another, and another. Each student should stick to his or her message and insist on putting it over. Everyone should keep talking.

b) Once the whole class has been shown how the activity works, the students are divided into groups of six. Each group is given similar slips of paper. Not more than five minutes are allowed for the activity to develop as in (a) above.
Remarks:

Level: elementary upwards

Although short, this is more than just a warming-up exercise. If it is to work successfully, strict control will need to be kept over the time limit and over the noise level! In spite of the difficulties, however, it is worth trying out for two reasons:

1) The students are obliged to keep talking against the flow of other people’s talk, and thus can develop their confidence in being able to keep going in the foreign language (particularly since their talks are unlikely to be heard!).

2) The messages can be expressed in a variety of ways, for example: Can you change a five-pound for me?
   Has anyone got change for a five-pound note?
   I need change for five pounds.
   Who can change a five-pound note for me

Before starting the activity, the students could be asked to jot down two or three ways of saying their message. If they wish, they can refer to these notes while talking.
Here are some suggestions for the kind of sentences that might be used in this exercise.

- Does this wallet belong to anyone? I found it on the floor.
- Can you help me open my umbrella? It’s stuck.
- Who won the match this afternoon?
- Repent! The end of the world is at hand!
- How do you say 'backfire' in Portuguese?
- Would you mind moving your car— it’s blocking the way!
- I like your shoes. Where did you get them?
- You’re wanted on the phone, at least I think it’s you.
- I am conducting a survey. Could you tell me which bus route you use and how often you travel?

**Word for word:**

**What to do:**

The students sit in a big circle. One person starts off by saying a word, e.g. black. The next person on the right has to say a word which ‘goes with’ this word, e.g.
sheep. The next person continues in the same way, e.g. wool, etc. Here is an example of such series:
Book - worm - earth - sky - blue - sea - fish - swim - sink - dishes - food - supermarket - shoplifting - detective..

From here, if one wishes, one may lead straight into what John C. Maher has described as 'The rhyming verse game'. The group is asked to think of words with the same sound (this may be an internal sound, like the o in the example below - but it could also be a rhyme), e.g. go slow, soak, show, home, told. Each word is written on a slip of paper, and the slips are mixed. Each person then draws two slips of paper, which he or she uses to write a two-line-rhyming verse, e.g.

She said 'Absolutely no!' I don't like mowing,
So I couldn't go. But the grass keeps on growing!

Source: (Maley & Duff, 1987)