UNIT 18 SPEAKING ACTIVITIES

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18.0 OBJECTIVES

This unit will enable you to:

- understand the major aspects of discourse that the learners need, in order to be proficient in the speaking skills;
- identify learners’ needs and organize suitable activities and provide the required support;
- get acquainted with some major speaking activities;
- be able to organize these activities effectively in the class while understanding the role of the teacher;
- understand the significance of using stories in developing speaking skills;
- be able to conduct activities like radio-shows, role play and debates for your learners;
- make use of any opportunity in the class to exploit real life situations for organizing speaking activities that would carry personal meaning for the learners;
- be able to plan in order to manage time efficiently during the activities; and
- integrate the speaking activities with other skills to make them more meaningful.

18.1 INTRODUCTION

“All life comes back to the question of our speech, the medium through which we communicate with each other; for all life comes back to the question of our relations with one another” (Henry James). Truly, speech is primary to us humans, through which we keep in contact, share understanding, share culture and yet retain our identity. Of the two kinds of discourse, that our speech is made of, the most common is conversation and “the ability to chat, to exchange amiable conversational turns with another speaker, forms the basis of our social life.” (G. Brown et al Teaching Talk)
As mentioned earlier in the previous unit, language is a tool for socialization and speech is the common medium of communication. The development of speech skills especially conversational skills is of utmost significance in the education and the socialization process of an individual.

Over the last decade, Second language teaching and learning has undergone a sea change in India, with greater emphasis being laid on the development of speaking skills along with reading and writing skills. No ELT material or English textbook is considered complete without attention to speaking and listening. These activities are varied, interesting and yet rooted in the learners' life and experiences. While relating the curriculum to the real life needs of the learners, efforts are being made by teachers, school authorities and the system to build into the curriculum various real life situations which will systematically and efficiently help learners to acquire a repertoire of oral skills.

With the advent of the communicative approach there has been a shift from a teacher-dominated classroom to a participative classroom in which the learners are equal participants in the learning process, contributing to its development. The traditional class made little allowance for the learners to use the spoken language. This left them unsure of themselves, whenever they were required to speak for personal purposes.

Conversational skill is now increasingly finding its place in the second language curriculum, with several Boards of Education giving some weightage to this skill at least through continuous assessment.

18.2 LEARNER NEEDS

When learners reach the secondary level, they would have achieved a considerable degree of fluency and can express themselves in simple English. They would have had practice in conversation and extended talk like describing a thing or a person, narrating events or telling simple stories.

The learners would now need further practice in order that they can:

- speak with greater grammatical accuracy;
- improve their pronunciation;
- practice speaking with confidence and fluency on a variety of topics and in a variety of situations;
- extend their vocabulary and expression; and
- improve their communicative ability.

They would need both controlled and free practice in developing the skills of conversation, discussion, telling stories, giving talks, taking part in debates and declamation. These are longer utterances and make intellectual, social and linguistic demands on the learners. The learners would also need to further practice working effectively in groups or individually on different functions of the language.

18.3 ACTIVITIES FOR DEVELOPMENT OF ADVANCED SPEAKING SKILLS

Different activities can be organized to practice different types of talk and increasingly long stretches of talk, including the narrative and non-narrative kinds. Debates and discussions can be organized in the class to develop the skills of argument and expressing opinions.
Some of the major speaking activities at this stage are:

- using stories
- participating in a discussion
- participating in a class debate
- participating in role play
- preparing a radio show

These activities will be presented as under:-

1. description of the activity
2. teacher’s role in the activity

18.3.1 Narratives: Using Stories

No one can deny the primacy of narratives. ‘Story telling is the most ancient and compelling of human activities’ according to John Morgan and Mario Rinvolucri.

All the races and tribes of this world have their repertoire of tales that have come down through generations. They were initially transmitted orally and only much later came to be recorded in the written form.

In fact, telling stories and jokes and describing things that have happened to us are things most of us do frequently. They are essentially monologues and normally don’t require the sort of complex negotiation required in two-way conversations (Roger Gower and Steve Walters 1983).

For younger children narratives or stories occur not only as a form of discourse but also as a mode of mental organization - especially recalling from memory the sequence of events and details of the characters. This also gives them further practice to use the language presented and a contextual environment to improve their vocabulary.

The key features of narratives are:
- the organization of events in time
- the action of participants
- cause and effect

- a problem and resolution of the problem
- a thematic structure
- a temporal structure
- underlying emotions or feelings

The person telling a story has to bear all these in mind and organize them in a manner that the listener’s attention is retained. In brief, the storyteller ‘must visualize the scene, the characters, their speech, their movements. See it all happening as a coloured film in your mind. Then describe it for the audience’ (C.N. Mackay, *Speak for Yourself*). This requires a fair amount of proficiency in the language. In order to construct a cohesive narrative the learner would require:

- the use of relative clauses;
- connectives;
- pronominal reference (use of pronouns);
- adverbs; and
- (verb) tense and aspect to convey temporal relationships.
Teaching Speaking And
Listening

Using stories to generate talk

1. This is simpler than telling a story. One of the activities that the teacher can do is to narrate a story and at the end of it ask learners to select from a bunch of pictures the one, which relate to the story and explain why they think so.

2. Another activity can be to tell a story and give a few statements about the characters, their actions or the locale. The learners sit in groups and discuss which amongst these are true to the story and which are not. They convince each other about the choice they have made.

Teacher's Role

The teacher needs to maintain a selection of stories, which she can go on augmenting as time goes by. These stories must be those which would interest the learners of secondary classes. She would also need to collect a lot of pictures from old books and magazines. There ought to be an adequate number of pictures, some of which would be related to the story and some not.

Similarly for the second activity, the statements ought to be carefully thought out and ought to generate discussion requiring the learners to use language functions like expressing opinions, agreeing and disagreeing, recalling and narrating, helping classmates to recall certain portions of the story and drawing attention to certain facts.

Encouraging the learners to tell stories

It is often difficult to recall a story and say it well without preparation, if one is requested on the spur of the moment. But providing some support by way of words, characters, or a skeleton of a sequence of events can and does help the learners to imagine and narrate a story that can hold the listener's interest.

Skeleton stories

Learners can be given skeleton of stories, which they expand as they like. Different groups can be given different stories. It would, however, be interesting to give the same skeleton to two or three groups to see how each group has developed it. This would not only bring variety in the classroom but also allow the learners to have autonomy in developing their story. The learners may give the characters some qualities or motives, for example. They may also weave descriptions into the story to bring it to life.

The feedback session should not focus so much on the degree of interest of the story being narrated, but the organization and the telling of it.

It is important to keep in mind the following:

1. The facts given should be clear and simple.
2. The story chosen must be one that can be interpreted or expanded in more ways than one.
3. Some help (if solicited) in the form of suitable vocabulary or expressions may be given.

Story waiting to be completed

Another way to encourage story building and story telling is to narrate a story and leave it incomplete. The learners try to bring it to a logical end in their groups. They can then have a presentation of the stories thus completed.
In both the above activities the teacher would encourage the learners to use relative clauses, adjectives and adverbs and cohesive devices to weave the sentences together. The story would be narrated with a fair amount of fluency. In addition, the teacher may suggest a few phrases that the listeners might use for interrupting and clarifying and the phrases the speaker may use when returning to the story after the digression.

**Speaking Activities**

**Using Sound Sequences**

In this activity the teacher plays a recorded sound sequence on an audiocassette. The learners listen closely and tell their interpretation of the sounds in the form of a story to the members of their group. The group finally selects the most interesting story and sends one storyteller to tell the story to the whole class during the feedback session.

This not only brings into play the learners’ imagination but logical thinking as well, as they connect the sounds they’ve just heard to events, based on their interpretation of the world and their past experiences.

A stimulating array of sound sequences is available in the book *Sounds intriguing* by Alan Maley and Alan Duff.

**Teacher’s role**

Since the sounds provide the only clue to the stories or anecdotes it is important that the learners should be able to catch all of them. Hence it is important to ensure that the recording is audible to all. A few words related to the sounds can be pre-taught in an informal way so that these could be woven into the story.

**Dictation**

Another way to provide stimulus to a story building and story telling activity can be a set of words, which are dictated to the class. An example of such a set from the book *Once Upon a Time* is given below.

| schoolmaster | hypnotise |
| bachelor     | seven roses |
| mother       | throw away |
| death        | improvement |
| funeral      | success |
| obsession    | button hole |
| psychiatrist | faded |

The words are noted by the ‘secretary’ of the group and after the dictation is over they are put on the board. Each group then constructs a story from the list following the order of the words given.

**Teacher’s Role**

Initially the learners might find some difficulty in stringing the words together into a sequence of a story. The teacher may make the task easier by expanding the words into meaningful phrases, which the learners could use in their stories. The phrases would help to provide context to the words.

It is important to ensure that the words selected are rich in content so that they can generate thought and imagination while providing a base for the context.

**The actual storytelling**

Before the actual storytelling by the learners, the teacher would remind the storytellers to rehearse the story once in their groups. It is worth noting here that a very well rehearsed story is also not conducive to language development as it lacks the
hesitations, instances of imprecision and impromptu changes, all of which are an indication of active use of the language. In this particular activity, however, too much of rehearsal is not required.

Other suggestions that could be given are:

- start with an expression or phrase to catch the listener’s attention like ‘Have you ever heard of...?’;
- using pauses and variation in the speed of delivery to create drama or excitement;
- modulate voice to indicate different characters, or create a scene like the call of the cicada or revving of a motorcycle;
- indicate that the story is coming to an end through the use of language or modulation of voice or facial expression; and
- use any props or gestures to bring the story to life.

Telling anecdotes

‘An anecdote is a true story about something that happened to ourselves or someone we know or have been told about. People tell anecdotes because they need to share the event that amused, enraged, or embarrassed them. In telling they relive themselves’ (Marion Geddes, Gill Sturtridge & Sliola Been).

Teachers’ Role

The teacher can incorporate suitable anecdotes in day-to-day teaching. The teacher may begin an anecdote and tell it with

1. a ‘lead in’ informing the learners that she is about to narrate an anecdote;
2. a background to the story using necessary information about a place, the person or the process being talked about to set the scene;
3. quoting the text of the characters or persons being talked about.

She may then give an outline of the anecdote she just narrated. She then provides a few more outlines for the learners to expand and pad up in their groups. The learners get some guidelines for their anecdotes. These are:

- Imagine the scene and the happening.
- Think of a suitable lead-in.
- Organize the background information so that it does not become too long or boring.
- Think how they can create the mood or atmosphere to match the anecdote.
- Use direct speech to quote what the characters said.
- Use voice modulation to create character and interest
- Give a punch-line (a funny concluding statement) at the end.

The teacher could encourage learners to think of other anecdotes from their real life experiences. A brighter group of learners may be given exotic ideas or fantasy for their anecdotes like ‘I once felt like having a cold drink.’

Picture composition

This activity helps the learners to visualize a scene of an event or a story.

The teacher draws an incomplete picture on the board. Students are divided into groups. Each group is given a turn to add to the picture. Once all the groups have
taken their turns and the picture is considered complete, each group tells its version of the story to the whole class.

We give below an example which different groups could work on

**Teacher’s Role**

The teacher may make the first figure and allow the learners to make the others. The complete space of the chalkboard must be used for this activity. Care needs to be taken to see that the picture does not become too cluttered, as too many things would have to be talked about. This activity allows the learners who may not be good at speaking but are good at drawing to contribute to the development of the lesson.

**Check Your Progress - 1**

1. Which oral skills do the activities on selecting pictures or statements related to the narrated story exercise? How does that help the learners in real life?

2. What are the skills involved in story telling?

   What is meant by a sound sequence?

3. What are the various things that a speaker must keep in mind while narrating an anecdote?
18.3.2 Using Dialogues

Learners will have to be prepared to make conversation in real life. They need to learn certain rules of form-relating to grammar, phonology, choice of words as well as social conventions (for starting a conversation, interrupting someone, or emphasizing points).

Listening to dialogues especially those spoken by the native speakers help the learners to see how language operates in society. They offer:

- genuine samples of spoken language;
- contextuilsed sentence patterns;
- practice of sentence patterns; and
- scripts, like short plays.

Initially the dialogues can be used for listening practice. If required, the learners can repeat the dialogues after the tape for stress and intonation practice. The teacher can then use the dialogues for extensive listening practice wherein the learners understand context, the speakers and their relationships. Following this, the teacher can focus on certain aspects of the dialogues to help learners see why a certain expression was used.

They may then practice using the words and the phrases in role-play.

Dialogues, however, have their limitations and at best can offer practice in sentence patterns. These are required to help the learners practice formulae of social interaction.

**Teacher's Role**

The teacher may use audiocassettes with taped dialogues or can tape the dialogues with the help of colleagues and friends. She, however, has to make sure that the language level is appropriate to the situation and the speakers. The participants of the dialogues should be clearly characterized. The teacher can put up pictures to show who is speaking.

The tape should be audible to all learners in the class.

Repeating all the sentences could be a boring exercise. Hence only key sentences need to be repeated for intonation and inflexion.

18.3.3 Role Playing

Role-play is when students play the parts of other people in a situation. It has no defined script but the players have a general idea about what they are going to say. Role cards can be prepared beforehand in which the situation, the feelings or the thoughts of the characters are given in the form of points. Learners can also enact a telephonic conversation, an interview, where an employee asks for a raise in salary or an angry person at the booking counter.

Role-play could be preceded by a demonstration by the teacher and a few volunteers or by playing a tape.

The points on the role-cards are short phrases or sentences and may be used by the players as the take-off point.
The situations that the role-play recreates may be largely from the learners’ experience. Using an unfamiliar or strange situation can also be challenging and interesting. This could be preceded by a discussion on the situation or a sample taped dialogue.

**Teacher’s Role**

The teacher’s role is in clarifying what a role-play entails. Some materials, textual or otherwise have role-play built in along with the themes. The teacher can also select role-play situations from other texts or from real life.

The teachers would have to:

- prepare role cards;
- build the context of the scene but not give away all the information;
- divide the class into pairs or groups of three for the role play;
- ensure that learners look at their role cards, read them silently and try to absorb the information to be used in their speech. Remind them that they ought not to give away anything to each other;
- ensure that the weaker learners have understood what is to be done;
- ask a pair/group to demonstrate for the benefit of the class; and
- provide feedback at the end of the activity.

The actual role-play can indicate whether the role cards need to be modified in any way or whether the learners need any more language practice.

**18.3.4 Participating in a discussion**

Discussions are an important part of a language lesson. It may be the pre-reading activity or even a post-reading activity. When it is followed or preceded by a reading text it not only gives a purpose to discuss, but also provides the basic information on the theme for discussion.

Discussion as a pre-reading activity can prepare the learners for the reading task. As a post-reading activity the learners can delve into the theme or give their opinion on it. This not only gives a fillip to their imagination but also provides a sense of participation and confidence.

If we were to consider discussions in life we will notice that we discuss a topic in different ways. Much depends on the purpose, occasion or the persons with whom we are discussing.

While discussing we may be trying to:

- clarify our thinking
- explore the meaning of something in consultation with our friends
- try to find out what the other person feels about the topic or issue
- try to convince another about our point of view
- have an argument

Learners need to learn how to carry on a discussion in an amiable manner. The points that the learner would bear in mind are:

- allowing and encouraging the others to continue talking
- redirecting the discussion
- inviting others to give their point of view
- clarifying points in a polite manner
- agreeing or disagreeing (without unpleasantness)
- using the acceptable techniques of interrupting
- concluding the discussion in a democratic fashion
In addition to discussions on the text, the teacher can generate a discussion on any other issue by using a telling picture, a slogan, an advertisement or a news item.

**Teacher's Role**

The teacher needs to demonstrate a bit of a discussion with the help of a few volunteers. She may play a tape to familiarize the learners with the expressions used, for example, inviting a person to join in, or expressing disagreement politely. Learners may repeat these sentences with the right stress and intonation. Once they know what to say at what point of the discussion, they can begin the actual discussion with the teacher acting as a facilitator, observer and manager.

It is important to move around unobtrusively so that the learners do not become self-conscious. She may note errors in grammar or usage and take these up in remedial work.

At places during the discussion the teacher might have to gently intrude when she finds only a few learners dominating the discussion.

The discussion must lead to a clear task and the activity must have a sense of completion. Conclusions must be drawn within the stipulated time and the whole process achieved democratically. Digressions would have to be kept in check.

The activity of discussion can be rounded off by inviting one member from each group to report on the group's discussion. All the points of view can be presented using appropriate language, earlier practiced with the teacher. If there is a shortage of time, the groups can put up posters carrying the summary of the groups' ideas.

### 18.3.5 Class Debate

A debate is a formal, organized argument. It revolves around a 'motion' which is an issue stated in the affirmative on which a vote is taken. It is organized by 'time' and by a set of 'procedures'. It is conducted by a chairperson. (For details refer *Advanced Conversation*, Marion Geddes, Gill Stutridge and Sheila Been, Macmillan, 1991).

However, the class debate can be a more flexible and informal affair. The debate can be used by the teacher for evaluation purposes wherein the oral skills of the learners can be assessed.

**Teacher's Role**

The teacher can select some issue or a topic that lends itself to debating and ask for volunteers who would speak 'for' or 'against' the motion. One learner can be asked to be the Chairperson who would invite the speakers to speak. A panel of judges may be selected from amongst the remaining learners in the class. The criteria of judging a debate can be spelt out, or elicited from the students from the very beginning. The participants can prepare for the debate keeping the criteria in mind. Weightage would be allotted for content, ideas, delivery of speech, persuasiveness of the argument, creativity of argument and language competence.

The teacher can make her own notes regarding these and in a general session provide her feedback and suggestions to the class. It is important to sum up and state whether the 'motion' was changed at the end of the debate.
1. Suggest ways of using the textbook for ideas for role-play.

2. How would you organize a discussion at the end of the reading text?

3. Suggest five topics for the class debate.

18.3.6 Radio Show

Learners can prepare their own radio show on any theme. They can interview people, read out snippets from the newspapers or periodicals, include an anecdote, or a very short skit, use sound effects and background music for their chat show.

They can use incidents or events from the school, home or neighborhood. They could use themes that concern everyone as the pivot of their radio show. They could even have a chat show in which they can invite some famous person and request him or her to share their experiences or ideas on certain issues.

Teacher’s Role

Before the learners begin to work on their own show, it is important to expose them to various kinds of radio shows or chat shows on TV. Ask the learners to watch or listen to a particular programme and discuss the various aspects of the programme the next day so that the learners can have an idea of how a radio show is done. Often such shows are broadcast simultaneously on different channels and different groups can watch different channels. They could discuss the programme they watched in their small groups and then later in a whole class activity. The ideas that emerge about a show can be put on the chalkboard.

Learners can then decide what they could include in their show.

After the learners have watched or listened to a few TV/radio shows, the different ideas used in them can be discussed. Following this the teacher may provide autonomy to the learners to decide on the theme or the components of their show.

The technique of recording may be demonstrated to them and then they may be asked to work on their radio show.

In the feedback session, the groups present their shows, which are discussed by the whole class. It is important to begin with a word of appreciation and highlight the strong points of every show. Comments on overall performance, presenters, the quality and audibility of the voices, expression, interest level, clarity of speech may be invited from the learners. The objective of this project would be largely fun and
18.3.7 Interpreting

Interpreting is a popular profession among language learners. It can also be called liaison interpreting, which one sometimes has to do when there is a foreign visitor or a visitor from another region whose language you alone know in the given situation. One has to interpret when the visitor mingle with the people of the host country, goes shopping or sightseeing.

Interpreting in the language classroom would be a simulation exercise where one of the participants of the conversation pretends not to know English. For this a situation would have to be created and role cards given to all participants. The scene could be a shopping mall with the visitor trying to find out about various goods or foodstuff. This kind of simulation can be very interesting.

Care needs to be taken that the simulation is not interrupted by other learners, who correct the 'interpreters' utterances. This could be done by the 'visitor' himself, when he/she echoes the sentence of the interpreter. Sometimes if the interpreter has not interpreted correctly (something that the 'visitor' has been able to make out) the 'visitor' can refuse to understand and seek clarification.

This activity can be very interesting as the other learners can come up with sentences of their own leaving the 'interpreter' groping to translate what they said using a lot of repetition and pauses.

Teacher's Role

The teacher needs to explain the activity to the learners and give a demonstration with the help of a few volunteers.

S/he needs to assure the learners who are playing the role of the interpreters that pauses, repetition, hesitation and regression are common in day-to-day speech and that ought not to inhibit them.

This is also a good listening activity, as the 'interpreter' has to give the exact import of the utterance of the other persons.

The teacher may use a tape recorder to record the sentences so that it could be played back and the 'interpretation' discussed.

The learners would be using a lot of noun clauses like: He says that... He means that... He wants to tell you that....

Since nothing in this activity is rehearsed, it is a challenging activity involving the mental processes of providing immediate equivalent to what one said.

18.3.8 Resource Book for Speaking Activities

The teacher needs to have a collection of speaking activities based on various aspects of the learners' lives. The reading list given below would provide the teacher with many activities for the second language learner. There are certain activities, which the teacher would have to adapt for his/her class.

Reports of school events, newspaper clippings, advertisements, posters and fliers of various programmes also can go into the file which could be used at the opportune moment for an activity.
The following can be used as stimuli:

- School events
- Neighbourhood events
- School trips
- Neighbourhood tabloids
- Periodicals
- Interviews for selection as Prefects and Editorial Board Member
- Topics of current interest
- Letters to the editor
- Television programmes
- News

Check Your Progress - 3

1. How would you use a letter to the editor to generate a speaking activity? Mention different speaking activities that you might develop from this stimuli.

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18.4 LET US SUM UP

In this unit you have become aware of the different activities you can organize to exercise the intermediate and advanced speaking skills. The possible themes, support material or classroom organization required for different activities are made familiar to you. You have also learnt how to organize each activity keeping in mind the objectives, the learners, the time on hand, the linguistic or communicative gains from each.

18.5 KEY WORDS

- Share understanding: understand what others think and say and help others to understand what one thinks and says
- Personal purposes: using language in one’s own daily life for day to day purposes
- Repertoire of oral skills: abilities to do different things with spoken language for performing the different functions of language in conversation or extended talk
- Fluency: ability to speak without hesitation, many pauses or false starts
- Narrative and non-narrative: language used for telling a story or a sequence of events and language used for describing for expository purposes or for arguments, etc.
transmitted orally: conveyed from one to other orally without any written form being used
contextual environment: the environment in a particular situation
skeleton stories: stories of which the bare sequence of happenings is given as hints and which need to be padded up with characteristics – the certain feelings and emotions of the characters and other situational descriptions.
incomplete stories: telling a story without completing it, inviting and stimulating students to give their own version of the ending
sound sequence: a set of recorded sounds, arranged in a sequence to be used as a stimulus for students to build a story on

18.6 SUGGESTED READINGS


Bose, Kshanika. 1979 *Teaching of English – A Modern Approach*, CIE


ANSWERS

Check Your Progress • 1

1. Which oral skills do the activities on selecting pictures or statements related to the narrated story exercise? How does that help the learners in real life?

They exercise the skills of listening to a story not only as a form of discourse but also as a mode of mental organization especially recalling from memory the sequence of events and details of the characters. This also gives them further practice to use the language presented and a contextual environment to develop their vocabulary.

Listening to a story allows them to notice the organization of events in time, the intentional action of the characters, their underlying emotions or feeling, cause and
effect, a problem and resolution of the problem, the thematic structure of a narrative, etc.

Selecting pictures or statements belonging to the story help them to see the organization and the interplay of emotions of the characters. If done in groups, it also helps them to discuss and convince their classmates why a statement or picture is true to the story. They also get an opportunity to exercise language functions like expressing opinions, agreeing and disagreeing, recalling and narrating.

2. What are the skills involved in story telling?

Story telling is a form of extended talk where there is less interaction with the audience. Yet in order to hold the attention of the listeners the storyteller must visualize the scene, the characters, their speech, their movements. He or she must see it all happening as a coloured film in his or her mind. Only then he or she can describe it for the audience.

Story telling requires a fair amount of proficiency in the language. In order to construct a cohesive narrative the learner would require:

- the use of relative clauses;
- connectives;
- pronominal reference (use of pronouns);
- adverbs; and
- (verb) tense and aspect to convey temporal relationships.

3. What is meant by a sound sequence?

Sound sequence is a sequence of different sounds played by the teacher in the class. The learners build the story based on the sequence of the sounds. This ensures an imaginative response and exercises the skill of narrating the story and also convincing the listeners why they think that this must have happened in the story. This also enables the learners to use their experiences to build the story.

4. What are the various things that a speaker must keep in mind while narrating an anecdote?

A speaker would normally relate an anecdote which has left an impression on him/her whether pleasant or unpleasant. The speaker has to conjure the event s/he wishes to narrate, s/he needs to imagine the scene and the happening.

S/he then needs to provide background information in a way that it does not become tedious. S/he needs to think how s/he can create the mood or atmosphere to match the anecdote.

Then s/he needs to present the utterances of the persons involved in direct speech for a better impact.

To top the narration s/he needs to give a punch-line (a funny concluding statement about the state of things or what s/he learnt from the anecdote, etc.)

Check Your Progress - 2

1. Suggest ways of using the textbook for ideas for role-play.

Characters from the stories, biographies or autobiographies can be recreated through role play. The sentences in direct speech can be spoken by the learners while playing the part. Students can build dialogues of their own according to the situation.
The same activity could be used for evaluation when one group does the role play and the other group guesses which characters are being represented.

2. How would you organize a discussion at the end of the reading text?

It is important to see that the reading text has a potential for discussion i.e. that it deals with certain issues which could be debatable. Actions or utterances of the characters can be evaluated by the learners who would present their opinion based on their experience and previous knowledge.

It is important for the teacher to ensure that the speakers respect each other’s point of view and present their own in a polite and convincing manner. It is also important to ensure turn taking to prevent a few confident and fluent learners from dominating the discussion. The reticent learners can be encouraged to join in through a few questions or by seeking their opinion.

3. Suggest five topics for the class debate.

A few topics could be:
- There should be no examinations in school.
- Uniforms in school lead to regimentation
- Special schools for bright students create a division in society
- Parent should take a very active part in a student's selection of career.

Check Your Progress 3

1. How would you use a letter to the editor to generate a speaking activity?

Mention different speaking activities that you might develop.

A discussion can be generated on the issue mentioned in the letter. A role play can be organised wherein a reader can meet the writer of the letter and tell him how s/he agrees or disagrees with him/her. The editor of the newspaper can call up the writer of the letter and inform him/her about the response to his/her letter.

The activities thus can be-
- discussion
- debate (the issue mentioned in the letter)
- role play
- telephonic conversation