

Table 2 Speaking activities

Activity type	Purpose	Materials
<p>1 Look, listen and repeat The teacher shows a picture, says the word and pupils repeat: <i>Look! An elephant. Repeat!</i> When the teacher is satisfied with her pupils' pronunciation, she can move on to another word. Once several new items have been introduced, the teacher can check by showing a picture and asking, <i>What's this?</i> and pupils reply.</p>	<ul style="list-style-type: none"> ● To introduce new vocabulary or structures ● The same technique, using a word card instead of a picture card will provide basic reading practice 	<p>Picture cards, for example, animal food, colours, actions, clothes</p> <p>Word cards, as above</p>
<p>2 Listen and participate Examples of this are often found in storytelling sessions or when rhymes or poems are recited in class. Pupils are encouraged to participate by repeating key vocabulary and phrases.</p>	<ul style="list-style-type: none"> ● To involve pupils actively when listening to stories or rhymes ● To provide a meaningful and familiar context in which to repeat language items 	<p>Storybooks, rhymes, riddles, poem</p>
<p>3 Reading aloud Some games, like phonetic Bingo or Snap, require pupils to read words or sentences aloud.</p>	<ul style="list-style-type: none"> ● To practise pronunciation and sound/letter combinations 	<p>Bingo boards and cover cards</p> <p>Snap cards</p>
<p>4 Memory games Games like 'I went to market and bought . . .' and Chinese Whispers require children to repeat a certain structure or word.</p>	<ul style="list-style-type: none"> ● To develop memory skills ● To practise pronunciation ● To provide hidden pattern practice ● To improve concentration and listening skills 	<p>Short spoken messages or lists of items</p>

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<p>5 Dramatization A story or situation can often be acted out, thereby involving pupils in a variety of different related activities such as learning lines, making costumes and props, making posters and invitations.</p>	<ul style="list-style-type: none"> ● To provide a memorable occasion for practising spoken English ● To develop confidence ● To develop memory skills ● To provide integrated skills practice 	<p>Storybooks</p> <p>Scripts (optional)</p> <p>Various materials for related activ</p>
<p>6 Rhymes, action rhymes, songs, chants These are learnt as chunks of language and involve pupils in imitating and miming. Rhymes or songs with actions also provide exercise and encourage body control.</p>	<ul style="list-style-type: none"> ● To develop memory skills ● To provide pronunciation practice ● To consolidate or introduce new language 	<p>Rhymes, songs, chants</p>
<p>7 Retelling a story This activity involves pupils in retelling a simplified version of a story. Children can often be helped in this activity with picture prompts, or by matching speech bubbles with pictures.</p>	<ul style="list-style-type: none"> ● To check if pupils have understood the main events in a story ● To provide pronunciation practice, as well as some storytelling techniques, such as disguising the voice, alternating pace and so on 	<p>Storybooks</p> <p>Captions written on cards or in speech bubbles, picture prompts</p>

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<p>8 Look and ask This activity is often used to prepare pupils for freer activities such as pair work or questionnaires and surveys. The teacher can use a picture to prompt a pupil to ask a particular question. For example, the teacher gives a picture of three oranges to a pupil and instructs him or her to ask another pupil: <i>Benjamin, ask Mary!</i> Benjamin shows Mary the picture and asks, <i>How many oranges are there?</i> Mary replies. The teacher then asks the class. <i>Is that right?</i></p>	<ul style="list-style-type: none"> To provide controlled practice where pupils are focusing on producing the correct grammatical form and pronunciation 	Picture cards, for example, fruit, objects, clothes
<p>9 Guessing games These types of games usually involve pupils in asking questions or describing something or someone. For example, pupils draw a picture of an animal or think of an animal they would like to have as a pet, without showing the class. The class must guess what it is: <i>Is it a cat?</i> and so on. Pupils can also describe someone in the class without saying his or her name: <i>She's got long hair. She's wearing a red pullover,</i> and so on, and the other pupils must listen and guess: <i>It's Sarah!</i></p>	<ul style="list-style-type: none"> To provide a realistic context for practising the pronunciation of specific structures 	None

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<p>10 Information gap These activities are usually carried out in pairs or groups and often involve pupils in asking and answering questions. One partner has some information that the other does not. The aim is to find out what this is in order to complete a task.</p>	<ul style="list-style-type: none"> To give pupils a chance to work independently of the teacher To practise fluency 	Worksheets for pupils A and B (see page 121)						
<p>11 Questionnaires and surveys Pupils interview other classmates about, for example, their abilities, their likes and dislikes, and collate the information on a chart.</p>	<p>As above, and</p> <ul style="list-style-type: none"> To practise listening skills To use the information collected for a specific purpose 	Worksheets for pupils to complete. See Figure 3 on page 98						
<p>12 Roleplay Roleplay provides an opportunity for language that has been presented in one context to be used in another. For example, pupils could act out a shopping dialogue, making use of the 'shop corner'.</p>	<ul style="list-style-type: none"> To provide fluency practice To extend language use 	<p>Pupils may be given role cards, for example.</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Pupil A</td> <td style="text-align: center;">Pupil B</td> </tr> <tr> <td style="text-align: center; border: 1px solid black; padding: 2px;">You want to buy eggs</td> <td style="text-align: center; border: 1px solid black; padding: 2px;">You haven't got any eggs</td> </tr> <tr> <td style="text-align: center;">customer</td> <td style="text-align: center;">shop assistant</td> </tr> </table>	Pupil A	Pupil B	You want to buy eggs	You haven't got any eggs	customer	shop assistant
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From: The Primary English Teacher's Guide / Brewster, Ellis & Girard
Penguin 1992.