

# Коммуникативные упражнения



для развития говорения




# Guessing Games

~  $\frac{1}{12}$    $\frac{1}{10}$   $\frac{1}{10}$   $\overline{3.5}$

.00   $\frac{1}{10}$


# A day in the life



The class is divided into two groups. One member of each group leaves the room. The remaining group members decide on how the person who is outside spent the previous day. They draw up an exact time schedule from 8 a.m. to 8 p.m. and describe where the person was, what he did, who he talked to. So as not to make the guessing too difficult, the "victims" ' day should not be divided into more than six two-hour periods.

The people who waited outside are called in and return to their groups. There they try to find out - by asking only yes/no questions - how the group thinks they spent the previous day.

(optional) When each "victim" has guessed his fictitious day, the group tries to find out what he really did.





# Lie detector



# Coffeepotting

The students are divided into groups. One member of each group leaves the room. In their absence the groups decided on a set of five to eight questions they want to ask the students. These can either be personal or factual questions. In the case of factual questions the students asking them must not know the answer either.

The students who wait outside now return to their groups. They have to answer all questions, except one, truthfully; in one case they may lie. The rest of the group has to decide which answer was a lie. They have to give reasons to justify their opinion. The student tells them if they were right.

The groups sit down facing one another. Then the teacher, without letting the other see it, show all the members of the smaller group a piece of paper with an activity (e.g. reading or skating) written on it.

The members of the bigger group now have to guess this activity. In their questions they use the substitute verb "to coffeepot", e.g. "Is coffeepotting fun in winter?" Both yes/no questions and wh-questions are allowed, but not the direct question "What is coffeepotting?" The students in the smaller group are allowed to give evasive answers, though they should be basically correct. Each person in the smaller group is questioned by two members of the other group.

As soon as a student from the guessing group thinks he has found the solution, he whispers it to the teacher and – if correct – joins the answering group/ The game is finished when the original numbers of the groups (1/3 to 2/3) have been reversed.

# Hidden sentence

Two teams are formed. Two students, one from each team, come and sit at the front of the class. Each student chooses a sentence card. They do not show their sentences to each other or to their teams.

The teacher chooses a topic card and announces the topic. The two students start off a conversation in such a way that they can use the sentence on their card in a suitable context without anybody noticing it. Both teams listen attentively and try to guess the "hidden sentence" of the student from the other team. If they think they hear it, they shout "Stop!" and repeat the sentence. If they are correct, they score a point. Each team is allowed to shout "Stop!" twice during each round. The conversation continues until 3 or 5 minutes are up. For the next round two new students from each team come to the front.

## Scoring:

Guessing hidden sentence correctly: **1 point**

Use of hidden sentence by students without detection: **1 point**

Failure to use sentence: **minus 1 point**

This means that each team can gain a maximum of **2 points** in each round (if they detect the opponent's sentence and if their own team member uses his sentence undetected)

## Suggestions for sentences:

I really think it's old-fashioned to get married, but I like children.

I've never been to Tokyo.

My mother used to bake a cake every Sunday.

The most dangerous thing you can do in rush-hour traffic is ride a bike.

Bus fares have gone up again.

Modern art is fascinating, I think.

I hate spinach.

## Suggestions for topics:

POLLUTION

TRAVELLING

FASHION

KEEPING FIT

WATCHING TV

FAMILY LIFE

# PACKING A SUITCASE



**STEP 1:** Two students are asked to leave the room. The rest of the class agree on a person (either somebody from the class itself or a well-known person) for the two person to guess.

**STEP 2** The two students are called in again. They ask individual students what things (objects, qualities, characteristics) they would pack into the suitcase of the unidentified person, e.g. "What object would you pack, Martin?" "What positive quality would you pack, Susan?" The two students can discuss possible solutions together. They are allowed three guesses and must not take longer than three minutes.

**VARIATIONS** 1. The two students could agree on person to be guessed by the class.

2. The game can be played as a competition in groups. One group thinks of the person to be guessed. The other groups have to discuss their questions and strategies, because they are only allowed one question or one guess per turn. The group which guesses correctly decides on the next mystery person.





# MOST NAMES



**STEP 1:** Without letting the student see it, the teacher fixes a name tag to each student's back.

**STEP 2:** The students circulate around the room. They have to find out by asking yes / no questions "who" they are. They are not allowed to ask any one person more than three questions. As soon as has found out who he is, he tells the teacher. If he is right he receives a new name tag. The student who has more name tags on his back – and thus has guessed "his" different personalities most quickly in a given time (20 minutes) – is declared the winner.





# JIGSAW

*Jigsaw tasks*

*Jigsaw tasks*

Jigsaw tasks

# TASKS





# MESSENGER

**STEP 1:** Before the class starts the teacher builds something out of Lego bricks and covers it with a cloth. When groups have been formed and building materials have been distributed, each group sends a messenger to look at the 'thing' the teacher has built.

**STEP 2:** Each messenger reports back to his group and tells them how to go about building the same thing. The messengers are not allowed to touch the Lego bricks or to demonstrate how it should be done. The group can send the messenger to have a second look at the teacher's object. When all the copies are finished they are compared with the original.

**VARIATIONS:** Instead of Lego bricks, arrangements of tangram pieces or other objects and drawings can be used.

Молчать нельзя  
комментировать



# ORDERING

*Describing situations or actions shown in the picture,  
making suggestions, cooperation.*

A comic strip (or picture story) of at least four pictures is cut up, and the pictures pasted in random on two pieces of paper, so that each sheet contains half the pictures. Half the students receive one set of pictures each, the other half, the other.

The students work in pairs. Each partner has half the pictures from a comic strip. First, each student describes his pictures to his partner. They do not show each other their pictures.

They decide on the content of the story and agree on the sequence for their total number of pictures. Finally, both picture sheets are compared and the solutions discussed.



# TOWN PLAN

The students work in pairs. Each partner receives a copy of the town plan, version *A* for the first student, version *B* for the second. The students ask each other for information which is missing from their plan i.e. the names of some streets (*A* has to find London Road, Aston Street, Rat Lane, Pen Street, Cocoa Lane, Station Square and Fair Fields; *B* has to find Park Street, North Street, Nottingham Road, High Street, Milk Lane, Trent Crescent and River Drive) and the location of certain buildings and other places marked on the map (*A* has to find Rose Park, the Old Bridge and the Town Hall; *B* has to find the Post Office, the department store and Windon Common). They must describe the way to these places starting at the point indicated on the map.

Student *A* then writes in the names of eight more places, uses the spaces indicated by the numbers 1 to 15, without letting his partner see where he has written them in (his partner has a list of the places). *B* does the same for his eight places, using numbers 16 to 30. The partners then have to find out which number refer to which places by asking for directions, e.g. *A*: "How do I get to the Chinese restaurant?" *B*: "You walk up Linklow Hill and turn right into Ink Street. The restaurant is down the street on your left."



# STRIP

# STORY



Each student receives a strip of paper with one sentence on it. He is asked not to show his sentence to anybody else but to memorize it within two minutes. After two minutes all the strips of paper are collected in again.

The teacher briefly explains the task: "All the sentences you have learnt make up a story. Work out the correct sequence without writing anything down." From now on the teacher should refuse to answer any questions or give any help.

The students present the sequence they have arrived at. A discussion follows on how everybody felt during this exercise.

## VARIATIONS:

Instead of a prose text a dialogue is used.

The task in this case involves the solution of a puzzle for which each student holds a vital piece of information.



# INFORMATION SEARCH



What are plugs?

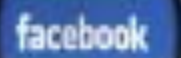
Most plugs are made of metal.  
 There are many kinds of plugs.  
 Most plugs have two holes.  
 You need plugs for sewing.  
 Dogs use plugs.  
 Plugs can be open and shut.  
 New plugs are sharp.  
 You can hold plugs in one hand.  
 Housewives never touch plugs.  
 Plugs are not seen very often.  
 Plugs do not burn.  
 Plugs smell nice.  
 Plugs are hard and pointed.  
 Plugs are useful.  
 You use plugs to make small pieces out of a big piece.  
 There are different plugs for all kinds of materials: wire, cloth, paper.

What are plugs?

Plugs are about 1 metre long.  
 You need plugs in the garden.  
 It is dangerous for children to use plugs.  
 When you drop plugs onto the floor they break.  
 Surgeons, tailors and hairdressers need plugs.  
 There are plugs for right-handed and left-handed.  
 Plugs made good toys for young children.  
 Plugs have two parts which are screwed together.  
 Ordinary plugs are about 20 centimetres long.  
 There are special plugs for beauty care.  
 You can hurt people with plugs.  
 Most plugs have sharp points.  
 You can buy plugs at a baker's.  
 If you use plugs in the correct way it doesn't hurt

Each group receives a set of cards (as many information cards as there are students, and one question card). Their task is to find out what "plugs" are by sharing information, but that some of the information they have been given is false. One person in the group reads out the question from the question card. Then they share the pieces of information on their information card. By comparing the statements on the cards they try to pick out the pieces of false information, and write these on a separate piece of paper. Then they discuss possible solutions.

There are 8 false statements.  
 Plugs are **scissors**.





Write down your solution

Compare and discuss in pairs/groups

Work on your own

Defend your choices

Tolerance

Ranking

Understanding

Common sense

Preferences

Practice interactive language

Order of importance

General knowledge

# PRIORITIES



Each student receives a copy of the handout and is asked to rank the items in order of importance from 1 to 12. When everybody has finished (after 5 minutes), the teacher calculates the total rank of each item. The item with the lowest number is considered the most important one by most students, the one with the highest number the least important.

Meanwhile the students are given another copy of the handout, and they sit down in small groups and attempt to find a common ranking for the items. Group results are then compared with the overall result of individual ranking.

Once you have a clear picture of your priorities that is values, goals, and high leverage activities organize around them.

## WHY DO WE GO TO SCHOOL?



- To acquire general knowledge
- To prepare for a job
- To meet other young people
- To learn something about subjects one will not deal with again later

- To train one's memory
- To find out what one is really interested in
- To give one's parents some peace and quiet
- To test one's intelligence
- To learn how to study and work with books
- To learn discipline and order
- To be kept dependent
- To have a good time

# Good teacher



Each student receives the handout listing ten qualities of a good teacher. He is asked to rank them in order of importance.

Meanwhile the teacher draw the following table on the board:

Quality	1	2	3	4	5	6	7	8	9	10
Discipline	2	4	5	3	2	1		2	1	

Each student calls out his ranking of the qualities, which is marked on the table. The end result shows the spread of opinion and cluster of similar rankings

Each quality is now discussed in turn and students who give it a high or very low ranking are called upon to explain why. It is hoped that many students will be able to give examples in order to back up their statements.

- Keeps in contact with the parents of his / her pupils and lets them participate in the life of the school
- Is able to maintain discipline and order
- Lets the students share his / her own life with all its ups and down
- Works hard to remain up-to-date in his / her subject
- Openly admits when he / she made a mistake or does not know something
- Is interested in his / her students, asks them about their homes and tries to help where possible
- Makes the students work hard and sets high standards
- Is friendly and helpful to his / her colleagues
- Uses a lot of different materials, equipment and teaching methods and attempts to make his / her lessons interesting
- Helps the students become independent and organize their own learning

Good Job!





# JOB PRESTIGE



The teacher outlines the task: "You are going to be given a list of 14 occupation. You have to rank them according to two criteria. First arrange them in the order in which these jobs are regarded and paid for in our society. Secondly make a list in which you show how important you think each job should be."

*dentist*

*taxi driver*

*secretary*

*schoolteacher*

*policeman*

*lawyer*

*journalist*

*university professor*

*actor*

*nurse*

*shop-assistant*

*librarian*

*engineer*

*farmer*

The results are presented by the students and noted on the board. The first list will probably be very similar in each case, with clusters of high prestige and low prestige job emerging clearly. The ranking of the job importance allotted to them by individual students may differ wildly and should stimulate a discussion on the criteria for "upgrading" or "downgrading" certain occupations.

"Work with your neighbor. You should – as far as it is possible – reach agreement in both rankings. Where you cannot agree, mark the difference of opinion on your list."



TRUST  
HONESTY  
RESPECT

# CHOOSING WHERE TO LIVE

V.I.P.

The students receive a handout with 15 balloons displaying 12 different aspects of qualities of living.

The teacher explains: "There are 3 blank balloons for you to add any aspects important to you but missing from our list. Most of the balloons are self-explanatory, but perhaps an explanation of some of them would help you:

**Proximity to family** = the distance you live from relatives and in-laws.

**Cultural amenities** = availability of theatre, cinema, art-galleries, further educational opportunities, restaurants, libraries."

The students should rank order the balloons according to their importance to them. The most important aspect placed alongside 15, the next most important beside 14, etc.

Then the students rate each aspect according to how far that is satisfied by their present place of living by allocating it 0, 1, or 2 in the space provided:

0 = not satisfied at all

1 = some satisfaction

2 = mostly or completely satisfied

Then the students work in pairs explaining their choice and trying to make a discussion.



# GROUP HOLIDAY

The class is divided into groups. Each student receives a handout containing eight suggestions for a two week holiday. Each group now has to find the one holiday that they would like to have together. A decision should be reached by discussion and finding good arguments and not by the majority vote. If the group cannot agree on a type of holiday they would all like to share, they may present their case to the class for further discussion. Groups may also suggest a kind of holiday not mentioned in the handout.

Each group describes the holiday they have chosen and outlines the reason for this choice. The other groups may ask questions or comment.

**TRAVELLING BY BIKE**



**CRUISE**



**A SKI RESORT**



**DRIVING A CAR**



**RELAXING ON THE BEACH**

**SIGHTSEEING**



## HELP ON FARM



Food and accommodation free Work six days a week + free extra week  
**ON SMALL GREEK ISLAND**

## See the Cultural and Historic parts of EUROPE



Small hotels, bed and breakfast  
**Italy and France**  
by Coach

# GROUP HOLIDAY

## Hike along the Pennines



Camping + Good Hotels  
All food, maps and guide included

At the end  
**A weekend in the Lake District**

## Like Robinson Crusoe



**Cruise on**  
Small steamer in the Adriatic  
Provide own food

## TWO WEEKS IN MAJORCA



*First class hotel (all incl)*  
*Disco. Bar. Trips. Good food. Entertainment.*

## RELAX



**Finnish Lake**  
*Swim. Fish. Sauna. Canoe. Stay in Wooden Hut. Provide own meals*

## BE YOUR OWN CAPTAIN



*Comfortable Boat (Sleeps 6-8)*  
*For a Cruise Down the Shannon*

## RAIL ROVER TICKET



**EUROPE**  
**FOR TWO WEEKS**  
**AND**  
**YOUTH HOSTEL VOUCHERS**

## Bibliography

- Burt, M.K. and H.C. Dulay *New Directions in Second Language Learning, Teaching and Bilingual Education*. Washington: TESOL, 1975.
- Friederike Klippel *Keep talking. Communicative fluency activities for language teaching*. Cambridge University Press, 1984.
- Jones, K. *Simulations in Language Teaching*. Cambridge University Press, 1982.
- Littlewood, W. *Communicative Language Teaching*. Cambridge University Press, 1981.
- Revell, J. *Teaching Techniques for Communicative English*. London: Macmillan, 1979.
- Rixon, S. *How to Use Games in Language Teaching*. London: Macmillan, 1981.
- Seely, J. *In Role*. London: Edward Arnold, 1978.
- Stanford, G. *Developing Effective Classroom Groups*. New York: Hart, 1977.
- Syed, H. *A Classroom Project – "The Napoleon Society"*. Moorwood, 1978.
- Thomas, I. *Communication Activities for Language Learning*. Wellington: Victoria University, English Language Institute (MS), 1978.
- Wright, A.D. Betteridge and M. Buckby *Games for Language Learning*. Cambridge University Press, 1984.
- Зимняя И.А. Психология обучения иностранным языкам в школе. – М., 1991
- Пассов Е.И. Основы коммуникативной методики обучения иноязычному общению. – М.: Русский язык., 1989.



*Thank  
You*

**Работу выполнила:  
Учитель английского языка  
МБОУ: гимназия №1 г Саки, Крым  
Посметная Елена Викторовна**