

Be SoMeOnE eLsE!!

By: HaDeEl HuSsEiN

Fluency, projection, improvisation, pronunciation, interaction and spontaneity are all demands of the speaking skill. Traditional ways of teaching speaking won't meet those needs for our students in their EFL speaking classes unless you, as a teacher, make them trespass the class boundaries, drop them in holes and troubles, play different roles and let them wear different hats to **BE SOMEONE ELSE!!!**

The following is a group of interactive activities and games to get students practise the English language in different and interesting ways that can change the routine of our classrooms.

1. Active Intro Circle Game:

Level: all levels ,

Purpose: to develop group trust, help Sts learn each others' names, practise infinitive and gerund grammatical forms.

Put the class in a circle. Model this activity by giving your name and saying something you like while acting out or giving an appropriate movement or gesture. e.g, "My name is Hadeel and I like swimming!" (I make the motion of swimming). the class then repeats this with you exactly the same words and motion.

Next, you turn to the person in the circle to your right. You two face each other and say together: "My name is Hadeel and I like swimming!" (with motion). This new person gives his name with a motion and then the class repeats while acting the same motion and so on.

Source: Deryn Verity

2. Silent Talking:

Purpose: to improve pronunciation.

Write on the board some of the words that have been practiced before, e.g, science, music, health, islands. Then mouth one of these words and get Sts to tell you which word you were saying silently. Tell them to look at your mouth carefully while they do this. Students can play this game in pairs or groups.

3. Yes and No:

Purpose: to practise question formation and fluency

Stand in front of the class and invite questions. Explain that you are going to answer them without using the words 'YES' or 'NO'. e.g: *Q: are you married? A: I am.(or that's correct).* You can turn this into a team game

4. Find the Missing Part:

Level: all , purpose: to develop concentration, sensitivity to dialogue.

Each class member is given one half of a brief dialogue. Given 30 seconds to memorize line and then all go around the room giving their lines without ceasing. When any pair is found, they will stand aside and let others keep searching. At the end, the dialogues are performed. A sample dialogue like:

*I find dogs to be disgusting and dirty animals
well, but they're so friendly and faithful!*

5. Progressive Stories:

Purpose: creative thinking, practicing the past tenses and speaking.

Divide the class into groups of six. Explain that groups of Sts are going to make up a story. St1 says the first sentence, St2 says the second and so on. Demonstrate with a group to start with and join it to begin the story yourself:

One day I went to the sea to go swimming.

Give them a time limit or a set number of sentences in which to end the story, if you want to finish the activity quickly.

6. What are You Doing?

Level: All , Purpose: Movement, fluency, concentration.

Have pairs at the front of the class. One member pantomimes an action. His partner asks: "what are you doing?" he responds by describing something **other** than what he is really doing. the partner then begins doing what the other said he was doing and , in urn, is asked by the first pantomime "what are you doing" to which he responds without ceasing his action.

Example: (partner A is pantomiming brushing his teeth)

Partner B: what are you doing?

Partner A: (while brushing) I'm dancing

Partner B begins dancing

Partner A: what are you doing? (still brushing)

Partner B: I'm driving a car (while dancing)

Partner A begins driving a car

Partner B: what are you doing (as A drives)

Have class (as audience) playfully give "raspberries" if: 1. it takes more than 15seconds for a new idea to come, 2. if the action being done is the one stated or 3. if an old action is repeated.

7. Fruit Basket:

Purpose: projection and fluency.

Assign students to be one of three fruits: strawberry, apple, and banana. Assign just enough chairs to the activity to hold all in the class, less one. The teacher starts off by telling a story, suspenseful, strange, banal, whatever for a minute or less. The climax of the story involves the teacher saying the name of one of the three fruits: e.g., "strawberry!". All of the Sts wh are strawberries **must** find a new seat. The teacher takes a vacated seat quickly. One student

will be left standing, who then must tell a new story, with another climax, with another fruit (or the same). A student can say “fruit basket” and then **everyone** must find a new seat.

Source: Jeanette Miller.

8. Fighting Game:

Purpose: to develop concentration, spontaneity, listening and fluency.

Form teams of three (two carrying on different conversations with the person in the middle)

So each end player talks to the person in the middle as if the other end player did not exist. The center player must attempt to hold two conversations at the same time. The end players should not wait for each other, must not take turns. *Source: Viola Spolin*

Variation: you can get only two students at the front to play the same roles of the two end players but with the class in the middle to test their concentration. And the more sentences they get after the two end players finish talking, the more points are added to the one who could voice and project his speech so as win at the end.

Source: Hadeel Hussein

9. Describe and Draw ... the OPPOSITE:

Purpose: general oral fluency, communicative accuracy in giving and comprehending oral instructions.

Students pair up and decide who is St. A and who is St. B. explain that each A will get a picture to describe to B. But every B should draw something opposite to what A says. (*there's a man*, B should draw a child, boy or a woman). Later, they compare pictures.

Source: PennyUr

10. The Hidden Word:

Purpose: to develop concentration and conversation skills.

Divide the class into pairs. Both members of the pair should be given a word or phrase. The goal of each partner is to engage the other in a conversation such that the one says the phrase or word held by the other. He who says the other's word first “loses”.

Will take some cleverness on the part of each, since obvious lead ins in the conversation are likely to tip off the other. e.g., if the word of one is “baseball”, he'd probably not get very far by asking the other: did you see that baseball game the other night?

Source: Maley and Duff