

## Task

- a) Information-gap activities
- b) Ranking activities
- c) Jigsaw activities
- d) Guessing activities
- e) Problem-solving activities
- f) Role play
- g) Group discussion
- h) Project-based activities
- i) Prepared monologues

- 1 For each of these activity types (a-i) brainstorm an example activity.

Example *Activity A*: A 'spot the difference' exercise is an example of an information-gap activity. (Students work in pairs and each member of the pair has a slightly different picture. Without looking at each other's pictures they have to identify the differences between their two pictures.)

- 2 Match the items in the list of activity types (a-i) with the descriptions of (parts of) lessons (i-ix) below.
- d i) Students work in small groups. Student A is given (or chooses) the name of a famous person. The other students have to discover the 'identity' of Student A by asking questions to which the answer is 'yes' or 'no'.
  - h ii) Students prepare a radio 'news' programme. They have access to newspapers and they appoint an 'editor', who is responsible for coordinating the preparation of 'stories' for broadcast. The programme is finally recorded onto tape.
  - i iii) Each student is asked to prepare to talk about a hobby or personal interest for two to three minutes. They must not read from a prepared text.
  - b iv) Students are given a possible list of adjectives describing personality. In groups they must agree on the three most important characteristics of a friend/a teacher/a spouse and put these in order.
  - c v) Students work in groups of four. Each student in the group has a different section of a text. Without showing the material to each other they have to decide on the order in which the sections occurred in the original, and pool their knowledge to answer general questions about the text.

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- f) vi) The class reads a text about the dangers of smoking. They then divide into groups. Some groups ('doctors') prepare arguments to persuade someone to stop smoking. The other groups ('smokers') prepare their reasons for continuing to smoke. Finally the class is reorganised into pairs, each constituting a 'smoker' and a 'doctor'. The smoker has bronchitis and the 'doctor' tries to persuade her to stop smoking.
- e) vii) The students work in groups. Student A is given a bizarre story and an explanation of the background. She tells the rest of the group the story. The other students ask questions to try to discover the background.
- g) viii) Students work in groups with a series of statements on a topic they have read about. Together they have to try to reach a consensus on whether or not they agree with each of the statements.
- a) ix) Students work in pairs. Student A has a very full diary and Student B has another. They have to find a time when it is convenient for them to meet.

*Example Activity (a) – Lesson (ix)*

- 3 Choose four of the activity types and brainstorm further kinds of material and activity which might be used.

*Example* The following are all examples of *information-gap activities*:

- One student describes a picture to another student. The second student has to draw it.
- One student arranges objects on the table and directs the second student to arrange similar objects in the same way. The students sit so that they cannot see each other's objects.
- One student has a sequence of pictures which tell a story. The second student has the same pictures in a jumbled order. The first student describes the sequence to her partner. The partner has to arrange her pictures into the correct order.

**Section D Activities – group discussion**

A teacher wants her students to develop the skills necessary for taking part in a group discussion. She also genuinely wants them to exchange their opinions about problems of *transport* in their home city.