

Activities for Integrating Speaking with Reading and Writing Skills

Vanita Chopra | Chopravanita1981@gmail.com

Vanita Chopra works as an Assistant Professor (Language) in the Department of Elementary Education, Jesus and Mary College (JMC), Delhi University. She has an experience of more than nine years as a teacher trainer. She is associated with the British Council for her personal and professional development. Her research interests include Continuous and Comprehensive Evaluation, enhancement and assessment of language skills.

Speaking Activity 1

Theme: Food we eat
 Skills: Speaking, Reading and Writing
 Classes: 6-8
 Title of the Activity: A Visit to a Restaurant
 Subskills: Expressing feelings and opinions, participating in spontaneous talk, reading for comprehension, expressing information or knowledge in writing
 Learning Objectives: To enable learners to:

- enhance personal function of language
- listen to comprehend
- enhance interactional function of language
- write about their personal experience

Duration: 25-30 minutes

Procedure: Begin with a warm-up activity
 Teacher poses the following questions to the class

- Have you ever visited a restaurant or a dhaba?
- Name your favourite restaurant/dhaba
- What is so special about this restaurant / dhaba?
- Which cuisine does your favourite restaurant serve?
- If you were a restaurant owner, which cuisine would you like to serve?

Teacher gets students to discuss the answers among themselves.

Main Activity 1: Speaking Task

Material: Menu Card (given below)

Hotel Royal Degchi Mussoorie Mall Road, Uttaranchal	
Starters	Price in ₹
Samosa	08.00
Paneer Tikka	25.00

Starters	Price in ₹
Bhel Puri	25.00
Pani Puri	20.00
Main Course	
Mixed Veg	40.00
Shahi Paneer	80.00
Chana Masala	60.00
Rajma	60.00
Dal Makhani	80.00
Tadka Dal	70.00
Veg Pulao	70.00
Zeera Rice	50.00
Breads	
Plain Roti	15.00
Butter Naan	25.00
Pudina Parantha	20.00
Mixed Parantha	20.00
Missi Roti	30.00
Desserts	
Ice cream vanilla/chocolate	40.00
Gulab Jamun	50.00
Ras Malai	60.00
Jalebi	30.00
Beverages	
Cold Drinks	15.00
Milk Shake	30.00
Tea	10.00
Coffee	15.00
Mineral Water	20.00

Participation: Group Activity

Procedure: The teacher creates a mock situation. The class is divided into groups. Each group is given ₹ 500.00 to spend at the restaurant. Students in the groups read the menu card and decide their order collectively within the limit of ₹ 500.00.

Each group shares their choice with the class. A few prompts for sharing are given below:

- I would like to have / order . . . because
- I prefer . .
- I am not particularly fond of
- I ate this first when

Main Activity 2: Role Play

Material : Prompts in Waiter and Customer cards

Waiter card	Customer card
Greeting (Good morning /Namaste)	Greets the waiter.
What would you like to have for a starter?	I would like to have
What would you prefer for the main course?	Can I have . . . plates/pieces please?
Our Dal Tadka is delicious! Can I get you a plate?	What is your specialty?
Anything else Sir/Ma'am	No Thanks, but I would prefer to have Rajma and Zeera rice.
Thank you Sir/Ma'am! Your order will be ready shortly.	Please reduce the spice level
Enjoy your lunch/dinner	That is all/I would also like
The bill comes to	That's fine.
	Thank you very much

Participation: Pairs

The students are paired. One student plays the role of a waiter and the other the role of a customer. Swap the roles to enable further practice

Follow up Activity: Integrating Speaking with Writing

Material : A table with writing prompts (given below)

	Cuisine	Taste	Colour	Aroma
Starter				
1.				
2.				
Main Course				
1.				
2.				
Dessert				
1.				
2.				

Procedure: Think of two of your favourite items that you would like to include under each category and describe each one of them in terms of its cuisine, taste, colour and aroma.

Speaking Activity: 2

Skills: Speaking and Writing

Class: 6-8

Title of Activity: Conversation

Subskill: Expressing individual feelings and opinions, participating in spontaneous talk, expressing information or knowledge in writing

Learning Objectives: To enable learners to:

- enhance personal function of language
- enhance interactional function of language
- enhance creative writing

Materials: Any picture (for example: see below) and paper for writing



Participation: Pair Activity

Duration: 15-20 minutes

Procedure:

- Start with a warm-up activity. The teacher shows a picture and engages the whole class in a discussion asking a few questions. Examples of questions are: (a) What do you think is happening in this picture? (b) Why do you think these people have gathered and for what occasion / purpose?
- The teacher starts the main activity. The students work in pairs. Each pair

choose two people in the picture who they think might be having a conversation. The pairs must not disclose their choice to anybody in the class. Each pair write a conversation between their chosen people, and then do a role play in front of the class. The class uses the picture to identify the two characters represented in the role play.

- Extension Activity: Students work in pairs and share an occasion spent with their friends or relatives that they enjoyed the most and why.