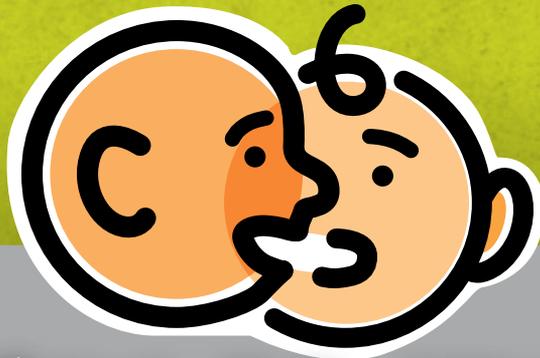




A toolbox for English and foreign language teachers

NORWEGIAN  
BOKMÅL



# Speaking

Loosen Your Tongue  
and Listen Up!

## Tips on oral skills

*Loosen Your Tongue and Listen Up!* – about practicing oral skills in English and foreign languages is the second publication in the Norwegian National Centre for English and other Foreign Languages in Education's series of 'skill booklets'. Previous publications include *Reading is Worthwhile!*. The series aims to give teachers a repertoire of methodological approaches – a didactic toolbox one can access in order to conduct pupil-activating and varied learning work regarding the basic skills.

When it comes to oral skills, it is important that the pupils experience teaching that emphasises the regular use of the target language both by and with the teacher and fellow pupils – right from the very first lesson. Pupils will learn more when they take part in activities that allow them to practice speaking the target language (listening and speaking) at the level they find themselves at. This can also help create an atmosphere of acceptance regarding the pupils' interlanguage, which will naturally include mistakes. Furthermore, there may be a good dose of motivation in recognising the need for language in oral communication situations that are more authentic.

We have great faith in learning that takes place through appealing to different senses. It is a known fact that reinforcement occurs when pupils are presented with learning content through play, games, physical objects or pictures that stimulate their fantasy and capture their attention. Therefore, our methodological tips have a pupil-activating approach, as well as having a distinct academic focus (linguistic structures, vocabulary, pronunciation and listening comprehension). The fact that the tips facilitate play and movement helps support pupils' learning and also provides motivation through variation. Here, it is interesting to look to Denmark, where pupils in primary and lower secondary education have a statutory right to 45 minutes of physical exercise during a school day (in addition to physical education), and all subjects must play their part! This is justified based on a combined health, well-being and learning perspective. This resource has been planned so that pupils can solve tasks together, cf. the socio-cultural perspective of learning. The positive outcome of this perspective of learning is well documented, but it also provides individual pupils with increased time to speak compared to more teacher-led instruction.

The exercises outlined in this booklet can be filled with virtually any type of content, i.e., can be utilised regardless of the educational topic that is in focus at any given time. The exercises can also be adapted to any language.

The tips in this booklet are divided into two categories: *Listening and Production and Interaction*. The listening category is a collection of exercises with specific listening tasks to be completed while listening. They ensure that pupils listen actively and get to show their listening comprehension in different ways. For the pre- and post-listening phases, several of the activities in the *Reading is Worthwhile!* booklet have transfer value. The second part starts with some tips on practicing pronunciation. Otherwise, the activities are largely about prepared speech, while some of them have a more spontaneous approach. The proposed exercises are intended to serve as instruments to promote the pupils' communicative skills.

In terms of the booklet's title and the above classification, the Council of Europe's language learning materials have been a source of inspiration. For example, in the *Common European Framework of Reference for Languages. Learning, teaching and assessment* include three different aspects of oral skills: listening, oral production and oral interaction. The material was included as an essential document in the preparation of the Knowledge Promotion Reform's foreign languages subject curriculum. However, it was the *Framework for Basic Skills* that provided a stronger focus on listening skills, which has clearly impacted the revised English subject curriculum of 2013. In connection with the approaching Curriculum Renewal, we hope that this will also have an impact on the foreign languages subject curriculum.

Good luck with the activities in *Loosen Your Tongue and Listen Up!*

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## Vote With Your Feet!

In this activity, pupils get to show their listening comprehension through movement. The pupils must consider spoken statements in the target language and cast their 'vote' by jumping or walking. By allowing the pupils to be physically active, variation is created. This also stimulates the pupils' senses, and their different learning styles are accommodated. The activity is flexible and can be easily adapted to specific topics and different language levels.

### Proposed implementation:

#### Option A: Cross the line

This is a joint, playful activity where pupils must interpret and respond quickly to the oral information they receive. Learning through play and movement can be stimulating and motivating. The activity is suitable for simple factual statements with two alternative answers.

- Pupils stand along an imaginary/marked line. The right-hand side of the line stands for 'true', and the left-hand side stands for 'false'
- When the activity starts, all the pupils must stand on the line
- The teacher reads out a statement and the pupils must decide whether it is true or false by jumping right or left. Pupils continue to jump from side to side as the teacher reads out new statements
- It is also possible to introduce rules where pupils have to leave the game/ are excluded for a few rounds if they jump incorrectly. One could also create a points system for the most correct jumps, etc.

#### Option B: Four corners

Pupils react to various statements by moving to the corner that best matches their own opinions. Each corner represents different degrees of agreement. The activity is suitable when using statements of a more reflective nature. The topic can range from global to national or local issues (environment, public transport, violence, openness, distribution of benefits, etc.).

- The teacher hangs up four posters with the inscriptions *agree - strongly agree - disagree - strongly disagree, or never - sometimes - often - always* in each of the four corners of the classroom
- The pupils gather in the middle of the classroom





- The teacher reads out a statement
  - Pupils walk to the poster that represents their attitude towards/opinion on the statement
  - The activity continues until all the statements have been read out
  - Pupils may also be challenged by asking them to account for their decision in front of the class, or they can talk with someone who has the same point of view
- Preparation:**
- Depending on whether one chooses option **A** or **B**, the teacher must prepare statements according to the level of complexity required (or pairs of pupils / groups can make statements)
  - Create posters and the inscriptions, and hang them in the corners of the classroom

## Listening Bingo

Playing bingo requires concentrated listening in order to keep up with the competition. Pupils must quickly interpret what is being read out loud in the target language. The activity is flexible and can be easily adapted to different topics.

**Proposed implementation:**

- The teacher brings along picture bingo cards, one for each pupil (or pair) in the class, as well as an overview of the words representing the pictures on the bingo cards
- Pupils are each given their own unique bingo card
- The bingo caller (teacher/pupil) reads out word for word, and the pupils must listen, interpret and identify which image applies. The pupils mark their bingo cards accordingly
- This is how the activity continues until the first pupil(s) has a full card and shouts 'bingo!'
- Alternatively, the winner can be challenged by having to say all the words that are depicted on the bingo card in the target language

**Preparation:**

- Make a list of the words that the pupils are to practice
- Find pictures that illustrate these words or use a bingo card generator (<http://www.toolsforeducators.com/bingo>)
- Make a unique bingo card for each pupil (or each pair) in the class. It is fine if some cards are the same.

For example, the cards can be designed with nine squares filled with pictures. In order for the bingo cards to differ from each other, the number of words/pictures must exceed the number of squares



## Dictation Race

The dictation race is an activating form of dictation that is organised as a relay race. The activity involves some oral production, but listening comprehension is the crucial factor regarding the end result.

### Proposed implementation:

- Pupils get into teams of three: **oracle**, **messenger** and **writer**
- The oracle and the writer are placed at different ends of the room
- The oracle receives the text (sequence of text/sentences) that is the starting point of the dictation race
- The relay race can now start:
  - The messenger starts at the oracle
  - The oracle reads the text out loud for the messenger, who listens attentively. The sequences of text must be a manageable length
  - When the messenger feels ready to pass the sequence of text on, they run to the writer and recounts the text orally
  - The writer listens and notes down the text information they receive. The messenger is available for further explanation
- When the first round is over, a new leg starts with the next sequence of text, and the activity continues like this until all of the text content possessed by the oracle has reached the writer
- In conclusion, the text that the writer has is compared to the original, and a winner is announced based on speed and the number of mistakes made.

The role of oracle is the least demanding and does not involve listening. This can be utilised for differentiation purposes when allocating roles.

At a higher language level, one can challenge the oracle to recount the text that has been read in their own words. Announcing the winner based on deviations from the original text does not apply here.

### Preparation:

- Find a suitable text (theme-based, grammatical focus, fixed expressions, etc.)
- Allocate roles

## Put the Pictures in the Right Order!

Pupils must show their listening comprehension by organising pictures that illustrate the content of a listening text. While pupils listen, they must convert their understanding into a visual representation in the target language. The tactile approach helps pupils to listen more actively and attentively. The activity can be adapted to different topics, and pupils' language level can

determine the choice of pictures (pictures that show individual words, actions or situations).

### Proposed implementation:

- Pupils work in pairs
- They are given a stack of pictures that all illustrate different aspects of content in the listening text. Pupils are given a few minutes



to get an overview of what the pictures depict

- The listening text is played. The pupils' task is to put the images in the correct order in relation to the content of the listening text. If necessary, the listening text may be played several times
- The teacher shows the correct order to the whole class and they in turn try to summarise the listening text. Thus, pupils are challenged to convert their listening comprehension into oral production

**Preparation:**

- Familiarise oneself with the content of the selected listening text
- Find pictures that match the content
- Copy the pictures and cut up the stack of pictures for each pair of pupils

## Which is the Odd One Out?

In this activity, pupils are presented with a selection of images that illustrate the content components in a listening text. One or more of the pictures do not belong in the given collection of pictures. Pupils must identify these.

Pictures visualise language and will support pupils in their listening comprehension. In addition to identification, this activity requires a higher level of understanding because pupils must also be able to identify information (picture) that does not occur in the listening text.

**Proposed implementation:**

- Pupils work individually
- They are given a sheet of paper with pictures on it.
- The teacher prepares pupils by stating that there are one or more pictures that do not belong on the picture sheet
- Pupils are tasked with crossing out the pictures they can identify through listening

- The listening text is played. If necessary, it may be played several times
- Based on what the pupils cross out, they can now answer the question: Which are the odd ones out?
- In conclusion, the whole class (or in pairs/groups) discusses which parts of the listening text were the most decisive regarding their answer

As an alternative, pupils can be given several Which is the Odd One Out tasks for a single listening text.

**Preparation:**

- Familiarise oneself with the content of the selected listening text
- Find pictures that represent content in the listening text that are adapted to the pupils' language level
- Select one or more pictures of something that does not appear/occur in the listening text
- Copy a set of pictures to give to each pupil



## Drawing Conclusions Based on Impressions

The starting point for the activity is a listening text in the form of a dialogue between two or more people. The pupils must show their listening comprehension by linking given adjectives to people in the text. The adjectives are of such a nature that pupils have to draw conclusions based on their impressions of the people's moods, attitudes or personality. This means pupils must relate to aspects on several levels, such as vocabulary, vocal register/intonation and argumentation.

### Proposed implementation:

- Pupils work individually
- They are given a sheet of adjectives that can be linked to the people in the selected listening text
- The teacher prepares pupils by presenting the people in the dialogue. As visual support, one may also include fictitious pictures that represent the people

- Pupils are tasked with focusing on the people's moods, attitudes or personality when listening. They have to link the given adjectives to the correct person
- The listening text is played. Pupils note down the people's initials next to the most appropriate adjective. If necessary, the listening text may be played several times
- Pupils compare their suggestions in pairs
- In conclusion, the whole class discusses the suggestions and also what determined the choices made

### Preparation:

- Familiarise oneself with the content of the selected listening text
- Find 6 - 8 adjectives that implicitly describe something about the people in the dialogue, such as moods, attitudes or personality
- Copy a set of pictures to give to each pupil

## Zigzag Listening

When working with listening materials, it may be a good idea to limit the pupils' listening task somewhat. In this exercise, pupils have to answer questions by listening for specific information, but the task is shared between pairs of pupils. Zigzag listening involves giving different questions about the same text to a pair of pupils, but they must take turns in answering the questions according to the chronology of the text. This gives the pupils more time to

listen, register information and note down the answer.

In order to gain a greater understanding of the context, pupils then swap questions and answers with each other. They listen once again, check their fellow pupil's answers and add any more information they find. Through this method of work, pupils must relate to parts of the text and to the text as a whole.



**Proposed implementation:**

- Pupils are given a question card with 4-5 questions that they must familiarise themselves with
- The teacher informs the pupils that they must listen for specific information in a text, but that there are two versions of the question cards. A 'zigzag race' (consisting of even/odd numbers) is planned to give them more time to listen and document their understanding in the form of written answers
- The listening text is played. Pupils write down their answers as they listen. If necessary, the listening text may be played several times
- Pupils then swap question cards with someone who has different questions (odd/even)

- They listen once again, check their fellow pupil's answers and add any more information they find
- In conclusion, the whole class discusses the suggestions

**Preparation**

- Familiarise oneself with the content of the selected listening text
- Create 8 - 10 questions that follow the chronology in the listening text and then number them accordingly
- Create two question cards where one contains all the even-number questions and the other has the odd-number questions
- Make copies of the question cards so that half the class gets one card and the other half gets the other.





## Listen for Your Word!

In this activity, pupils must listen for specific words in a text that is read out/played. Understanding individual words is the focus here, but since the words occur in a context, the sound and context of the words also play a role. Pupils listen attentively, and when they hear their own word, it triggers an action. This requires concentrated listening; pupils must recognise the word when spoken in context. Some pupils will be able to make use of more demanding listening strategies, and predict when their words are likely to occur based on the context.

### Proposed implementation:

#### Option A: Stand up!

- Pupils are each given a piece of paper on which there is a word from a listening text. Understanding and pronunciation are checked
- The teacher reads the text/plays the audio file
- Each time the pupils hear their words being read out loud, they must respond by either standing up, clapping, stamping their feet, etc. Seeing as some pupils have the same words, some of them will respond at the same time. Therefore, individual pupils are not on their own when carrying out the action. If words have been chosen that occur several times in the text, pupils will have to maintain their concentration; repetition will contribute to the reinforcement of words and pronunciation
- In conclusion, teachers and pupils can discuss the words and their context

#### Option B: Dramatise!

- Pupils are each given a piece of paper on which there is a word from a listening text. The words should be of such a nature that they can be depicted using mimes, such as

verbs and nouns

- Pupils check understanding and pronunciation and think of a movement that illustrates the word
- The teacher reads out the text or plays the audio file
- Each time the pupils hear their word, they must stand up and perform the mime. Seeing as several pupils have the same words, there will be different mimes, and fellow pupils will therefore get more hints about which word in the text is being depicted
- The exercise involves different senses that reinforce learning; when pupils perform the mimes, they connect physical movement to the word, while the audience receives a visual expression that supports the learning
- An additional challenge for the pupils may involve them performing their mime while the others guess which word the movement represents
- In conclusion, teachers and pupils can discuss the words, the choice of mimes and the context of the words

#### Preparation:

- Familiarise oneself with the content of the selected listening text
- Make as many pieces of paper as there are pupils in the class
- Select the words from the text that the pupils will respond to (it is an advantage that one chooses words that occur several times in the text) and write these on the pieces of paper. The same word appears on several pieces of paper. The type and number of words depend on the pupils' language level



## Listen and Act!

This activity challenges pupils' listening comprehension when they have to respond to instructions given by fellow pupils. Converting listening into actions requires pupils to register meaningful words and be open to adjustments during the learning process. Seeing as the instructions require actions, the listener will receive immediate feedback on the extent to which the understanding and execution of the command is correct.

### Proposed implementation:

- Roles are allocated: One pupil gives the instructions, another receives. This can also be performed in groups or with the whole class
- The listening task can be organised as follows:
  - Simon says (instructions about physical movements)
  - Directions (directions based on a map)
  - Recipes (instructions about food preparation)
  - Line figures (instructions about physical positions based on simple line drawings)
  - Warning, prohibition and mandatory signs (instructions about hazards, prohibition and commands)
  - Drawing task (instructions about the contents of a picture)
- The teacher explains the procedure based on the chosen organisation and takes the role of observer and guide if necessary

- Pupils take on their roles. Depending on whether they have been given a ready-made instruction by the teacher or have to produce one themselves, one of the pupils gives their instruction and the other pupil performs it
- The pupil giving the instruction has to accept, reject or correct the result. This means the other pupil gets immediate feedback regarding their listening comprehension
- Finally, one can discuss whether the understanding was related to the accuracy of the instruction and reflect on linguistic structures

### Preparation:

- Depending on whether the activity is conducted with or without a pictorial starting point, relevant pictures must be prepared
- One can consider whether to give the pupils a ready-made instruction or allow them to produce one themselves



## Link the Song to the Text

In this methodological tip, pupils must listen and recognise a textual basis through acting. Pupils compete to collect as many sequences of text as possible that occur in a song played to the class. The activity combines kinaesthetic, auditory and visual elements and thus strengthens learning through the body and senses.

### Proposed implementation:

- The class is divided into groups (3-4) where each group is given pieces of paper that together make up a song text
- The groups place the pieces of paper on the table with the text facing up
- Chairs are removed so that pupils can move freely around the table
- The audio file is played
- Each group must walk around the table while

the song is being played. When they recognise a verse in the text, they must take the correct piece of paper

- When the song is finished, pupils each count how many pieces of paper they have taken
- All the pieces of paper are placed on the table again
- The audio file is played for a second time and each group attempts to place the pieces of paper in the correct order as they listen

### Preparation:

- Select a song text (alternatively a spoken poem or listening text)
- Cut the text into multiple sections
- Prepare the audio equipment





## Listening Roles

When approaching an unknown text in the target language, it may be a good idea to somewhat limit pupils' reading tasks. This can be carried out by assigning different listening roles to the pupils. Pupils then tell each other the role they have been assigned so that everyone has a better understanding of the whole. Listening roles may consist of listening for specific aspects in the text (colours, topical words, numbers, sizes, quantities, grammatical parts of speech). At a higher level, the listening task may involve distinguishing factual content from expressions of opinion in order to increase pupils' ability to think critically about information.

### Proposed implementation:

- Pupils are assigned listening roles (for example, 2 to 4 numbers)

- The teacher reads the text/plays the audio file. The pupils listen individually and make sure to keep their assigned role in mind and take notes
- Pupils then form groups that consist of the same role, exchange information and add any new information
- The pupils then create new groups where all the listening roles are represented and the members are informed about the roles

### Preparation:

- Choose listening materials according to the desired approach (see introduction)
- Determine the number of listening roles based on the selected listening text and give them a number (2-4)
- Prepare note sheets

## Showdown!

This is a question and answer activity that involves listening comprehension. The pupils have listened to a text and must, in pairs, show their understanding of the text and interpret oral questions that are asked about it. The answers are given in writing in the form of response posters that must be held up when the instruction 'Showdown!' is given. Immediate feedback is given on the extent to which their listening comprehension (i.e., both text and question) is correct. The method represents an opportunity for variation when working with simpler listening texts, and the competitive element tends to motivate pupils.

### Proposed implementation:

- Pupils are divided into pairs (or groups of three)
- Each pair is given a laminated poster (A4

size) to write on, a whiteboard marker pen and a paper napkin to erase the answer

- Questions are asked one at a time
- The pair agrees on an answer and writes it in large letters on the poster
- When the signal is given, the groups have a 'showdown', i.e., hold up the poster with the answer on for the judge (teacher) to see
- This is repeated until all the questions are asked

### Preparation:

- Select a listening text and create questions
- Laminate A4-size sheets - one for each pair
- Bring whiteboard markers along - one for each pair



## Tongue Twister

Tongue twisters are multi-word phrases with a high concentration of sounds that can be challenging to pronounce. These phrases help pupils to purposefully practice individual sounds and sound combinations. The distinctive character of the phrases and the use of strange combinations often create a funny reaction.

### Proposed implementation:

- The teacher presents the sounds/sound combinations to be practiced
- The teacher models pronunciation by saying a tongue twister phrase

- Pupils listen and repeat together
- Pupils form groups and practice in their groups while the teacher supervises
- The groups are challenged to perform their tongue twister for the rest of the class

### Preparation:

- Find tongue twisters according to the sounds/sound combinations one wishes to practice (resources can be found on the Internet)

## Sound Spelling

In this activity, pupils will practice pronunciation using phonetic writing. Through collaboration and tactile elements, pupils spell sounds for each other. Understanding phonetic writing will give pupils valuable support when pronouncing every new word they encounter. It will also increase their awareness of the Latin alphabet seeing as it has more variations of sound than what individual letters are able to depict/produce.

### Proposed implementation:

- Pupils get into pairs and are given a poster listing the phonetic alphabet
- The whole class repeats the sounds together with the teacher, or the poster may be displayed digitally on the board as a common starting point
- The groups are given a set of notes with theme-based vocabulary, vocabulary with challenging sounds, proper names, etc.
- Each pupil takes a piece of paper without

looking at what is written on it. The pupil who has the piece of paper must sound spell the word by pointing to the correct phonetic characters on the poster. The other pupil then has to say the characters and then finally pronounce the word in its entirety

- In conclusion, one may have a plenary session about what the pupils succeeded with and what they found challenging

### Preparation:

- Create a poster (A3) of the phonetic alphabet for the relevant language, or print the Norwegian National Centre for English and other Foreign Languages in Education's ready-made posters for English, French, Spanish and German
- Write words on pieces of paper (theme-based vocabulary, vocabulary with challenging sounds, proper names, etc.)



## Pronunciation Shadowing

*Pronunciation shadowing* can be used so that pupils get to practice their ability to produce, interpret and understand the meaning of variations in stress, rhythm, intonation and tonemes. The activity involves several senses; pupils see, listen, speak, and take on the voice of a movie character by imitating them. Based on a film clip, pupils are led through several phases of pronunciation exercises in which they must recognise, repeat and predict statements in the form of lines.

### Proposed implementation:

- A poster with movie lines is displayed around the classroom
- The teacher plays a movie scene/section for the pupils
- The teacher reads the selected lines out loud together with the pupils, and the class discusses who the lines belong to and where they appear in the course of action
- The scene is played again. Pupils must now raise their hand each time they recognize a line. The movie scene is then paused and the teacher asks the

pupils to repeat the line exactly as it was pronounced (accentuation, intonation, weakly stressed words, etc.). This is repeated for all the lines

- The scene is played for a third time. This time, the teacher presses pause before the selected lines are spoken. Pupils must now pronounce from memory, but they can use the poster for support
- Pupils are encouraged to immerse themselves in the role when speaking the lines

### Preparation:

- Choose a scene from a film that the pupils are familiar with (e.g. clips from children's/ youth TV, feature film, documentary or educational video)
- Pick out some lines from the scene (chronologically, but with a bit of time in between)
- Write down the lines ready for printing (A3)





## Say, Clap and Remember!

This activity focuses on the syllables of words. Through clapping exercises, pupils are made aware of the relatively abstract process of moving from the meaning of a word to how it sounds - and the types of sounds included in the word when you pronounce it. When we learn a foreign language, the stress and division of words into syllables is an important part of learning how the language is pronounced. Everyone, especially pupils with phonological difficulties, will benefit from the activity's tactile approach.

### Proposed implementation:

- The teacher demonstrates to the pupils by presenting words and clapping their syllables as follows: A loud clap for a heavily stressed syllable, a quiet clap for a weakly stressed syllable
- Pupils copy the teacher's movements

- Pupils get into groups of three
- Each group is given a set of notes and they take turns choosing one without looking at what is written on it
- They now have to explore and find out the number of claps (syllables) in the words, and which of them are heavily stressed/weakly stressed. The words are 'performed' with loud/quiet claps for the others in the group. The word is then said with claps by everyone in the group

### Preparation:

- Create a presentation with selected words and associated pictures in order to introduce the activity
- Prepare pieces of paper with the words and associated pictures that are at the appropriate level

## Are You My Picture Match?

This is an orally active puzzle task. Based on part of a picture, pupils walk around the classroom and gather information with the aim of finding the person or persons who have the other parts of the picture. The concrete and visual starting point that the part of the picture represents, serves as an initiator for oral production and interaction. The activity engages pupils to ask questions, listen, and respond in order to find out if they are each other's picture match.

### Proposed implementation:

- Each pupil is given part of a picture
- The part of the picture is kept hidden from fellow pupils
- Pupils study their own part of the picture and familiarise themselves with vocabulary

- and formulations related to the picture
- Pupils then walk around the classroom and ask questions about each other's part of the picture
- Question/answer situations are repeated until they find their picture match(es)
- Those who have found their picture match form a group
- The picture as a whole can lead to many further conversations, such as picture descriptions, role-playing games, creative oral narratives, etc.

### Preparation:

- Find pictures for your theme and print them out in A4 format
- Cut the selected pictures into jigsaw puzzle



pieces (2-3). Make sure the pieces show something recognizable so that pupils are able to place their part in the original picture

- Alternatively, formulate tasks for further work on the picture

## Taboo Card Game!

This activity gives pupils the opportunity to speak spontaneously about words/concepts. The *'Taboo Card'/'Support Card'* acts as initiator for oral production. Pupils work in pairs and take turns playing the roles of listener and producer. In this way, both pupils get to practice interpreting nuances in a message with the aim of guessing the correct word/concept, as well as expressing themselves precisely. This activity is flexible, and the choice of words can range from simple specifics to complex, abstract ideas.

### Proposed implementation:

- The class gets into pairs
- Each pair is given a deck of taboo cards that are placed upside down on the table
- The teacher explains the rules of the game:
  - At the top of the taboo card is the main word/concept that the fellow pupil has to guess. This word/concept must not be mentioned when explaining
  - In addition, there is also a list of additional words (1-4) which must not be mentioned

when explaining the word. A simpler version may be that these words can be mentioned and function as support words in the description

- Alternatively, points can be awarded for a correct answer given within a certain amount of time
- Pupils choose a card and take turns explaining/describing words
- When summarising together with the whole class, pupils can be challenged on questions such as: Which word was the most difficult to explain? Why are some words more difficult to explain than others?

### Preparation:

- Select words/concepts related to the topic in question, including 1- 4 associated taboo/support words
- Create cards where each card has one of the selected words at the top and the taboo/support words below

## Tell Me What to Draw!

Based on a picture, one pupil must orally instruct another pupil what to draw. The visual material determines the theme, and supports and provides a framework for the communication. The pupil providing instruction must speak loud and clear and consider the order in which the drawing instructions should be given. In addition, the

excitement surrounding the end result engages and motivates oral activity.

### Proposed implementation:

- The pupils get into pairs and each pupil is given a different picture that is kept hidden from the other pupil in the pair





- Pupils sit back to back
- One pupil explains what they see in their own picture
- The other pupil draws what their fellow pupil describes
- The pupil doing the drawing has the opportunity to ask clarifying questions along the way
- Finally, the drawing is compared to the original. If the drawings differ greatly, one can discuss how the drawings could have been made more similar (choice of words, accuracy of the instructions, etc.)
- The roles are then swapped so that both pupils get to receive and give instructions

Alternatively, the task might involve pupils receiving two pictures that are almost identical, but where certain elements are missing from each of them. Pupils ask each other questions in order to find the missing elements and then add them to their picture.

#### Preparation:

- Choose two suitable pictures associated with the theme in question and the linguistic features that are to be practiced
- If one chooses the alternative task outlined above, the teacher must remove elements from the pictures so that one creates A and B versions
- Make copies of everything according to the number of pupil pairs

## Moral Line!

Firstly, this activity involves pupils having to consider a 'problem' by positioning themselves on a moral line consisting of two extremes (completely agree - completely disagree). Then, the line is broken in the middle and a new constellation of pupil pairs is created. The pupils communicate their views orally, listen to other people's point of view on the matter and are therefore challenged regarding their own attitudes (expressing agreement/disagreement).

#### Proposed implementation:

- The teacher presents an issue that is associated with a familiar topic
- The teacher informs the pupils that an imaginary moral line runs through the middle of the classroom. The ends of the line represent extremes, and everything in between represents different degrees of these two extremes
- The pupils position themselves on the line based on their own view of the issue in question
- The moral line is then broken in the middle
  - either by folding the line so that the two



- ends face each other,
  - or by shifting one of the halves so that the centres meet the ends
- The pairs of pupils communicate orally with each other and explain the position they have chosen on the moral line
- The teacher may choose to summarise the pupils' points of view that are given along the way



**Preparation:**

- Choose an issue that has two contradictory points of view
- Assess where the activity can be carried out

## The Doughnut

The Doughnut is a question and answer session with a twist that creates good language learning dynamics. Through the organisation that takes place in an inner and outer circle, pupils constantly get to meet new conversation partners. A simultaneous interaction takes place which gives individual pupils more time to talk. The structure can be filled with different content and can be used regardless of skill level and subject matter/learning material, such as questions on texts, reflection questions, personal questions, etc.

**Proposed implementation:**

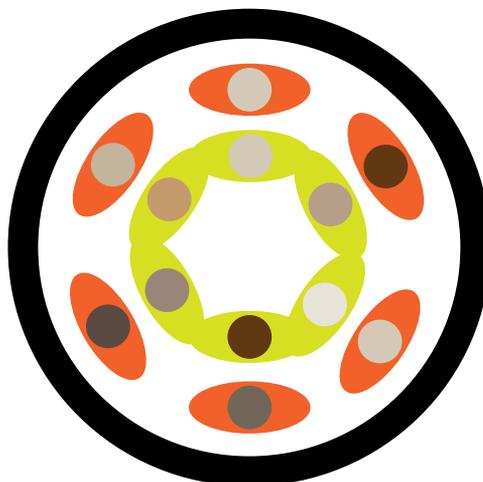
- Pupils form two circles - an inner and an outer circle
- Pupils in the inner and outer circles stand face-to-face
- Pupils in the inner circle are each given a question
- Pupils in the outer circle have to answer
- When the teacher gives the signal, the first conversation starts
- When the teacher gives a new signal, everyone in the outer ring moves to the right to face the next partner and starts a new conversation about the next question. This is repeated until it has gone full circle

Alternatively, the organisation of the inner and outer circles is suitable for 'speed dating' using fictional personalities. Pupils are given a role-play card on which are written certain categories that pupils use as a starting point to create their own role (see the online version of this oral resource on the Norwegian National Centre for

English and other Foreign Languages in Education website). At the bottom of the card, pupils note down key words related to two or three selected categories from the form regarding what they are looking for in a partner (kept secret). The goal is for each pupil to find their 'match'. The pupils now form the two circles - see above suggestions for further implementation.

**Preparation:**

- Prepare questions on pieces of paper for one of the circles. If required, one may also prepare the answers
- If you wish to carry out the 'speed dating' activity, make copies of role-play cards for each pupil in the class





## Snowball Game

The point of organising a 'snowball game' is to lead pupils into a conversational situation. Through the questions provided by the teacher, the pupils' answers and insight into fellow pupils' answers, reflection and communication are achieved. At a low level, they participate orally by conveying the content of other pupils' 'snowballs', while a higher level of oral interaction takes place in the subsequent discussion. Through the various stages, the pupils participate in a process that prepares them to participate in the more spontaneous conversational situation. This activity can be used

- to discuss academic issues: How can each of us contribute to energy conservation? (Cf. Core curriculum on sustainable development)
- self-assessment: Point to the most important thing you have learned during this session
- pupil participation, such as brainstorming about emphasis in an upcoming topic

### Proposed implementation:

- The teacher hands out the task and shows or writes sentences that can help pupils to start talking

- Each pupil is given a blank sheet of paper
- Pupils write down their contributions on the sheet of paper (2-3 points)
- The sheet of paper is crumpled into a ball
- Pupils gather in a ring for the game
- They throw the paper balls, pick them up and then throw again
- The activity continues until the teacher says stop
- Each pupil finds a paper ball
- Pupils get into groups of five and read the contents of the sheets to each other
- The group then talks in the target language about which contribution best represents the group's point of view
- Each group presents what they have agreed on

### Preparation:

- Bring along a blank white sheet of paper for each pupil
- Formulate the task the pupils must relate to (see introductory text)
- Formulate sentences that can help pupils to start talking

## Doodle Talk

In this activity, pupils draw a doodle/ thought drawing that will lead to oral communication. Pupils get to create their own expression, which is an advantage when they are to orally convey the content of the visual expression further. A certain amount of adaptation is required here. The task has several stages of reflection :language — drawing — language, where the pupils' associations must be converted into oral descriptions of their own doodle. Doodle Talk

can be used at any time when working on a topic, be it before, during or after.

### Proposed implementation:

- Pupils are each given their own blank sheet of paper
- The teacher presents the drawing task:
  - Pupils create a simple drawing based on a reflection question (for example: What does music mean to you?), linguistic



expression (for example: Idioms) or academic questions from the teacher (for example: What should a plumber's toolbox contain?)

- Use of alphabetic characters are not allowed
- The pupils are introduced to the reflection question and are given time to reflect on what type of picture they can create. They then draw the picture. They must also consider how to orally convey what they have drawn to their fellow pupils

- After a certain amount of time, pupils mingle, find a fellow pupil and orally explain their own drawing. Alternatively, the fellow pupil may guess what the drawing represents, for example by using linguistic expressions
- Speaking to at least three people may be set as a requirement

**Preparation:**

- Hand out blank sheets of paper to pupils
- Choose the drawing task

## Illustration - Association - Communication

The purpose of the activity is to get new thoughts and initiate dialogues by taking advantage of the inspiration that pictures can provide. There is a certain amount of adaptation in the fact that pupils get to choose based on their own associations, which can motivate them to express themselves orally. At the same time, pupils can experience new impulses regarding further oral production by taking part in the associations of fellow pupils.

**Proposed implementation:**

- The teacher brings along pictures associated with a given topic (photographs, postcards, magazines, etc.)
- The pictures are laid out on the floor
- Pupils choose the picture that best illustrates their associations with the topic
- Pupils study their own picture and familiarise themselves with vocabulary and formulations

- Pupils get into groups of four
- Each pupil explains their own choice of picture and their associations with the picture to the others in the group, who can then ask probing questions
- In conclusion, the whole class may discuss the findings

**Preparation:**

- Choose pictures associated with the topic in question



## The Staircase

*The Staircase* facilitates semantic conversations where pupils gain a deeper understanding of concepts. The conversations develop through specific tasks on a 'conceptual staircase' (see the online version of the resource on the Norwegian National Centre for English and other Foreign Languages in Education website). For pupils who are at lower language levels, the task questions on the staircase will also help pupils to start talking. The activity contains several strategies, including the reinforcement of words/concepts through associations and explaining something to others.

### Proposed implementation:

- Pupils get into pairs
- Pupils are given sheets of paper with a conceptual staircase of task questions
- In addition, each pupil is given 4-5 concepts.

The concepts are kept hidden from fellow pupils

- Pupils are given time to consider the questions on the conceptual staircase in relation to their own concepts
- Pupils then take turns explaining each concept by 'going up the staircase'. They describe the concept with help from the questions on the way up the staircase, but without using the word itself
- At the top of the staircase, the fellow pupil must guess the concept in question

### Preparation:

- Prepare a conceptual staircase where each step has a question. The questions will change if one works with more abstract concepts. Write the concepts on pieces of paper





## Quiz & Swap

*Quiz – Quiz and Swap* is an activating question activity with a twist. The questions may be about a text, academic issues or to help pupils explain words and concepts. For closed questions, one may include prepared answers that help the pupils along. The pupils must swap pieces of paper after each question and may therefore receive the same question several times. This does not pose a problem and only strengthens learning.

### Proposed implementation:

- Pupils are each given a piece of paper with a question on it
- They stand up and find a partner
- They ask each other their questions and respond. For questions that have a prepared answer, pupils may use the answer to help each other

- After both pupils have asked their questions, they swap questions with each other and find a new quiz partner
- The activity continues until the teacher feels that enough pupils have been able to talk to each other
- Alternatively, questions and answers may be repeated/ form the basis for a final discussion together with the whole class

### Preparation:

- Prepare questions on pieces of paper. Be sure to have as many pieces of paper as there are pupils in the class
- If the questions require a specific answer, the solution may be written on the pieces of paper

## Concept Circle

The starting point for the task is a circle divided into four sections. The pupils are given a task, and they fill the circle with their own associations and knowledge regarding the topic. In the subsequent oral communication with fellow pupils, they become involved in each other's reflections.

### Proposed implementation:

- Pupils are given a sheet of paper that has a drawing on it of a circle that is divided into four sections
- Based on a topic, a film, a reflection question, etc., the pupils must individually fill in a word/concept/topic in three of the circle's sections. One sector remains empty
- Pupils stand up, walk around and orally present

- This activity encourages the pupils to reflect their circles to each other. During this process, they have to listen carefully to their fellow pupils' choices, make an assessment and choose one word/ concept/topic that best corresponds with their own opinion. This is written down in the empty section
- All the circles can then be displayed in the classroom

### Preparation:

- Prepare an A4 sheet of paper with a circle on it that is divided into four sections
- Choose relevant tasks



## Venn Diagram as Presentation Support

A Venn diagram is a tool that can be used to visually compare logical connections (see illustration). The pupils have read/seen/heard/worked on a topic and have to prepare an oral presentation where the diagram serves as support, both in the reflection/processing and during the actual presentation. A Venn diagram is a learning strategy that both stimulates and visualises critical thinking.

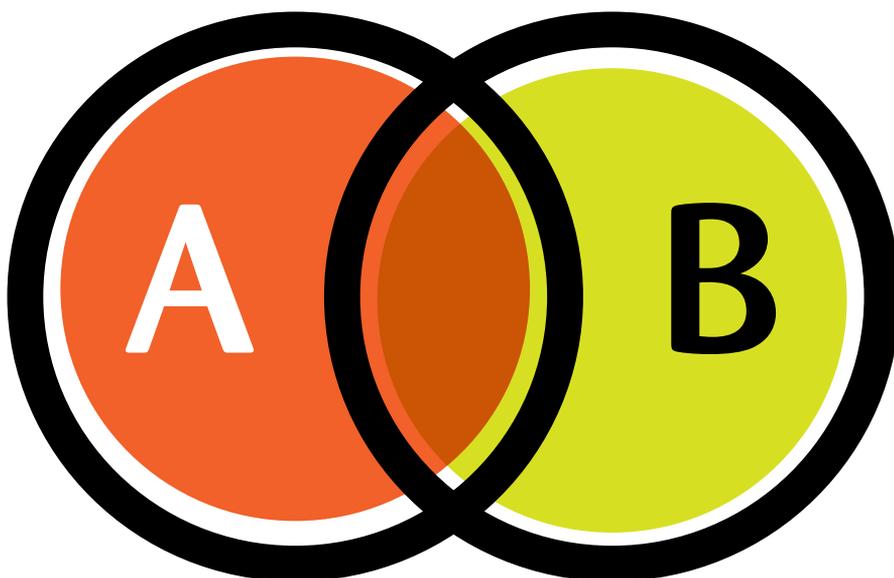
### Proposed implementation:

- Pupils are given Venn diagrams on sheets of paper
- The teacher hands out the task. This may involve pupils comparing:
  - reading/listening text and a film
  - two countries
  - two themes/topics
  - new information and old information
  - two events
  - two people, etc.

- Pupils work individually to complete the diagram according to the task
- They fill in key words in the overlapping mid-section to show commonalities, while the key words in the outer sections represent what is different
- Pupils can copy their key word notes over to a digital Venn diagram
- Alternatively, pupils can choose to add animations of the words so that they appear in the order in which they will be spoken about in the presentation

### Preparation:

- Prepare a Venn diagram on a sheet of paper (A4)
- Choose relevant tasks





## Mingling

The setting for this activity is a party, and pupils are expected to mingle, introduce themselves and chat with as many of the guests as possible. Based on sentences taken from a listening text and written on pieces of paper, the pupils will be led into and conduct conversations where the assigned sentence must be included in a natural manner. The challenge will be to use one's own language in the conversation with a fellow pupil, and at the same time creatively incorporate the excerpt. The activity is also suitable as a pre-listening task in that the more pupils involved in conversations, the more text excerpts they get to hear. And the recognition they will then experience when finally listening to the text in its entirety will have a positive impact on their understanding.

### Proposed implementation:

- The teacher establishes the situation: Pupils attend a party

- Pupils are given sentences from a text which are written on pieces of paper. They must not show each other their sentences
- The teacher explains how to proceed: Pupils must mingle, introduce themselves and have a brief chat with as many people as possible. However, there is one mandatory requirement before pupils can move on to the next person; the sentence on the piece of paper must be naturally incorporated into the conversation
- The teacher gives the signal that the party can start!

### Preparation:

- Prepare sentences from a listening text on pieces of paper (with words, constructions, etc.) that the pupils must practice orally

## The Dice Have Spoken!

One way to practice theme-based vocabulary in a context is to make use of picture dice. These are easily created in, for example, the online service called *SEN Teacher Free Learning Resources* (see *Preparations*). Based on a roll of the dice, pupils must create a coherent oral text. The unpredictability of the game challenges and inspires creative language development.

### Proposed implementation:

- The pupils get into pairs and the pair is given a picture dice (alternatively groups of four and two different dice per group)
- In turn, the pupils must roll the dice four

times and take note of the pictures shown on the dice. They then formulate a coherent text in which the words represented by the pictures are included

- The teacher walks around the classroom listening and asks a selection of pupils to read the text to their fellow pupil

### Preparation:

- Prepare the dice with pictures related to the topic that the class is working on, or as a repetition of several topics
- The service that generates picture dice on topics such as people, places, actions





and moods: SEN Teacher Free Learning Resources.  
(<http://www.senteacher.org/worksheet/97/SymbolCubeAAC.html>)



## Find Someone Who Can Answer!

This is a traditional question and answer task, but with different frameworks and in a pupil-activating form: Pupils speak, listen and write - all at the same time, and answers to the questions are achieved through collaboration. An additional element is the requirement of signing one's name for submitted answers. This means that pupils are even more obligated to participate orally. The framework of the activity is advantageous for differentiation purposes, where individual pupils are to a lesser extent exposed to the entire class in terms of knowledge and oral skills. At the same time, everyone gets all of their questions answered through the combined competence of the class.

### Proposed implementation:

- The teacher hands out question sheets and explains the activity:
  - Pupils have to mingle and find a free fellow pupil
  - Both pupils ask each other a question

from the sheet (only one question per person allowed)

- Answers are given orally and noted down in writing by the other pupil
- The pupil who answered has to sign for their oral contribution, move on to a new fellow pupil and repeat the procedure
- After completing the activity, questions/ answers can be repeated and checked by the whole class. For example, signatures can govern the implementation (the pupil signing is the next one to read out a question with an answer)

### Preparation:

- Prepare sheets of questions from a listening/reading text for processing, or on a topic to be revised (questions with answers are best suited). There must be enough space next to each question to note down answers and sign one's name



## Character Interview

In this activity, pupils take on the roles of people in a listening/reading text. They are interviewed about their own character and formulate questions that are asked to the other characters. Pupils get to show their listening/reading comprehension through spontaneous (answers) and prepared (question) speech. The advantage of taking on a role is that it is less revealing than performing as oneself; pupils get the opportunity to live out their creative sides.

### Proposed implementation:

- The teacher divides pupils into groups depending on number of character roles involved
- Each pupil in the group gets a role and familiarises themselves with the characteristics and actions of their character

- Then, everyone in the group must prepare, for example, two interview questions for each of the other roles. These questions may be specifically about the text content or be of a more interpretive nature, so that the character is further challenged regarding their creativity and commitment to the role
- When the teacher gives the signal, the activity starts and the pupils in the group take turns being interviewed by the other group members

### Preparation:

- Select a listening/reading text that involves a certain number of characters (fact/fiction text)
- Choose which characters the pupils will represent

## Roleplay

The use of role cards is a well-known activity in language learning. *The Roleplay activity* is based on role cards, but the proposed organisation (individual - group 1 - group 2 - whole class) provides linguistic support and the linguistic outcome also improves through repetition.

### Proposed implementation:

- The teacher assigns pupils with a number from 1 to 4 (or 3)
- Each number receives the same type of role card. Individually, pupils familiarise themselves with their own role and take supplementary notes
- Groups are formed comprising of pupils with the same number. Together, they must now develop a strategy regarding the oral partici-

pation of their own character in the roleplay. Pupils take notes as is necessary

- The pupils then form groups where all the different numbers are represented and they play their character in the roleplay
- Alternatively, some groups may be chosen to perform their roleplay for the whole class
- An additional challenge may be to form new group constellations by asking all the ones and twos to change groups

### Preparation:

- Formulate/find three or four different role cards depending on the size of the groups (see above). Role cards must be based on one specific situation



## ‘Behind My Back’

In this picture activity, pupils’ receptive and productive skills are challenged over several rounds. The title *‘Behind My Back’* refers to pupils having part of a picture fastened to their backs without them knowing what the picture is. Fellow pupils then have to describe to them what the picture is. This factor arouses curiosity, and the fact that they orally interact with the majority of their fellow pupils contributes to involvement. Visualisation in the form of pictures stimulates linguistic production, and each individual’s listening task has a clear purpose: Firstly, with the help of listening comprehension, they get an idea of what their own picture portrays. Secondly, they acquire vocabulary and formulations for use in their own language production. They go from performance (about their own part of the picture) to confirmation after finding the other half of the picture.

### Proposed implementation:

- The teacher hands out half of a picture to each of the pupils
- Each pupil attaches their half of a picture to a fellow pupil’s back without them seeing what it is
- Pupils find a classmate
- One of them orally describes the picture that is attached to the other one’s back. This pupil listens to the oral description and tries to form a ‘picture’ of what their own illustration portrays. They then swap roles so that both get to practice their productive and receptive language
- Pupils then move on to a new classmate and repeat the procedure two more times
- After this, the pupils must make use of the oral descriptions they have received from their fellow pupils to find out who has the





other half of the picture (everyone still has the pictures on their backs)

- Pupils mingle and orally convey what has been described to them about their own picture
- Once the pupils have found the correct classmate, they remove the pictures from their backs and briefly talk about their own performances and actual picture content
- Alternatively, pupils may be asked to discuss and find two or three topics that relate to the picture. These can then be shared with everyone else so that the rest of the class can take part in the others'

pictures. For visual support, the teacher can show the pictures via the projector

**Preparation:**

- Find enough pictures for half of the class's pupils. The pictures should be of such a nature that they can be divided into two parts and still have enough common features to be matched with their picture partner
- Print the pictures in A4 size
- Cut each picture into two parts
- Provide large paper clips - one for each part of the picture

## Mingle Bingo

*Mingle Bingo* is a more activating form of a familiar activity. Unlike normal bingo, this version allows pupils to practice oral production. The activity also allows pupils to practice grammatical elements/structures, as pupils must take on the role of the person asking the questions and the person answering.

**Proposed implementation:**

- The teacher hands out one bingo card to each pupil and goes through the card's language content
- The pupils stand up and have to mingle and ask questions to each other based on statements written on the bingo card
- If a pupil gives an affirmative answer, their name is noted down in the relevant field and one then moves on to the next pupil
- In the event of a pupil answering 'no', one must proceed directly to another person (or one may return to the same person if you have visited others on the way)

- The first pupil to fill in all the fields shouts 'bingo!'
- Summary with activation of the target language together with the whole class

**Preparation:**

- Make bingo cards consisting of a 6x12 grid of squares with spaces containing statements relating to personal information (interests, characteristics, appearance, family relations, activities and/or events)
- There should also be room in the spaces to register names leading up to a full card being called
- Make enough copies of the bingo cards for all the pupils in the class



## Numbered Response

This simple question activity ensures active participation from all pupils. Through a joint exchange of information, individual pupils receive academic and linguistic support which help them improve their oral responses. The structure provides an air of excitement as one does not know in advance which of the group members and which group will be challenged to respond.

### Proposed implementation:

- The teacher divides the class into groups of four and the pupils in each group are assigned a number from 1-4
- The teacher asks a question and gives the groups time to think
- Individually, pupils think about how to answer the question and take notes

- The group members then come up with a joint answer that everyone is aware of
- The teacher says a random number
- Everyone with this number responds by raising their hand
- The teacher chooses one of them to provide an answer. Pupils with the same number from other groups may also help
- This is repeated until all the questions are asked

### Preparation:

- Formulate questions for the topic in question (words and concepts, grammatical elements, repetition, understanding or reflection questions)

## Seek Out the Oracle!

The purpose of this activity is for pupils to share their knowledge with each other. Each round, some pupils are given the role of 'oracles', i.e., they must be well prepared regarding a topic that they will orally present to others. The rest of the class listens and, in their own words, formulates new knowledge for fellow pupils. Unlike traditional presentations, all pupils are in action at the same time.

### Proposed implementation:

- The teacher gives the oracles their tasks in advance
- The teacher divides the class into groups of 4 or 5 according to how many oracles there are
- The oracles leave their group and spread themselves around the classroom

- The remaining group members divide themselves among the oracles that do not belong to their own group
- The oracles share their knowledge. The audience listens and takes notes
- When the group members have visited all the oracles, they and their own oracle return to the original group. They share information, compare and discuss among themselves

### Preparation:

- Design tasks for 4-5 pupils (oracles). The tasks may involve having to explain a project or parts of a project, explaining a task, describing a period of work placement, excursions, etc.



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