

**Suggested Activities For
English Language Mela
And
Step-by-Step Instructions**

English Language Melas

Background and context

As a part of the English Language Enhancement Programme being implemented by UNNATI Organisation for Development Education with the support of Tribal Development Department, Government of Gujarat, **9 English Language Melas will be organised for the 208 participating schools. The details are as under:**

- 1. Locations:** The 208 schools have been divided into 9 clusters. One Mela will be held for each cluster.
- 2. Number of schools at each mela:** 22 – 24 schools will participate in each mela.
- 3. Number of students from each school:** All English teachers or teachers who are incharge of teaching English will bring **10 students of standard IX** with them to the mela. These should include students who will manage the stalls and perform on the stage. A few students who may not perform can also be included.
- 4. Role of teachers from each school:** The English teachers or teachers who are incharge of teaching English will be responsible for selecting and preparing the students for the mela. The English teacher may be accompanied by one more teacher from the school to help in the management at the mela.

To facilitate the smooth preparation for the English Language Mela, these Step by Step Instructions have been prepared to guide the participating teachers on how to prepare for the mela. These instructions will be useful for teachers and students in generating different ideas for various themes of the mela.

Format 1: Visiting students organize strips of story using sentences or pictures

What you will do: Select a familiar story from the text book or any other story book. Rewrite the story using simple sentences. The sentences should have some connectors or linkers such as 'after that', 'but', 'however', etc. These will give a clear indication of which sentence should follow which one.

Example: Thirsty Crow

1. Once there was a thirsty crow.
2. It started searching for water everywhere.
3. But it could not find water anywhere.
4. After a long search it found a little water in a pot.
5. However there was very little wateretc.

Here the word 'once' shows that this has to be the first sentence. Other such words are once upon a time, in the beginning, etc.

The word 'it' shows that it cannot be the first sentence. Some other noun must have been mentioned before and for second reference 'it' is used.

'But' and 'However' show there is a contradiction, so some other related sentence must come before that.

What your students will do:

1. Decide with your help which stories can be used.
2. Write each sentence of the story on a separate strip.
3. Divide visiting students in 2 groups and ask them to arrange the strips and read aloud the story.
4. Ask the students of each group to stand in a row holding their sentences.
5. If they want to make it more challenging, they can ask the groups to memorize the sentences and speak them without looking at the scripts.

In the same way they can have a series of pictures which are to be organized to form a story.

Format 2: Incomplete Story - beginning, middle or the end of the story is missing - students complete them orally

What you will do: Take a simple story and leave out the end of the story. Students have to read the story and discuss in groups and complete the story in their own words. If you have stories that can end in different ways it will make it more interesting.

Example: In WELCOME English Class 28, the lesson on the past perfect tense, a girl has a terrible day. At the end of the day she reaches home tired and hungry. When she opens the door there is no light in the room and all she sees is darkness. In this class, the story ends with the girl feeling very tired and hungry. When she enters the house, it is dark. Suddenly, the lights are on and she sees her parents smiling and singing "Happy Birthday". They had decorated the room for her. This made her very happy.

If you choose this story, you can stop the story at the point where the girl reaches the house and sees darkness around her. You can ask the students to complete the story as a horror story, a funny story, a mystery story, etc. Students will discuss in groups and complete the story. You can give them 2-3 minutes to discuss and complete the story.

In the same way in another story you can leave out the beginning. The story is narrated up to the end and the students have to think of how the story might have begun to proceed and end in the given way.

You can also give the beginning and end of the story, leave out the middle part and ask the students to think of what happened in the middle of the story.

What your students will do:

1. Decide with your help which stories can be used.
2. Choose which part of the story they want to omit.
3. Divide visiting students in 2 groups and give them the same incomplete story.
4. Ask them to discuss and complete the missing part of the story.
5. Ask the students of one group to read the story given to them and share the part of the story they have added.
6. The second group can also be asked to read their addition to the incomplete story.
7. At the end, put up what the students have written with the names of their school.

Format 3: Group Story

- A. The first line of a story is given. Each visiting student group takes turns to give a sentence and construct the story.**

OR

- B. Students can draw characters with speech bubbles. Different situations are given....a woman carrying a heavy load, or two friends on the way to school, mother waking up her child etc.... Students complete the bubbles with dialogues.**

What you will do: You have to get ready the first lines of stories. When the students come to visit your stall you will give them the first line and ask them to continue the story in any way they like. To make it easy, your students can give the second sentence to get the activity started.

Example: Once upon a time there was a huge giant in the city of Bagdad.

The volunteer student may say, "He was very powerful."

If the other students are not able to give any sentence encourage them by saying, there was a huge giant, he was very powerful.... so what do you think he did? They will start saying something and the story will continue. There is no one right answer and the story can be as crazy as they want it to be.

What your students will do:

1. Decide with your help the first lines of a few stories.
2. Write these down on chart papers – one line on each paper.
3. Read the first line and put it up on the board so that all visiting students can see it.
4. Ask any student to add the next sentence. If they hesitate, add one sentence to give the visiting students ideas of how they can add to the story.
5. Encourage the students to add and make the story as interesting as they can.
6. They/volunteers can write these sentences and keep pasting them below the first line on the board.
7. Write the names of the school on each story.
8. When the next school visits, remove the story of the first school and start afresh.

Format 4: Pocket Story - Small booklets prepared with pictures and sentences - students read them - they can also do a role-play based on a booklet.

OR

Make a picture that has a few characters and some action. Ask the students to make a story around the picture.

***Example:* Exercise 1 b. Page 27 - WELCOME English Workbook 1**

What you and your students will do:

1. Take a simple story, get your students to draw some pictures for the story or get some pictures and paste them.
2. On each page there will be just one big picture with one sentence. The story should have at least two characters.
3. Some of the students can read the story taking the two parts. If the story has short expressions such as Wow!, Shut up! How beautiful! etc. we can get the students to enact the roles well.
4. In the second option, you can prepare an example and show this to the visiting students to give them an idea of what they should do.

Format 1: Visiting students sing songs with your students

What you will do: There are many good children songs in English in YouTube. These can be taught to the students and they can sing and dance for the visitors. The visiting children can be taught a couple of lines of these songs and they can sing together.

Here are some samples:

http://youtu.be/kG_zSUZv6ZE

<http://youtu.be/9aB1OIMaYo>

You can also select any other song that you or your students know or select one from the WELCOME English DVDs or your textbooks.

In the same way students can recite poems (poems should not be sung) or sing rhymes.

Example: Workbook 1 (Std. IX)

1. Adverb Song
2. We Shall Overcome
3. Stop! Drop! Cover!

What your students will do:

1. Decide with your help which song they want to learn and sing.
2. Write the words of the song on a chart paper in large font.
3. Put up the chart in the stall.
4. Tell the visiting students that they can watch them sing the song. When the song is sung the second time, they can sing along and use the chart to sing.
5. Select, if possible, a different song or rhyme for each visiting school. (Maximum 4)

Format 2: Poems and rhymes for matching activity

What you will do: Select any poem or rhyme and with the help of your students, prepare pictures for each stanza, or you can find some pictures from news papers and magazines. Write each stanza of the poem or rhyme on a large sheet of thick paper and keep the pictures for it separately. Ask the visiting students to match the stanzas with the pictures.

In the WELCOME English Workbook there are some rhymes with one picture for each stanza (See The Wise Man and the Foolish Man – DVD of Class 8).

Here is a sample site for poems - <http://www.poetry4kids.com>

You can download pictures from this site - <http://www.sxc.hu>

What your students will do:

1. Select a poem or rhyme with your help.
2. Decide and draw a colourful picture for each stanza.

3. Write in large font and clearly, one stanza on one large sheet of paper.
4. To make it more challenging, they can divide the 10 students who visit your stall into two groups. Give each group one set to match. Tell them the group which finishes first is the winner. For this, you need to make two sets of the poem and pictures.
5. They can make it even more challenging by mixing up the stanzas of two poems or two rhymes. Visiting students can match them with pictures and then put each poem or rhyme together.

Format 3: Placing the Rhyming Words correctly

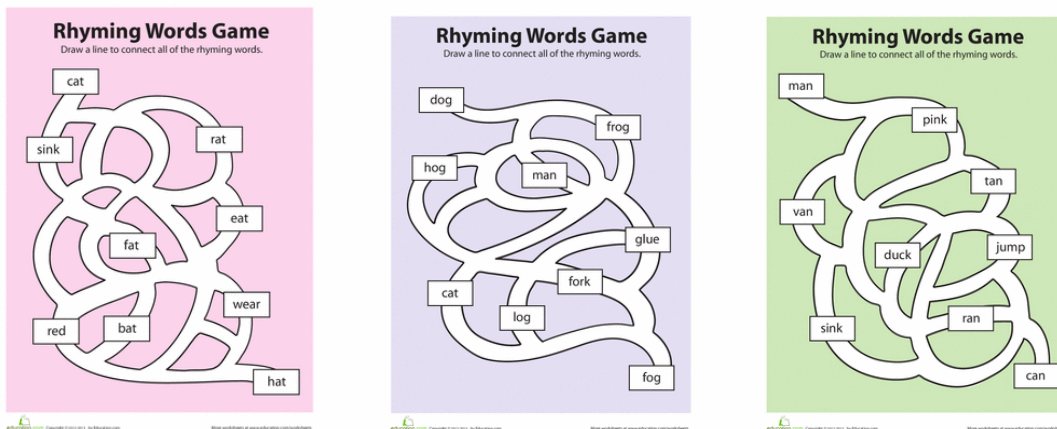
What you and your students will do:

1. Help the students to select a poem/rhyme that has rhyming words.
2. Identify the rhyming words in the poem/rhyme.
3. Print out the poem/rhyme in large font and stick it on a chart paper.
4. Print out the flash cards of rhyming words in the same font size.
5. Ask the visiting students to place the words in the correct places in the poem/rhyme.
6. Use a flannel board, an ordinary notice board or a table where the words can be placed on the poem.
7. Recite the poem or sing the rhyme with the visiting students, if there is time.

They can also play other rhyming word games:

See: <http://www.education.com/slideshow/rhyming-words-game/rhyming-words-game-1>

Example:



Format 4: Poems and rhymes for matching activity

What you and your students will do:

1. You can have a number of poems and rhymes on flashcards - Each card with one poem or rhyme.
2. Spread these out in front of the students.
3. You can call out the middle stanza of any one poem or rhyme. Children have to quickly pick out the one you called out.
4. Here again if you divide them into two groups, the competition will add more interest to the activity.
5. Choose poems and rhymes which have similar words so that they have to carefully listen to you as well as read carefully to pick up the card.

In this section you can have language games, authentic situations where English is naturally used such as the bank or railway station, communicative activities like the treasure hunt, quiz, etc.

Language Games

These games can be based on reading, grammar, vocabulary or writing.

In all **guessing games** some information is hidden by one group and the other group guesses by asking questions. You hide the information from one group by blindfolding them, or by sending them out, or by asking them to turn to face the wall, or putting them in a bag etc. Guessing games can be based on pictures, objects, gestures, thoughts, etc.

Here is a sample site for games: <http://www.tedpower.co.uk/games.htm>

Example: Guess what all I have in my bag that starts with the letter 'd'?

What your students will do:

1. Think of a letter and prepare a list of things that begin with that letter – for example 'd'. The names of these things can also be collected from the textbook.
2. Write the name of each object on a separate slip.
3. Put all these slips in a bag. Ask the students "What things do I have in my bag that start with the letter 'd'?"
4. Divide the visiting students in two groups. Give each group 30 seconds to guess. If they guess any one object correctly, they get a point.
5. Give stars/prizes to the group that gets maximum points.

Example: Guess the Place

What your students will do:

1. Create a model of a bank, railway station, etc.
2. Have labels in English for the different areas.
3. Divide the visiting students in two groups. One group thinks of a place in the model and the other group guesses by asking questions such as "What is this place used for?"
4. Give points for every correct guess and maintain and announce the score.

Vocabulary Games

Example: Name, Place, Animal and Thing

What your students will do:

1. Keep plenty of sheets of paper ready for all visiting students – with four columns on each sheet and write 'Name, Place, Animal and Thing' on the top of each column.

2. Tell the students that they will be given a fixed time (1 minute) in which they have to write one word in each column starting with a specific letter that they are told.
3. For example, a student can say write a name, place, animal and thing that begins with the letter 'g'.
4. Give a prize/appreciation to whoever wins.
5. You can even decide to form pairs instead of playing this as an individual game.

Example: Ring the Synonym

What your students will do:

1. Select some words and their synonyms.
2. Write the synonym on any object that can be circled with a ring.
3. Keep these labeled objects on a table.
4. Divide the visiting students in pairs or each student can also play it individually.
5. You call out a word and the student has to select the word on the table that is a synonym of the word that has been called out.
6. The student then throws a ring around that word.
7. You can give a prize for a correct word guessed/circled with a ring.

Example: Making new words

What your students will do:

1. Select a few words that have 8-10 letters.
2. Write the word in large font on the board/chart paper.
3. Divide the students in two teams.
4. Tell each team that they have to make as many words as they can from the main word given to them in a minute.
5. Prepare one sample using some other word and put it up and use that to explain to the students what they have to do.
6. Give them cards on which they can write their words. Ask them to write in big font and only one word on each card.
7. At the end of a minute, collect their words and put them up on the board.
8. The team that makes most correct words wins.

There are also many guessing games in the WELCOME English classes.

Other games

Example: Treasure hunt

You can create a simple model using thermocol and hide the treasure there. You will have clues to find the treasure. Whoever is able to quickly find the treasure is the winner. How to prepare a treasure hunt - <http://www.wikihow.com/Make-an-Amazing-Treasure-Hunt-for-Kids>

Example: Snake and Ladder, Monopoly, Ludo, etc.

You can also use the usual snake and ladder, monopoly or other games and convert them into English games. When someone throws a dice and reaches the head of the snake, they pick up a question and if they answer correctly they stay where they are. If they give wrong answers they go down the snake. In the same way when they reach the bottom of a ladder, correct answer takes them to the top and wrong answer keeps them where they are.

Example: Dumb Charades

What your students will do:

1. Prepare a list of names of films, famous people or places.
2. Write one name on each chit. Fold the chits and keep them in a bowl.
3. Divide the visiting students in two teams.
4. Ask one team to pick up a chit and enact the word.
5. Tell the other team to guess.
6. Fix the time during which they have to guess or else the other team gets its turn.

Language Based Quiz

Example: Adjective or Adverb

What your students will do:

1. Write some questions (samples given below) and keep the answer key ready.
2. Divide visiting students in pairs.
3. Play the game like a quiz. Each question is asked from a team. If they cannot answer it passes to the next team. 10 points can be given if they answer their own question and 5 if the question has passed on to them.
4. Keep the score and announce the winner.

Sample Questions

Instructions: Choose the correct answer.

Q1 - He works hard.

- 'Hard' is an adjective.
- 'Hard' is an adverb.

Q2 - She's a fast learner.

- 'Fast' is an adjective.
- 'Fast' is an adverb.

Q3 - Go straight down this road till you come to a crossing.

- 'Straight' is an adjective.
- 'Straight' is an adverb.

Example: Homonym Quiz

What your students will do:

1. Write some questions (samples given below) and keep the answer key ready.
2. Divide visiting students in pairs.
3. Play the game like a quiz. Each question is asked from a team. If they cannot answer it passes to the next team. 10 points can be given if they answer their own question and 5 if the question has passed on to them.
4. Keep the score and announce the winner.

Sample Questions

Instructions: Choose the correct answer.

1. He said he _____ where the place was.
 - a. knew
 - b. new
2. _____ you like to have tea or a cold drink?
 - a. Would
 - b. Wood
3. She has something in her _____
 - a. eye
 - b. i

Reading Quiz

You can also have a reading quiz - scan the text and find the word 'hard' or find the word which means difficult (students will find 'hard')

You can ask the students to write a description of their friends in the group. All these slips are collected and put in a box. Each group picks up a slip and guesses who is described.

Quiz - Reading, Vocabulary, Grammar

Any of the quizzes can also be conducted as 'Kaun Banega Karodpati' with one student in the hot seat and the question with four options. You can make one visiting student to play the quiz master, another be the participant, and the others be friends who can be called for help.

Matching Activities

1. Matching questions and answers kept in two boxes
2. Matching Authentic materials: forms, wrappers, notices, ads, announcements, etc. - two related things could be kept for matching - Example - filled in cheque - cashier, wrapper - ad (both of the same product)
3. Matching conversational bits
4. Matching Active with Passive forms

Memory Based Activities

1. There can be a number of memory based games and activities. You can keep a variety of things on a table and cover it with a piece of cloth. You ask the students to watch carefully, remove the cloth only for about 20 seconds. Students should try to remember as many of the items as they can. This can be played individually, in pairs or in groups.
2. Tell the students you are going to read aloud 10 words. They should listen carefully and try to remember all of them. Read aloud 10 words and check how many they can remember.
3. One of the students start with "I went to market and bought a (car)". The next person repeats the item and adds one more item. In the end it might turn into a very long sentence with many items. The one who can remember all the items wins.

Resources for this section:

<http://learnenglishkids.britishcouncil.org/en/tongue-twisters>

Rhythm - <http://learnenglishkids.britishcouncil.org/en/songs/chocolate-cake>

End stories your way - <http://learnenglishkids.britishcouncil.org/en/short-stories>

Craft downloads - <http://learnenglishkids.britishcouncil.org/en/craft-downloads>

Language games: <http://www.usingenglish.com/quizzes/559.html>

<http://a4esl.org/q/h/lb/ho1.html>

In this corner, visiting students can have fun making simple and easy to make items that require no more than 8-10 minutes to make. They can take the finished item with them.

Your students can decide the items they want to teach. They will need to practice making it themselves till they are confident. They will also need to write down the step by step simple instructions in English. These can also be written in large font on a chart paper so that if some students miss the instruction, they can read and follow the instruction. Along with the instruction keep a finished sample on the board so that students can see what they are going to learn.

If you have more than 5-6 items that your students can teach, visiting students can be given a choice of what they would like to make by looking at the final items put up in the stall.

They should make a list of all the materials required so that they can bring these with them. Be sure that they carry enough materials for each item they want to each.

Example: Leaf Printing

What your students will do:

1. Carry leaves of different sizes and shapes.
2. Take plain chart paper cut into different sized cards.
3. Dip the leaves in medium consistency paint and press on the card.
4. Different designs can be made on the card.

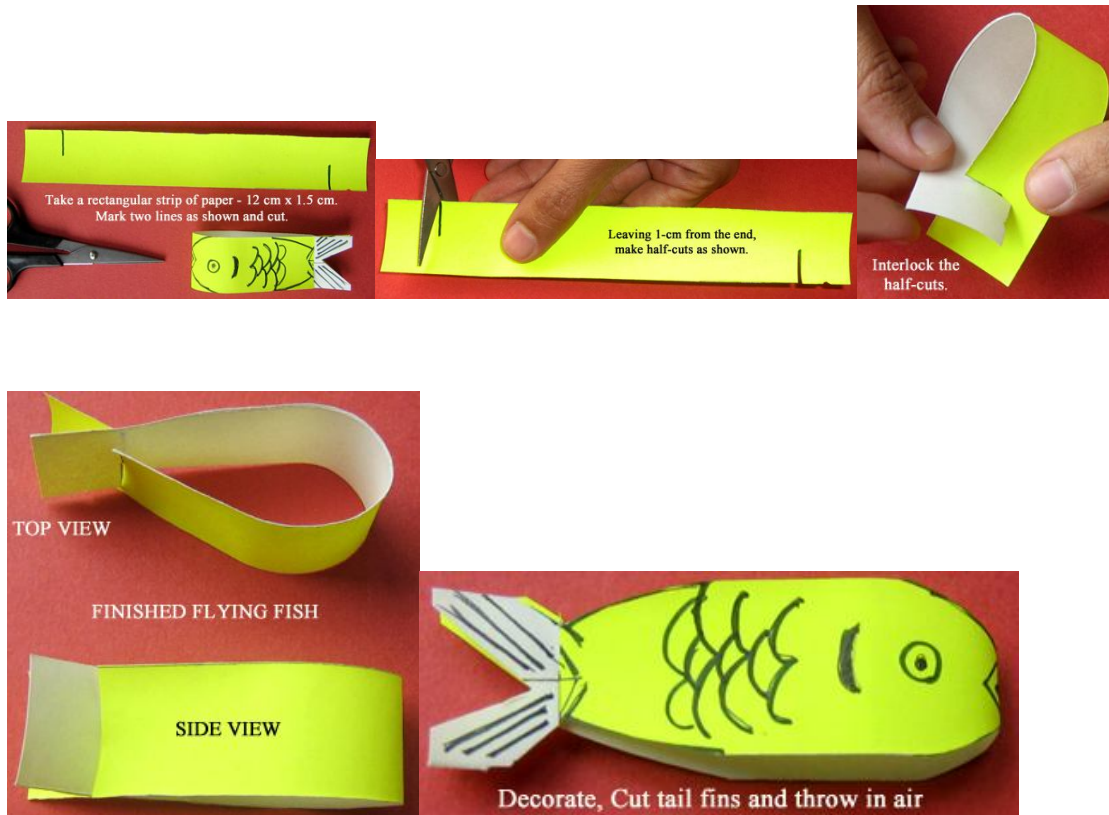


Example: Flying Fish

What your students will do:

1. Keep some sheets of paper (newspaper can also be used) and scissors ready.
2. Cut a long strip of paper about 2 cms. wide.
3. Place the strip in a horizontal position. On the lower right hand side, cut a slit half way across the strip. Repeat on the upper left hand side.
4. Bring the right hand slit over to meet the left hand slit.
5. Slip both the slits into each other so that they are interlocked together.
6. Throw the flying fish high up in the air and it will twist and turn around on its way to the ground.
7. Try making flying fishes of various sizes and colours.

Flying Fish



Other Resources for Creative Corner

Sampan boat

<http://youtu.be/vsmEXOQr13E>

How to make a butterfly

<http://youtu.be/X4L5nDDgEEk>

Swan

<http://youtu.be/1yhIN1--J20>

Shirts

<http://youtu.be/YRd08BclNPg>

Elephant

<http://youtu.be/InIpbaPdA54>

These are only idea generating suggestions. You can innovate and come up with your own ideas.

Rewards and Prizes for students

- ✚ For all the activities have stars and other rewards ready to hand over to the students as a mark of appreciation.
- ✚ You can also have simple certificates with decorated borders to give the students.
- ✚ Your students can also make simple craft items and use these as prizes.

About ELE Programme

The English Language Enhancement Programme is being implemented by UNNATI Organisation for Development Education with the support of Tribal Development Department, Government of Gujarat. The programme has been conceived to enhance the English Language skills and competencies of std IX students and provide capacity development support to English teachers for effective classroom teaching in scheduled areas of Gujarat. The Programme is under implementation in 208 schools in 17 districts of Gujarat state in 2013-14.

For detail, please refer following webpages:

<http://www.eklavyagujarat.org/eklavyagujarat/showpage.aspx?contentid=10&lang=Gujarati>

<http://www.unnati.org/sie-ele-programme.html>

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