

**Methodology:**

1. Divide the class into groups of 4-5 students each.
2. Tell them that they have to collaborate in their respective groups to write a short story where every thought, word and punctuation mark has to contribute towards creating the dramatic effect required in a story.
3. Make some chits and write the names of some interesting themes on them such as love, hope, despair, etc.
4. Distribute the chits to the groups by a draw of lots.
5. Now ask each group to think of a story based on the theme they have been allotted.
6. Finally, ask them to compose it into a tiny tale.
7. Invite responses. Ask the students to not only share the final version of their story, but also the thought process that went into the making of the tiny tale.

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## I like to...

*Manu Gulati*

**Name of the activity:** I like to...

**Skill focus:** Listening and speaking

**Level:** Classes III, IV and V

**Type of participation:** Individual/pair/group

**Time allotted:** 40 minutes

**Objectives:** To enable the learners to

1. Express their liking verbally
2. Ask verbally about their friends' liking.

**Methodology:**

1. Show pictures of various food items to the students.
2. Discuss the names of these items and brainstorm on the theme "Food".

3. Ask the students to sit in a circle.
4. Ask each learner to express his/her preference for a particular food item and the reason for the same. Facilitate this task for the students by providing them with this structure, "I like to eat \_\_\_\_\_ because \_\_\_\_\_.

(Depending on the linguistic level of the learners, the structure can be made more challenging.)

For example: Once the students have expressed their preference and explained why they have made this choice, encourage them to ask about the preference of the person sitting next to them. Give them the following structure, "I like to eat \_\_\_\_\_ because \_\_\_\_\_. What do you like to eat?"

I like to eat salad because it is healthy. What do you like to eat?

5. Continue with the activity until all the students have had a chance to speak.

**Follow up activity:** Encourage your students to express their preferences on the following themes.

- Vegetables
- Dresses
- Fruits
- Games
- Cartoon characters

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## Language Activity in Critical Reading

*Shefali Ray*

**Name of the activity:** An exercise in critical reading

**Focus area of the activity:** Ability to read critically, separating truth from rhetoric

**Language for which the activity is designed:** English

**Level for which the activity is designed:** Senior secondary/tertiary

**Estimated time for the activity:** 20 minutes