

**VARIETIES OF INTERACTION (Tanzania variation)**

The following set of exercises is intended to practise some of the uses of the Present Perfect and associated verb forms.

**N. B. The exercises illustrate various possible forms of student interaction.**

**THEY ARE NOT PRESENTED AS A TEACHING SEQUENCE**

1. EXAMPLE: A talks to B.

A: Have you ever been to Dar Es Salaam?  
B: Yes, I have./No, I haven't.

In pairs ask each other questions in the same way. **Use the suggestions in the box.**

A: Have you ever .....?  
B: Yes/No .....  
B: Have you ever.....?  
A: Yes/No .....

Arusha Kenya/South Africa a camel/a horse a novel by Dickens the Prime Minister your headmaster wine Mt Kilimanjaro Lobster
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2. Use the information in the box above to have conversations like this:

A: Have you ever been to Dar Es Salaam?  
B: Yes, I have./No, I haven't. Have you?  
A: Yes/No.....

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3. Now have conversations like this with three people in your group – A, B and C:

A: Have you ever been to England?  
B: Yes/No.  
C: *(IF THE ANSWER WAS YES)* When was that?  
B: Two years ago.

4. Now four people in your group have a conversation. A asks B, then C asks D about B's answer.

EXAMPLE:

- A to B            A: What have you eaten this morning so far?  
                      B: Just some bread.
- C to D            C: What has he eaten this morning?  
                      D: Just some bread.

Now you do it using the verbs in the box below.

<b>eat/drink/read/write/learn</b>
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5. In this exercise you work by yourself. You are away from home at a teachers' conference. Something has happened to you and now you are going to write an email message explaining what has happened and asking for something.

a) Write to:

your husband/wife  
**or**  
your mother/father  
**or**  
your friend

b) Say that something has happened so:

you need some money  
**or**  
you need an address  
**or**  
you will be away longer

c) Remember to say **what** has happened

d) When you have written your message, hold it up so that it can be sent.

e) Write an answer to the message you receive.

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6. Discussion exercise. The instructions are on a separate sheet.



## COMMUNICATIVE TEACHING

Group discussion:

***What can we do to make an activity in the classroom more “communicative”?***

Suggestions:

- Make people talk to each other (i.e. make it interactive)
- Plan and structure it so that people have something to say (i.e. genuine information gathering and exchange)
- Personalise it
- Re-arrange the classroom
- Vary the groupings
- Get out of the way

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## **SPEAKING PRACTICE: TOPIC AND TASK**

### **Activity 1.**

In your groups, discuss the advantages and disadvantages of teaching children in ability sets.

### **Activity 2.**

What are the qualities of a good schoolteacher? In your group agree in what order of priority you would put the following suggestions

sense of humour  
honesty  
liking children  
knowledge of subject  
flexibility  
clear speaking voice

enthusiasm for teaching  
pleasant appearance  
fairness  
ability to create interest  
ability to keep order  
intelligence

Are there any qualities missing from this list?

## **DISCUSSION ACTIVITIES**

### **Another Examples**

Arrange short debates on the following questions:

- a. Should we stick to our custom of giving guests a substantial meal?
- b. How do you like the idea of celebrating family holidays in a café or restaurant?
- c. Are old traditions worth keeping?

## **DISCUSSION ACTIVITIES**

### **A half and half exercise.**

A. You have invited some foreign guests to a meal at your house. Think of some reasons why you should give them a traditional and substantial meal. You are going to discuss the meal with a colleague in a moment.

B. Your colleague has invited some foreign guests to a meal at his/her house. Think of some reasons why it may NOT be a good idea to give them a traditional and substantial meal. You are going to discuss the meal with your colleague in a moment.