

Activity: "Deictic Words Hunting"

Materials:

- Cards
- Marker
- Open space or classroom

Stages:

1. Introduction

- Briefly explain deixis as words that change meaning based on context and distance.
- Give simple examples, like "this" and "that" changing based on where you are.

2. Hunting Prep.:

- There are sentences on cards,
"Find something close to you and describe it."
"Imagine you're across the room, describe an object here."
- Teacher hangs these cards around the class with pictures if necessary.



3. Hunting:

- Teacher divides students into pairs or small groups.
- Instructs them to find the cards, read the sentences, and students discuss how deixis changes based on the distance in each scenario.

4. Role-Playing

- The teacher provides simple scenarios.
(e.g., two friends talking on the phone about a location, or they are cooking, etc) on cards.
- Groups act out the scenario, emphasizing the use of deixis.

Activity: "Mystery Tales"

Materials:

- Mystery bags with various items
- cards
- Markers

Stages:



1. Introduction:

- The teacher starts with a short story: "Imagine we're explorers in a magical land, and we have mysterious items to discover. But, to share our findings, we need to be great storytellers!"

2. Mystery Bag Setup:

- Mystery bags contain items like a small toy, a seashell, a keychain, and a small book.
- Each bag is numbered.

3. Descriptive Scribbles:

- The teacher divides the students into two groups.
- Group A has a toy in their mystery bag. They write, "In our bag, there's a tiny, colorful creature that loves to dance in the moonlight."
- Group B has a seashell. Their description reads, "Inside our bag, a magical seashell whispers tales of underwater kingdoms."

4. Reference Round:

- Group A swaps their description with Group B.
- Group B reads the description and guesses, "This must be the bag with the dancing creature!" (reference to Group A's bag)

5. Inference Fun:

- Mystery bags are shuffled.
- Group A now has the seashell. They create an inference: "The owner of this bag must be a mermaid who loves dancing under the moonlight."

Activity: "Inference Canvas"

Materials:

- Large sheets of paper or canvas
 - Markers, colored pencils, or paints
 - A collection of sentences with presuppositions and entailments
 - Small cards with scenarios or statements for each group
- Each group will create an "Inference Canvas" that visually represents presuppositions and entailments present in given sentences.

Steps:

1. Introduction

- The teacher begins by briefly reviewing the concepts of presupposition and entailment with the small group.

2. Sentence Exploration

- The teacher provides each group with a set of sentences containing presuppositions and entailments.
- Groups discuss and analyze the sentences together, the teacher walks around the class and making sure everyone understands the implied information.

3. Scenario Cards

- The teacher distributes small cards with scenarios or statements related to the sentences. For example, "It's Mary's birthday," or "John has a new job."
- The teacher emphasizes that these scenarios are additional context for the sentences.

4. Inference Canvas Creation

- The teacher provides each group with a large sheet of paper or canvas and art supplies.
- The teacher instructs them to create an "Inference Canvas" that visually represents the sentences, incorporating the presuppositions and entailments along with the given scenarios.



Activity: "Dialogue Duets"

Materials:

- Whiteboard or flip chart
- Markers
- Small cards with dialogue prompts
- Writing utensils

Steps:

1. Introduction

- Begin with a brief discussion on the differences between speech and writing.
- Highlight features such as *formality*, *structure*, and *the use of conventions* in writing compared to the spontaneity and informality of speech.

2. Dialogue Duets Setup

- Provide small groups with dialogue prompts on cards. Each card includes a situation or scenario.
- Examples: "Meeting an old friend," "Job interview," "Discussing weekend plans."
- Explain that they will be performing these dialogues in both speech and writing styles.



3. Speech Dialogue Performance

- Groups select a card and create a brief dialogue for a speech-style performance.
- Encourage them to consider informal language, contractions, and the use of colloquial expressions.
- Perform the dialogues for the class.

4. Writing Dialogue Performance

- Now, groups take the same scenario but transform the dialogue into a written form.
- Emphasize the use of complete sentences, proper punctuation, and a more structured approach.
- Perform the written dialogues for the class.