

# English Club Resource Book



Author: Jason Anderson  
English Connects Project  
British Council



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# Introduction to the units

Welcome to this English Club Resource Book. It contains ten units specially designed for use in English Clubs in English Connects countries across Sub-Saharan Africa. We hope you will enjoy using it.

This introduction contains the following sections:

1. What is in each unit?.....4
2. What resources do I need? .....5
3. How do I prepare? .....6
4. How else can I develop my English Club?.....6

## 1. What is in each unit?

At the start of each unit, you will see a box like this. It tells you the basic facts about the unit contents. This example is from Unit 1:

<b>Topic focus:</b>	Personal information
<b>Language focus:</b>	Questions and answers; writing information accurately
<b>Levels:</b>	Beginner, intermediate
<b>Objectives:</b>	<ol style="list-style-type: none"><li>1. Students will be able to ask and answer simple questions about themselves.</li><li>2. Students will be able to draw and complete a simple questionnaire.</li></ol>
<b>Basic description:</b>	In this unit, students play 'Guess the name'. Then they create a simple questionnaire and ask their partner questions to complete the questionnaire.

Each unit is designed for a 60-minute session of the English Club, but this will vary, depending on the students.

Each unit has six sections:

### 1. Warmer

### 2. Main activity

### 3. Feedback to the activity

### 4. Final closing activity

### 5. English Club extension idea

### 6. Further suggestions for more fun!

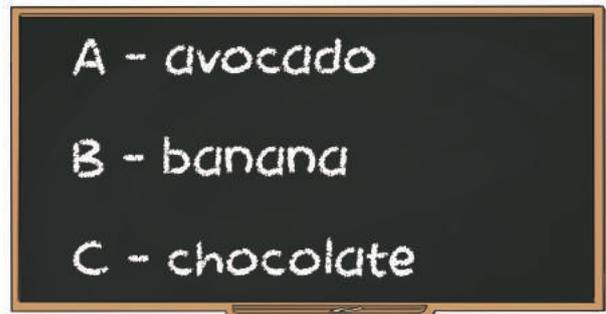
} During the English Club session

} Extra ideas for afterwards or creative alternatives

There are lots of Extra ideas and Tips in each unit to help you to adapt the materials to the needs and English level of your students.

There are simple instructions for one way to use the materials. But remember, you are in control and you know your students best. So please adapt the materials and the ideas if necessary.

There are also pictures of the chalk board showing you one way to write any questions or information you need to share with the students. →



Special symbols show you how to do an activity:



Whole class

As a whole class, with everyone listening to the teacher or students at the front.



Work individually

Individually, when students need time to plan, write or draw something.



Work in pairs

In pairs and in groups, when students need to work together to practise using language. Remember that for pairwork and groupwork to be effective, all the pairs and groups need to be talking at the same time. This will be noisy in a large class, but it means that they are using language and learning from each other. Noise is good in an English Club!



Work in groups of 4–6

## 2. What resources do I need?

The most important resources for an English Club are the members and YOU! The following will also be useful and are found in almost any classroom:

1. a chalk board and chalk
2. student paper (e.g. notebook) and pen or pencil.

The activities can be done in any classroom, even if there is no space to move. If you can choose a classroom with a little space (inside or outside), that is useful. Some of the activities recommend groupwork or performances – the space can help with this. Collect a little spare paper and old pencils for students who forget to bring theirs.

### 3. How do I prepare?

The units are in a logical order, starting with simple activities and moving onto more creative ones. But you can change the order if you want or miss out units you think are not suitable for your students.

Before the English Club session, read the unit through to check you understand it. If you don't, there is time to ask colleagues or friends in your English Club WhatsApp group. You can make notes about any adaptations, Tips or Extra Ideas you want to include. If you have English Club Monitors (see below), you can also let them read the unit and discuss any adaptations you need to make.

Sometimes, you can prepare the board for the English Club session in advance, by writing any questions or information for activities.

### 4. How else can I develop my English Club?

#### 4a. English Club Box

At the end of each unit, there is an extension idea and further ideas for more fun. Some of the ideas suggest that your students create resources for the English Club. After a few weeks you might have lots of resources! Create an 'English Club Box', from an old cardboard box and keep the resources that your students create inside it.

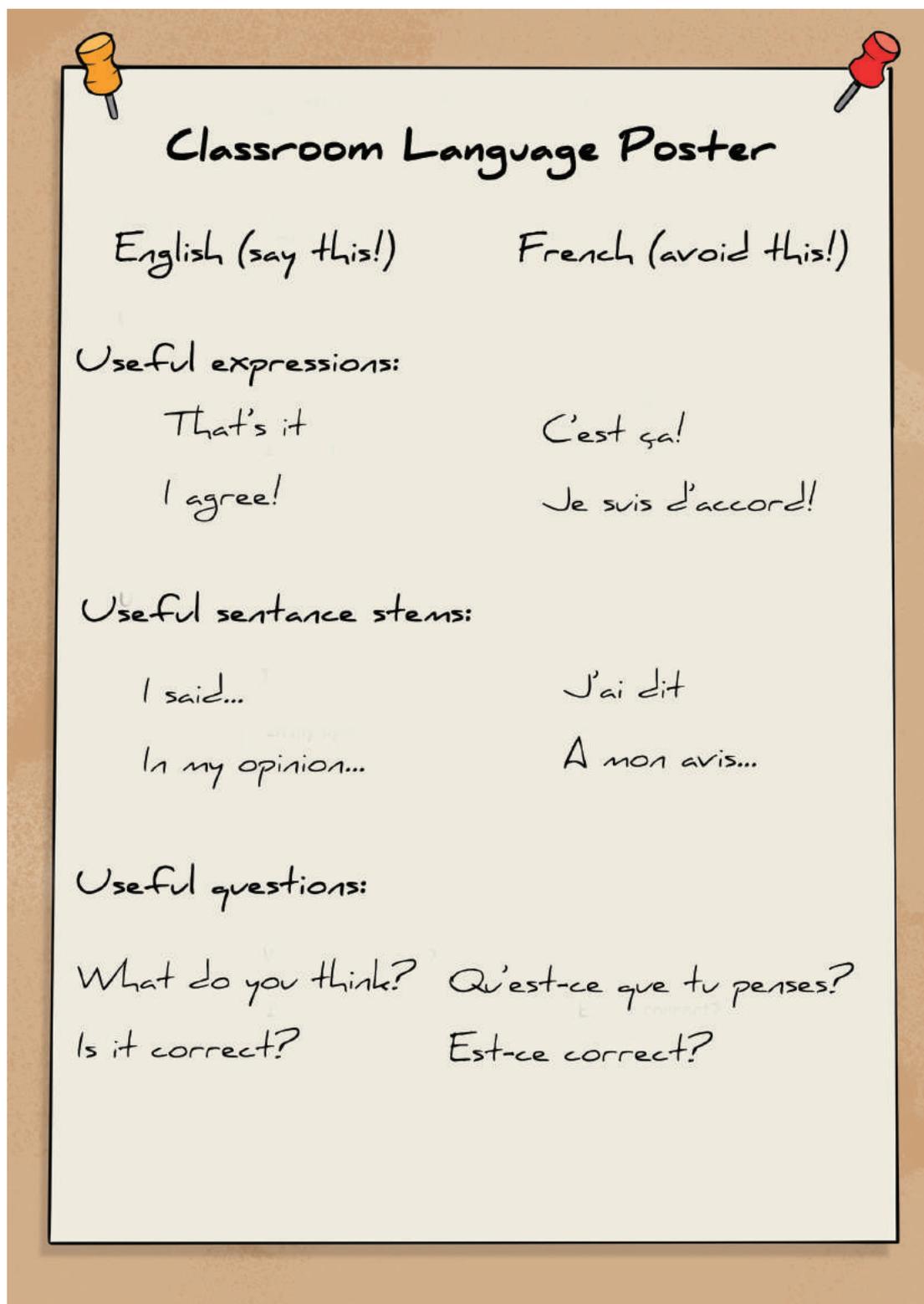
In future English Clubs, the students will enjoy showing their peers the resources they created. They will also enjoy using each other's resources. The box can also be used on days when the usual English Club Leader (e.g. a teacher) is absent. Two or three students (e.g. English Club Monitors) can bring the box to the club and everybody can use the resources. You can keep the box in the staff room, school office or school library, so that students can use the resources at other times.



Figure 1: An English Club Box full of student-created resources.

#### 4b. Create a Classroom Language Poster

If you would like to encourage your students to speak English in class, a Classroom Language Poster can be a good way to do this. It displays useful expressions and phrases that students often use in their L1 in class, so that they can do this in English. Your poster can include only English, or it can show them how to say common expressions from their L1 in English. The following sections are useful, with space for you and your students to add new expressions whenever they need them (this example is for students who speak French as the main community language):



**Classroom Language Poster**

English (say this!)	French (avoid this!)
<b>Useful expressions:</b>	
That's it	C'est ça!
I agree!	Je suis d'accord!
<b>Useful sentence stems:</b>	
I said...	J'ai dit
In my opinion...	A mon avis...
<b>Useful questions:</b>	
What do you think?	Qu'est-ce que tu penses?
Is it correct?	Est-ce correct?

#### 4c. English Club Monitors, Assistant Leaders and Leaders

We often find that some students are very enthusiastic about the English Club. They attend every meeting, contribute good ideas and often improve their English quickly. They will often enjoy some extra responsibilities. If so, you can propose that they become English Club Monitors. Depending on your context, the Monitors can potentially be responsible for:

- enrolling new members (see Unit 1)
- keeping a register of attendance (if necessary)
- helping you to organise the meeting and groups for groupwork
- preparing the board, especially if something needs to be written or it needs to be cleaned
- encouraging classmates to speak English during activities
- creating example resources for the English Club
- encouraging others to create new resources for the English Club
- organising the resources in the English Club Box
- bringing the box to the Club meetings and checking resources are returned to the box at the end of each meeting
- helping to arrange special events (e.g. competitions, performances, etc.)
- visiting other schools to tell the students there about your English Club and to help them to set up their own.

When Monitors have enough experience, they can even become ‘Assistant Leaders’, who can run the English Club in your absence, and then ‘Leaders’.

#### 4d. An Open Day for the Club

If you don’t already do it, once or twice a year, it can be good idea to organise an ‘Open Day’ for your English Club, for example at the start of a new academic year. Students from the club can perform skits or role plays that they have created, read essays and short stories that they have written and play games that they have learned at the club with new visitors. After the performances, the current members can chat with the visitors and encourage them to join the English Club or start their own (if they are from a different school).

# Unit 1: Giving personal information

<b>Topic focus:</b>	Personal information
<b>Language focus:</b>	Questions and answers, writing information accurately
<b>Levels:</b>	Beginner, intermediate
<b>Objectives:</b>	<ol style="list-style-type: none"><li>1. Students will be able to ask and answer simple questions about themselves.</li><li>2. Students will be able to draw and complete a simple questionnaire.</li></ol>
<b>Basic description:</b>	In this unit, students play 'Guess the name'. Then they create a simple questionnaire and ask their partner questions to complete the questionnaire.

## 1. Warmer: Guess the name (10 minutes)



Whole class

Play 'Guess the name'. Write the letters of the name of one student in the English Club on the board. Write them in the wrong order, as an anagram. For example:

n m a e l m u e

Tell the students:

**Teacher:** 'Here is one of your names, but the letters are in the wrong order. Who is it?'

When a student guesses correctly, ask them to spell the name in the right order:

**Student A:** 'It is 'Emmanuel'.

**Teacher:** 'Yes! Well done! Now, can you spell it in the correct order, please?'

**Student A:** 'E-M-M-A-N-U-E-L.'

**Teacher:** 'Well done!'



Work in pairs

Tell students to play 'Guess the name' in pairs. One student should write an anagram of a name on a piece of paper. Their partner should try to guess who it is and spell it.

## 2. Main activity: Creating and completing a questionnaire (30 minutes)

### 2a. Preparation



Whole class

Write 'Questionnaire' on the board. Find out what the students know about questionnaires:

'Who can tell me: when do we use questionnaires?' (e.g. in offices, research, school enrolment, etc.).

Introduce the activity: 'Today we are going to create and complete our own questionnaire! We will also learn some useful questions to ask about personal information.'

Draw the following table on the board (leave space on the right):

Personal Information	
Name:	
Age:	
Nationality:	
Home Town:	
School:	
Hobby:	
Ambition:	

Point at each line in the questionnaire and ask the students 'What question can we ask?' Elicit the questions one by one and write the questions on the right of the questionnaire.

**Teacher:** 'What question can we ask about 'name'?'

**Students:** 'What is your name?'

**Teacher:** 'Good job! Let me write it here.'



#### Extra idea

You can ask for volunteers to come to the board to write the questions.

Example questions:

Personal Information	
Name:	
Age:	
Nationality:	
Home Town:	
School:	
Hobby:	
Ambition:	

What is your name?  
How old are you?  
Where do you come from?  
Where do you live?  
Where do you study?  
What is your hobby?  
What is your ambition?

Now ask one student to stand at the front. Ask them each question and complete the questionnaire on the board:

**Teacher:** 'What is your name?'  
**Student A:** 'My name is Alice.'

Teacher writes 'Alice' in the first line of the questionnaire and continues like this until it is complete. Try to include the question 'How do you spell that?' to show the students how to ask for spelling.

Encourage all the club members to give the student a round of applause. 

 **Extra idea**

If the questions are new to your students, drill the pronunciation and elicit the translation of each question:

**Teacher:** 'Repeat after me: "What is your name?"'  
**Students:** 'What is your name?'  
**(together)**  
**Teacher:** 'How do we ask this question in French?'  
**Student A:** "'Comment tu t'appelles?'"  
**Student B:** 'Or, "Comment vous appelez-vous?"'  
**Teacher:** 'Yes, both are correct!'

## 2b. Creating the questionnaire



Work individually

Tell the students to work individually to copy the table from the board, but not to write any answers:

**Teacher:** ‘Copy the table into your notebooks. Don’t write any answers.’

Give students time to do this. Check everyone has paper.

## 2c. Asking and answering the questions in pairs



Work in pairs

Now tell the students to work in pairs. They must ask the questions and complete the questionnaire for their partner:

**Student A:** ‘OK. What is your name?’

**Student B:** ‘My name is Moussa. And what is your name?’

**Student A:** ‘My name is Mariam.’

Both write their partner’s name on their questionnaire.

Try to get all the pairs working at the same time (see Figure 2). If there are lots of students, tell them to sit close together and speak quietly.

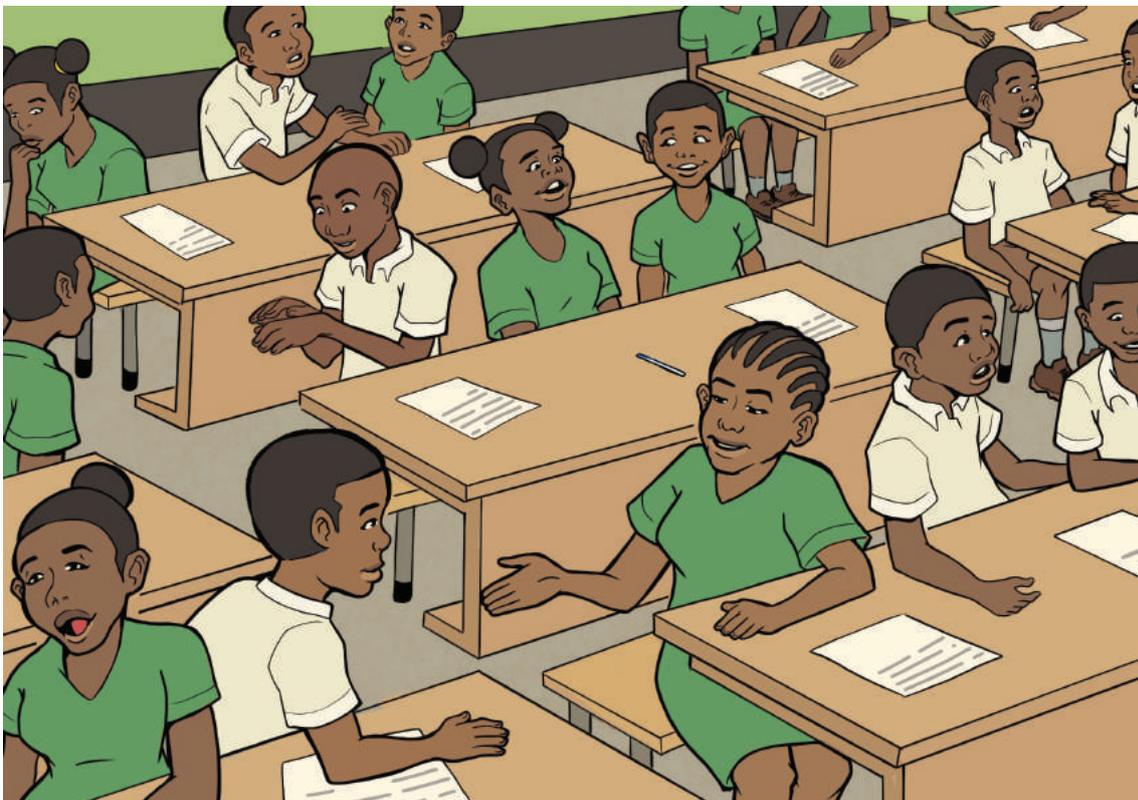


Figure 2. Students working on a pairwork speaking activity.



### Extra idea

If your students can remember the questions, clean them from the board. Now they have to do it from memory!

## 2d. Peer check

Move around the classroom, checking all are working well. When the fast finishers say: 'I've finished!' tell them to exchange notebooks with their partner and check their partner's facts and spellings. Encourage them to give their partner a grade (A, B, C) or score (10/10).

## 3. Feedback to the activity (10 minutes)



### Whole class, student performances

Invite one pair who worked well to come to the front of the class with their notebooks and repeat the questions and answers. When they finish, encourage everybody to give them a round of applause. 

Repeat this with a second and third pair, this time choosing students who are less confident – give them lots of encouragement. 'Your conversation was very good!'

Now provide 'three stars and a wish'. Tell the whole class about two 'stars' that you really liked in their conversations:

**Teacher:** 'Star number one: everybody spoke some English – well done!  
Star number two: your ambitions are amazing. Ibrahim wants to be a scientist and Helene wants to be an engineer!  
And star number three: everybody said their age correctly!'

And then share one 'wish' for the future, a suggestion for improvement:

**Teacher:** 'My wish for the future: I wish that everybody could spell their names a little better. One or two of you made mistakes with the letters 'o' and 'r'.'

#### 4. Final closing activity: Changing partners (10 minutes)

 Work in standing pairs

Tell all the students to stand up, find a new partner and tell them about their first partner:

**Student A:** 'Who did you interview?'

**Student B:** 'I interviewed Marcel.'

**Student A:** 'OK. How old is he?'

**Student B:** 'He is 14. What about your partner?'

etc.

#### Tip: Crowded classroom?

If there are too many students for them to stand up, ask them to stay in their seat, but talk to a different student. For example, if their partner is on their left, they can talk to the student on their right or behind them.

#### Extra ideas

Challenge students to do this activity from memory. Can they remember all the facts about their partner?

Or, you could organise a 'quiz' and encourage volunteers to ask their classmates questions. For example:

**Student A:** 'Who wants to be a pilot?'

**Student B:** 'Who is 20 years old?'

#### 5. English Club extension idea

Now that your students know how to complete questionnaires, here is an idea for a short project that you could start after this unit:

Organise a group of students to create an English Club Application Form (if you have **English Club Monitors**, they will enjoy this: see the Introduction). Together they can decide on what sections need to be on the form. New members of the English Club can complete the form in English to practise their writing skills. Once they have designed it, they can either copy it neatly in pen on paper (see the image) or on a computer. If you can make photocopies, you can reduce the size and print copies for new English Club members. Keep copies of the Application Form in your **English Club Box** (see the Introduction).

Figure 3: English Club Application Form.

## 6. Further suggestions for more fun!

If your students enjoyed this activity or if you want to make it more fun, here are some ideas:

### 6a. Who am I?

At the next English Club, tell the students to give their questionnaire (probably in their notebooks) to somebody else. Everybody now must pretend to be the person whose questionnaire answers they have. They stand up, find a new partner and ask the same questions, except 'What is your name?' They must try to guess whose questionnaire details they have.

### 6b. Famous English Club members

Instead of providing true information about themselves, each English Club member pretends to be somebody famous. They answer the questions for that famous person. For example:

**Student A:** 'What is your name?'

**Student B:** 'My name is Beyoncé.'

**Student A:** 'Oh, nice to meet you! I love your music. What country do you come from?'

**Student B:** 'I come from America.'

etc.

### 6c. Other personal information students can ask about

English Club Leaders from different countries suggested several useful things we can ask about in this activity. Thanks to Abdourahman Ali from Djibouti who suggested ‘personal interests’ – this is included in the form above. Thanks also to Mamadou Toure from Senegal, who suggested adding ‘likes and dislikes’. If you like this idea, add another two rows to the personal information table along with appropriate questions (e.g. ‘What do you like eating/doing/playing?’ etc.).

### 6d. Household survey

For English Club members with higher levels of English, you could adapt the questionnaire items to include information that is collected in government census surveys. Students can think of their own questions to obtain the necessary information. For example:

Household survey	
Name:	
Address:	
Number of people in household:	
Names of parents:	
Occupations of parents:	
Names and ages of brothers and sisters:	
School details:	
Years at current address:	
Languages spoken in the household:	
Previous address (if any):	

## Unit 2: Practical role play

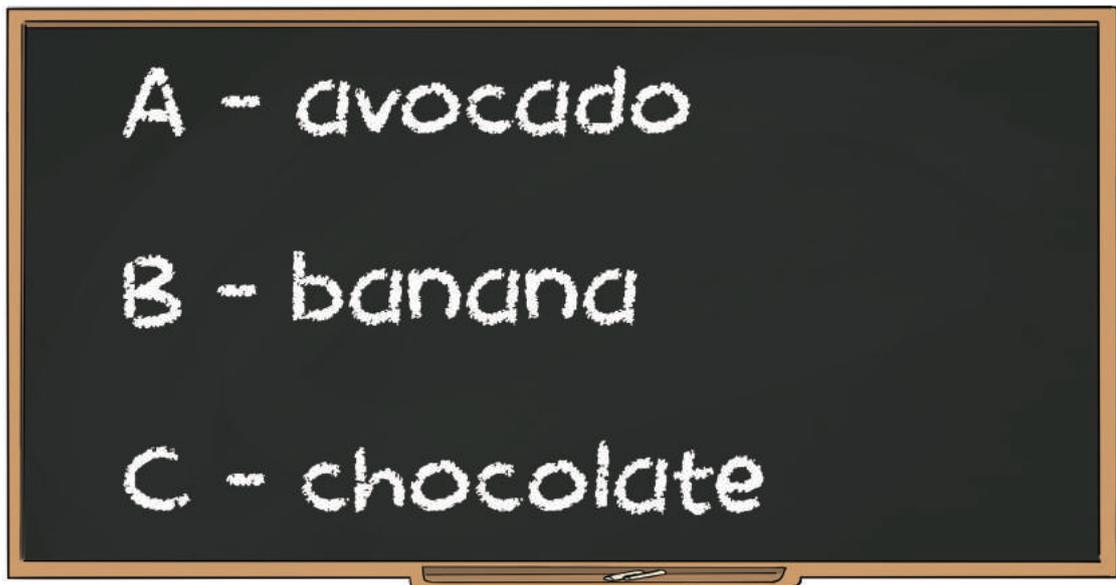
<b>Topic focus:</b>	Food and drink
<b>Language focus:</b>	Question and answer, negotiating prices
<b>Levels:</b>	Beginner, intermediate
<b>Objectives:</b>	Students will be able to buy food and drink in English. Students will be able to negotiate prices.
<b>Basic description:</b>	In this unit, students first play the game 'Alphabet Bingo!' This is followed by a practical role play: students improvise a conversation at the food market. Finally, they play a fun memory game: 'I went to market'.

### 1. Warmer: Alphabet Bingo! (10 minutes)



Whole class

Write the first letters of the alphabet on the board. Ask students to name an item of food for the first three letters. For example:



Work in groups of 4–6

Tell students to work in groups of four to six. Each group needs one piece of paper and a pencil or pen. They must think of one food item for each letter of the alphabet, except Q, X and Z. Give them five minutes to finish. Tell them that when they finish, they should shout out: 'Bingo!'

If no teams finish in five minutes, say: 'Time's up!' and ask 'How many words do you have?' Check the answers of the team which has the most words. If their words are all appropriate, they are the winners. If not, check the answers of the second team. Praise all the teams at the end with a round of applause. 



### Cultural note

Bingo is a popular game in some countries. When somebody has completed a list of numbers, they shout out 'Bingo!' It can be adapted to any 'race' activity.

## 2. Main activity: Food market role play (30 minutes)

### 2a. Vocabulary check



Whole class

Show the students a photo or simple drawing of a market. You can use Figure 5 on page 24. Ask them some questions. For example:

- Where is it?
- What can you see?
- Why do we go there?
- What can we buy?

Write some useful vocabulary on the board:

buy (v.) cost (v.) market (n.) price (n.) sell (v.) stall (n.) (n. = noun; v. = verb)

Check students understand the vocabulary (e.g. ask them to give the translation).

### 2b. Preparation



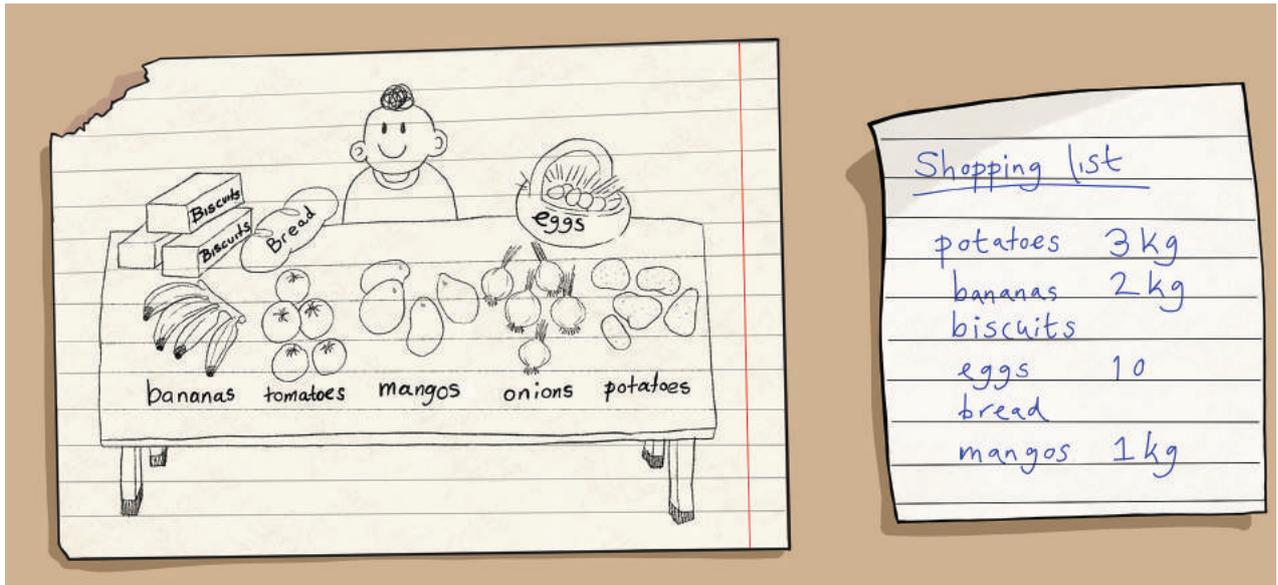
Work in pairs

Tell the students to work in pairs. On one piece of paper they must write a shopping list of five to ten items of food. On another piece of paper they must draw a picture of a market stall with similar food items. Challenge them to do it in five minutes:

**Teacher:** 'Can you do all this in five minutes?'

**Students:** 'Yes, we can!'

Examples:



While the students are doing this, write the beginning of a conversation at the market on the board with some spaces for the food and prices. For example:

A: Good morning! Can I help you?  
B: Yes, do you have any \_\_\_\_\_ ?  
A: Yes. Here they are.  
B: How much are they?  
A: They cost \$ \_\_\_\_\_ each.  
B: That's very expensive!  
A: OK. How about \$ \_\_\_\_\_ each?  
B: That's a better price. Thank you!  
A: How many would you like?  
B: I would like \_\_\_\_\_ please.  
A: Here you are. Anything else?  
B: Yes, I'd like ...

You can make this more realistic to your country, by including local money, greetings, etc. In some countries, 'please' and 'thank you' may be unnecessary. Feel free to adapt it!

Do not finish the conversation. This is just a starter.

Thanks to Yacouba Daouda from Niger for suggesting the first buyer question above!

## 2c. Demonstration



Whole class

Now you need two confident students to demonstrate a conversation at a market. Ask them to come to the front of the class with their picture and shopping list. Tell them to decide who is the stall-keeper (the seller) and who is the shopper. The seller holds up the picture of the stall. The shopper takes the shopping list.

Tell the two students to start by reading out the conversation on the board and then to improvise the rest of the conversation. Try not to interrupt them, but if they have any difficulties, write a word or sentence that they need on the board and point to it silently.



### Extra idea

If your students are nervous, you can take the role of the shopper, which is a little more difficult.

When they finish, encourage everybody to give them a round of applause. 

## 2d. Pairwork role play



Work in pairs

Now tell all the students to work in pairs. Tell them to imagine that they are at a market in an English speaking country (e.g. Nigeria, Kenya, South Africa) and to improvise a conversation similar to the demonstration, but with the shopping items on their list and stall. Encourage them to begin without writing it first.



### Extra idea

If you think your students will find it difficult, you can allow them to write down the conversation first. But see if they can improvise it first. Challenge them!

**Teacher:** 'If you are at a market, do you have time to 'prepare your conversation?'

**Students:** 'No!'

**Teacher:** 'So can you try to do it without writing?'

**Students:** 'Yes!'

While they are working, take your notebook and move among the students. Provide help only if they need it.

When they finish, tell them to exchange roles and repeat the conversation – more speaking practice!

### 3. Feedback to the activity (10 minutes)

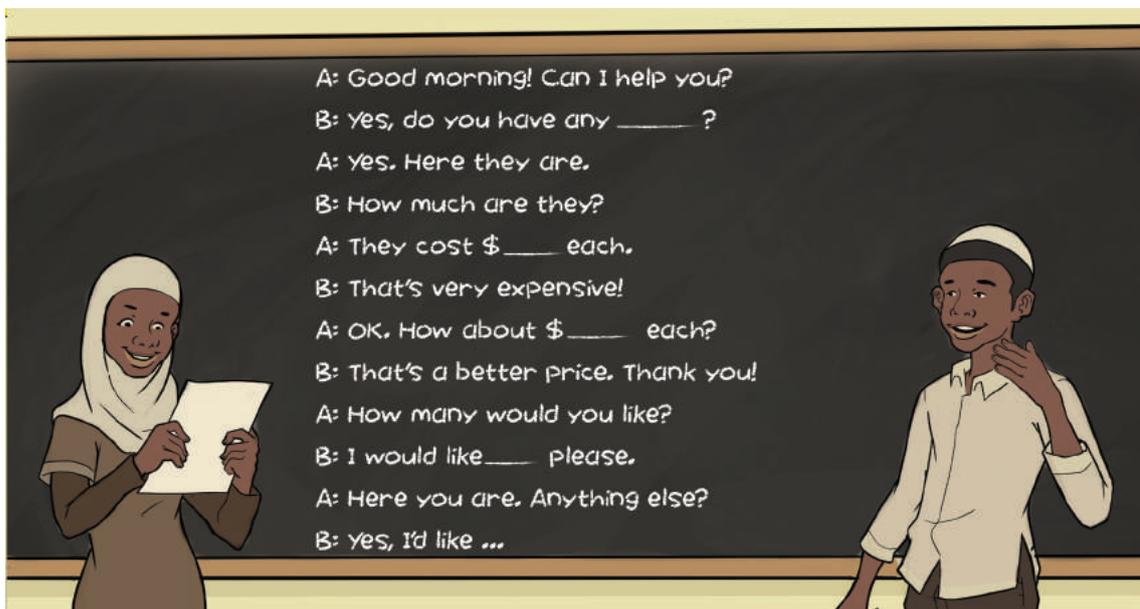


Whole class, student performances

Invite two students to the front of the class to perform their role play. Before they begin, say to the other students:

**Teacher:** 'Listen to their conversation: What items does the shopper buy?  
How much do they cost?'

Let the students begin. When they finish, lead a round of applause  and ask the class for the answers to the questions.



If you have time, ask two or three more pairs to come to the front to perform; give the class the same listening task. Encourage less confident students, both girls and boys, and avoid correcting their errors directly.



**Tip: Avoid correcting students in front of the whole class**

If you hear errors during performances, try not to correct them directly. Why? Because the students may lose confidence and feel shame. They forget about the correction at such moments. Instead of this, you can make a note of one or two errors (and also some praise) per pair on a piece of paper. Give this to them after they've finished.

#### 4. Final closing activity: I went to market (10 minutes)

Teach the students the memory game: 'I went to market'. It helps them to listen to each other and remember vocabulary. There is one rule: no writing!

1. Student A begins and says: 'I went to market and I bought some eggs.'
2. Student B must repeat this and add one item: 'I went to market and I bought some eggs and a bag of rice.'
3. Student C adds another item: 'I went to market and I bought some eggs, a bag of rice and a kilo of tomatoes.'
4. They continue like this, with each student adding another item until somebody forgets. If they do, the others can help them!

You can play the game as a whole class (in classes up to 30) or in groups of four to six.

How many items can you remember working together? Here are some typical achievement scores:

- 5 items: Good start! You are doing well.
- 10 items: You have good memories!
- 12 items: Amazing work! How do you remember so much?
- 15 items: This may be a world record! Well done!

#### 5. English Club extension idea

If your students like to write down their role play conversations, they can create Role Play Cards for different situations (see 6d below). You can keep the cards in the **English Club Box** (see the Introduction) or school library for students to practise speaking at any time! See the example in Figure 4. Remember to leave gaps for the students to add their own ideas.

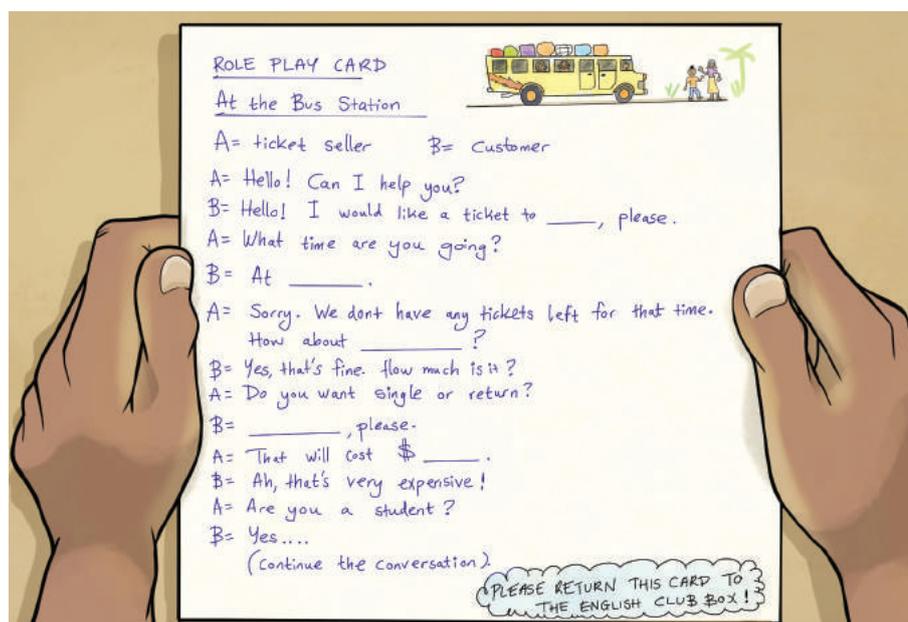


Figure 4: Example Role Play Card.

## 6. Further suggestions for more fun!

If your students enjoyed this activity or if you want to make it more fun, here are some ideas:

### 6a. Turn the classroom into a market

Instead of pairwork, at stage 2b, divide the class in two. Tell one half that they are shoppers. They must prepare shopping lists of five or ten food items that they like. Tell the other half that they are sellers. They can draw any food items that they want on their stalls. When everyone is ready, the stall holders display their 'stalls' (their pictures) on their desks in front of them. The shoppers can walk around the room and visit any stall. They must try to buy all the items on their lists. The first student who succeeds is the winner!

You can even give the shoppers a maximum budget of, for example, \$10 dollars. This will encourage them to bargain for low prices.

### 6b. Different shops

Similar to the previous idea, but this time each group of students creates their own shop on their desk (e.g. one sells fruit and vegetables, one sells bread, another sells meat and another sells sweet food). They also create a list (and simple paper money if they can). During the role play, some group members stand and visit other 'shops' to buy food. The others stay at their own shop and try to make more money!

### 6c. Questions and answers about fruit and vegetables in your country

Nafissa Ismael from Djibouti suggested a useful speaking activity for this unit. Students can ask and answer questions about the food in their country:

1. Which fruits or vegetables do you prefer and why?
  2. Which fruits and vegetables grow in (name of country)?
  3. Which fruits and vegetables do people usually buy in (name of country)?
- etc.

### 6d. More role play ideas

There are many other practical situations in life that we can use for role plays in class:

1. buying a ticket at the bus station
2. a patient and doctor at the hospital
3. buying lunch at a café
4. opening an account in a bank
5. buying a mobile phone/car/radio/cow/clothes
6. staying in a hotel in a different town.

Can you think of any more? Try searching online for 'ESL role play' for more ideas.



Figure 5. Street market in Eritrea.

## Unit 3: Class debate – City/town or country life?

<b>Topic focus:</b>	Places, lifestyle, culture
<b>Language focus:</b>	Giving your opinion, giving examples, explaining
<b>Levels:</b>	Intermediate, advanced
<b>Objectives:</b>	Students will be able to express their opinions on a topic of interest. Students will be able to agree and disagree. Students will develop their critical thinking skills.
<b>Basic description:</b>	In this unit, students first review useful vocabulary for a debate activity on the topic of town and country lifestyle. They prepare ideas for the debate in small groups and then debate in two teams. After feedback, there is an opportunity for everybody to give their real opinions.

### 1. Warmer: Sort the words (10 minutes)



Work in groups of 4–6

Play 'Sort the words' to review vocabulary for the debate. Prepare the board with some useful words and three columns:



Tell students to work in groups of four to six. One student should copy the three columns onto a piece of paper. For each word, they should decide: Do you find it only in the countryside, only in the town/city or can you find it in both? After they have decided, they should write it in the correct column. Do one example:

**Teacher:** 'Offices: do we find them in the countryside, in the town or both?'

**Student A:** 'In the town, usually.'

**Teacher:** 'Does everyone agree?'

**Students:** 'Yes.'

Give them five minutes. Give help to any groups who find it difficult.



### Extra idea

If any groups finish early, tell them to think of three more words to add to each column.

When most groups have finished, tell them to compare their answers with another group. Help with any disagreements but encourage them to decide for themselves.

Finally, return to the front. Check understanding and pronunciation of any difficult words.

## 2. Main activity: Class debate (30 minutes)

### 2a. Preparation for the debate



Whole class

Write the following sentence on the board:

People who live in the  
countryside are happier  
than people who live in the city.

In a debate lesson, the sentence that the students debate is sometimes called the 'motion'. One team is 'for the motion' (agrees) and the other team is 'against the motion' (disagrees).

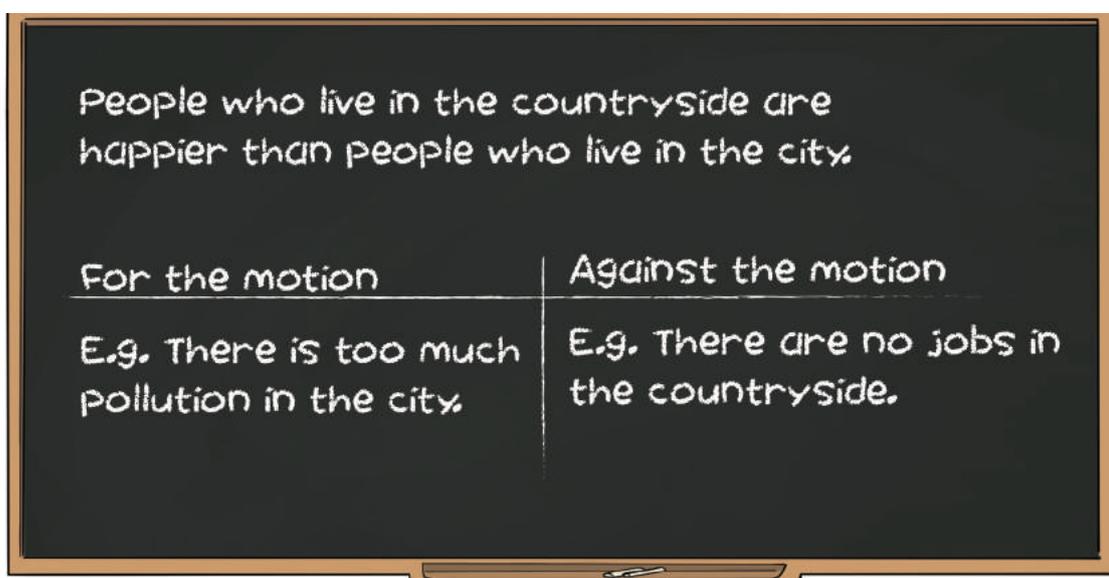
 Extra idea

Review the comparative adjective in this sentence quickly: underline 'happier' and ask them for the base form ('happy') to check understanding.

Ask for a volunteer to translate the sentence to a language everybody understands.

Divide the class into two teams. Explain that one team will debate 'for the motion' and the other will debate 'against the motion'. But before the debate, they will have ten minutes to prepare their ideas and arguments.

Provide one example argument for each team. You can write these on the board:



 Extra idea

If your students enjoy competitive debates, explain that the winning team will be the team that provides the most valid arguments to support their position.

 Work in groups of 4–6

Now tell the students to sit in groups of four to six within their two teams. Tell them to choose one 'secretary' who will take notes.

 **Tip: Small groups are better!**

The problem with large groups is that only a few strong students participate. During the preparation stage, using smaller groups will encourage more students to contribute ideas. Then, they can work together as a 'team' during the debate.

Give them ten minutes to prepare. Help any groups that are having difficulty. Students sometimes speak other languages when they are excited. If so, praise their ideas, but encourage them to transfer them into English:

**Teacher:** 'Ah, that's a good idea! But how can you say it in English? Who can help?'

## 2b. The debate

Tell the two teams to face each other. If you have over 30 students, give them three rules that are useful in large class debates:

- Rule 1. Each student can only speak twice.
- Rule 2. Do not repeat an idea, so listen carefully.
- Rule 3. If you think an idea is not true, don't interrupt. Raise your hand to show that you are ready to speak.

Invite a student from any team to begin. Then invite a member of the other team to disagree. For example:

**Teacher:** 'OK. Who would like to begin?'

**Student A:** 'Life in the countryside is better because there is less stress.  
(raises hand) People are relaxed and happier.'

**Teacher:** 'OK. 'Against' team, what do you think? Is this true?'

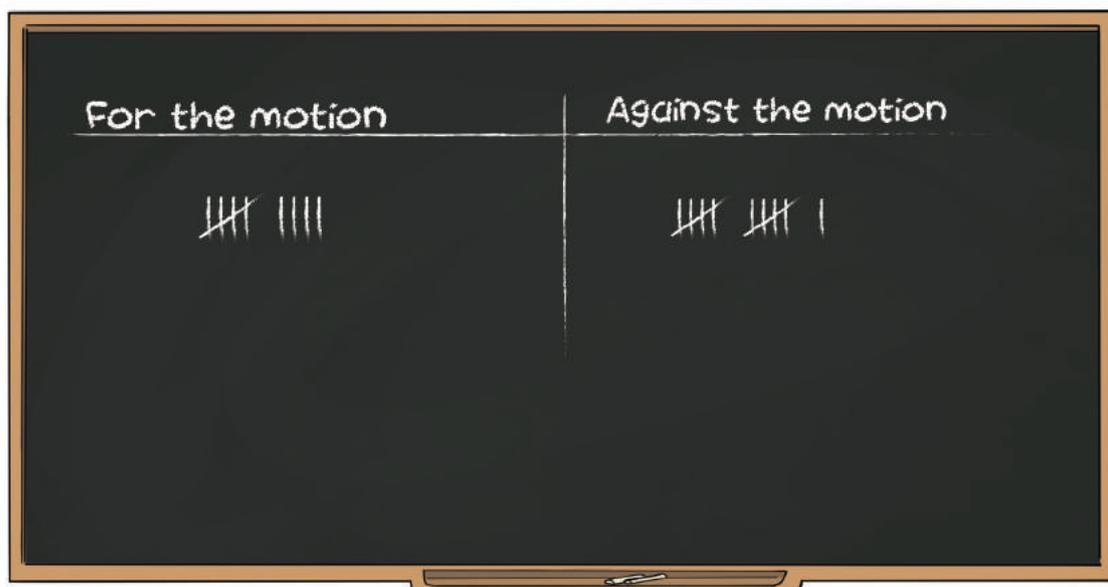
**Student B:** 'No, sorry! Life in the countryside is too boring. The city is stressful, but it is also exciting!'

**Student C:** 'But life in the city is too expensive. Everything is cheaper in the countryside.'

**Student D:** 'Yes, but there are lots of jobs in the city, so that is no problem.'  
etc.

Continue like this until they have finished their ideas. Listen carefully for any repetition. If you can, make a note of some good ideas and common mistakes that you hear.

If the debate is competitive, also keep count of the number of valid arguments of each group on the board:



### 3. Feedback to the activity (10 minutes)



Whole class

Praise everybody for their contributions. Encourage them to give themselves a round of applause.

Use the '3-2-1 method' for giving feedback (three good ideas, two mistakes, one suggestion). First tell the students about three ideas that you thought were very good:

**Teacher:** 'This team said that technology is increasing in the countryside. I agree. Good point!'

Then tell them about two mistakes that you heard. Keep it anonymous. For example:

**Teacher:** 'One mistake that I heard several times: "I am agree." What is the correct expression in English?'

**Students:** 'I agree.'

Then give them one suggestion for the future:

**Teacher:** 'The groups who wrote down their ideas remembered more during the debate. I recommend that you all do this next time!'

#### 4. Final closing activity: Real opinions (10 minutes)

 Work in groups of 4–6

Tell the students that the debate has finished. Tell them to discuss their ‘real opinions’ in small groups of four to six: are people happier in the countryside or the city? Why?

##### Extra idea

When they finish, you can conduct a quick ‘secret ballot’. This is how to do it without any paper:

Tell everybody to close their eyes. Tell them to raise their hands if they agree with the motion (‘People are happier in the countryside’). Count the number of hands. Remind them to keep their eyes closed. Then tell them to raise their hands if they disagree and count again. Write the totals on the board and tell them to open their eyes. Closing their eyes keeps it secret, so that everyone can vote anonymously!

#### 5. English Club extension idea

If your students enjoyed discussing this topic, they can write an essay about it. Essay structure varies in different countries, but they could do it like this:

- Paragraph 1: State the topic and why it is important.
- Paragraph 2: Provide several arguments for the motion, with examples.
- Paragraph 3: Provide several arguments against the motion, with examples.
- Paragraph 4: Provide your own opinion, with reasons.
- Paragraph 5: Conclude with a summary of the essay content.

##### Tip: Suggestions, rather than correction

When students write something, do not worry too much if they make mistakes. Research shows that they can learn more from reading and listening to good English than from correction of their writing. Encourage them to read each other’s work and to provide suggestions for improvement, rather than correction. This definitely helps them to improve!

If you have an English Club notice board in your school, students can display their essays on it (see Figure 6) or put copies in the **English Club Box** (see the Introduction) for other students to read. Once a year, you can even have an essay competition, in which the students vote for the best essay.

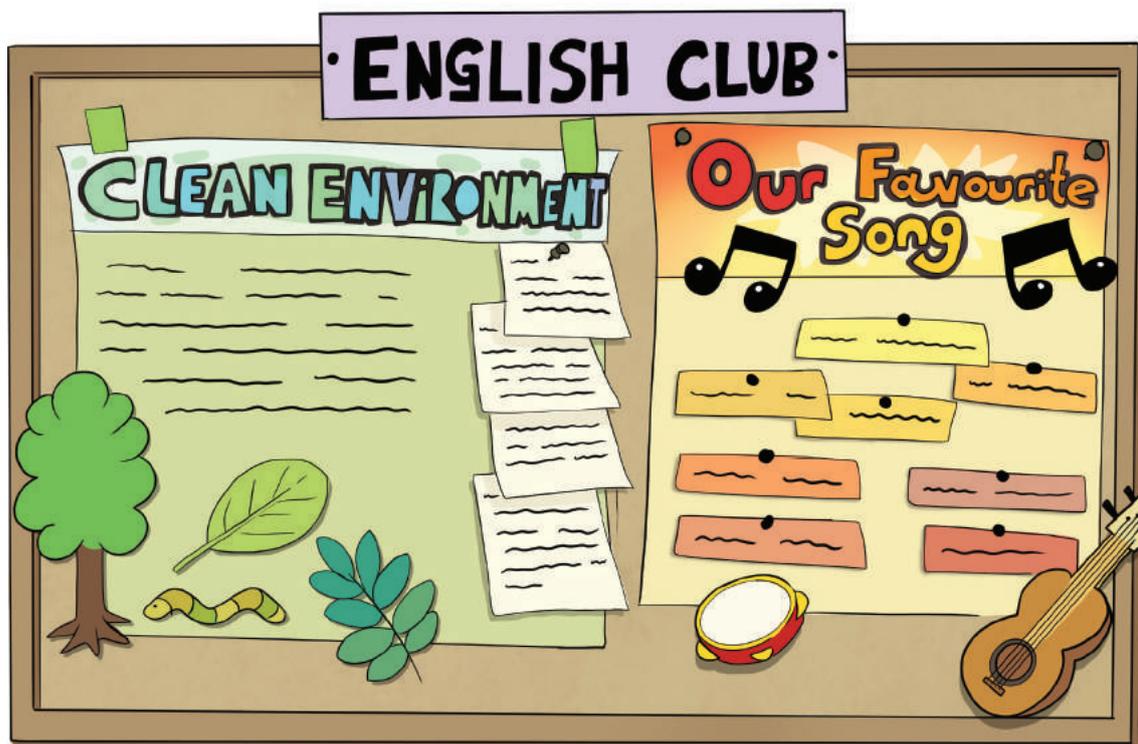


Figure 6. An English Club notice board.

## 6. Further suggestions for more fun!

If your students enjoyed this activity or if you want to make it more fun, here are some ideas:

### 6a. Opposite corners

Before the debate, get students to decide on their real opinion. If they agree with the motion, they stand in one corner of the room. If they disagree, they stand in the opposite corner. These two groups can then become the two teams. Any students who are not sure can stand in the middle and you can put them in the team that has fewest members.

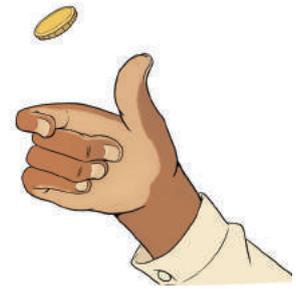
After the debate, they can repeat this activity. The corner with the most students indicates the winning team!

### 6b. 'Agree'/'Disagree' cards

One English Club Leader (Amadou Sow, from Senegal) suggested an interesting alternative idea: Put students in small groups for the debate and tell them to write 'Agree' and 'Disagree' on small pieces of paper. They each take one card to decide who will argue for and against a motion.

## 6c. The flip side

This is a game that you can play with more advanced students after a debate to improve their critical thinking skills. Students play in small groups of four to six, sitting in a circle or around a bench if possible. Each group needs a coin. The first student expresses an idea for the motion. The student on their left flips a coin. If it's heads, they must agree with the first student and add an idea to support their argument. If it's tails, they must disagree and give a reason why. The game continues with the coin always passing to the left. Any students who cannot think of an argument in ten seconds drops out of the game. The student who remains at the end is the winner!



## Unit 4: Discussion noughts and crosses

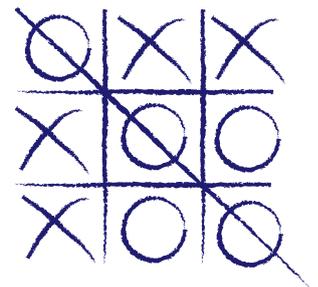
<b>Topic focus:</b>	Sport, hobbies and free time activities
<b>Language focus:</b>	Present simple tense, question words
<b>Levels:</b>	Beginner, intermediate
<b>Objectives:</b>	Students will be able to talk about their free time activities. Students will be able to describe sports that they are interested in.
<b>Basic description:</b>	In this unit, students play a mime game to review the names of hobbies. Then they ask and answer questions about their favourite hobbies and sports through a noughts and crosses game. Finally, they play a sports guessing game in groups.

### 1. Warmer: Mime game (10 minutes)



Whole class

Check your students understand the rules of the game 'noughts and crosses' (see the picture). You can ask two students to play on the board quickly.



Now play noughts and crosses with hobbies and sports. Draw a 3 x 3 table on the board and write the name of a popular sport or hobby activity in each square.

For example:

singing	drawing	skipping
playing football	traditional dance	writing stories
playing a musical instrument	swimming	athletics

 **Tip: Personalising the activity**

Choose the hobbies and sports that your students know and enjoy! Traditional board games are also good choices.

Divide the class into two teams, noughts (O) and crosses (X). Invite one volunteer from each team to the front of the class. Explain that each volunteer must mime (show without words) one of the activities silently. Their team must guess the activity. If they guess correctly, give the volunteer the chalk to draw their team's symbol (O or X) in the box. If the guess is wrong, don't write anything (but say: 'Good try!'). Give both volunteers a round of applause.  Tell them to sit down and invite two new volunteers to play. The game continues until one team has three symbols in a row (see Figure 7).

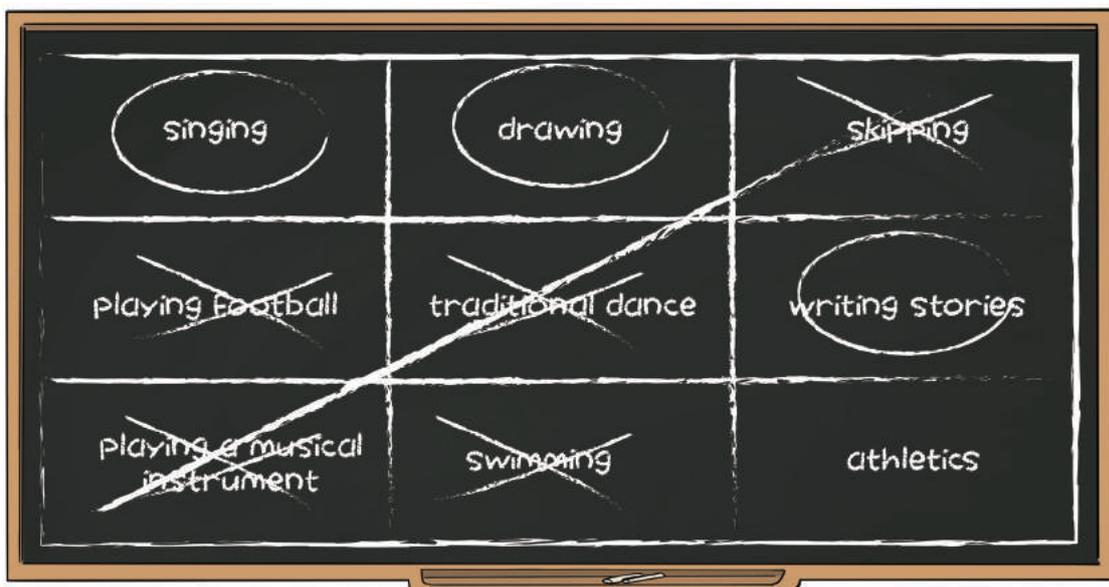


Figure 7: Completed noughts and crosses board.

Finally, ask a few students about their favourite hobbies. Choose students who did not volunteer for the game, if possible:

- Teacher:** 'What is your favourite hobby?'
- Student A:** 'My favourite hobby is sewing.'
- Teacher:** 'Interesting! What do you make?'
- Student A:** 'I make dresses, handkerchiefs and cushions.'

## 2. Main activity: Questions noughts and crosses (30 minutes)

### 2a. Preparation



Whole class

Clean the names of the activities from the table and write the following nine questions in the table. Tell the students to copy them onto a piece of paper (one copy per pair):

How good are you at it?	Who do you usually do it with?	What advice do you have for beginners?
Why do you like it?	What do you learn from it?	How long does it take to be good at it?
Which things do you need to do it?	When do you do it?	Where can you do it?

#### Tip: Help from the English Club Monitors

If you have English Club Monitors (see the Introduction), they can prepare the board for you. This gives you time to walk around and check everybody is copying correctly.

Quickly check the meaning of the nine questions. Ask for volunteers to translate to a language everybody understands.

Tell each pair to choose a hobby, sport or game that they both enjoy and write it above the table. Explain that they will now play the noughts and crosses game for this hobby. To win the square, they must answer the question in the square about the hobby.

## 2b. Do a demonstration



Whole class demonstration

Do a quick demonstration. Ask two confident volunteers to play in front of the board. Write their chosen hobby above the table. Then let them begin:

- Student A:** 'OK. Our hobby is 'singing'. You go first. Which question do you want?'
- Student B:** 'I will choose this question: 'When do you do it?' So, I do it every Saturday evening and sometimes on Wednesdays, too.'
- Student A:** 'Good answer. You can write your 'nought' there. Now, my turn. I choose this question: 'What do you learn from it?' Er ... you learn many beautiful songs. You also learn how to sing in a choir with friends.'
- Student B:** 'Yes, that is true. Write your cross there. Now, my turn ...'  
etc.

Let them play just for a few minutes until everybody understands.

## 2c. Everybody plays in pairs



Work in pairs

Now tell all the students to play the game in pairs for 15 minutes.

While they are playing, move around the room and monitor their discussions. Take your notebook and write down some good sentences that you hear and also one or two which contain errors (for later in the lesson).



### Extra idea

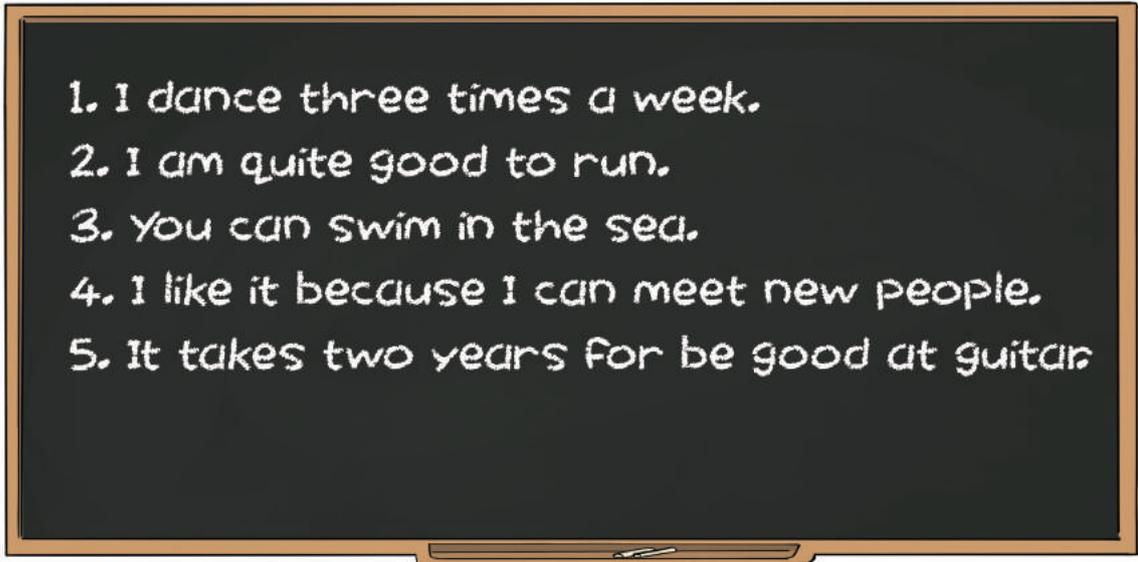
Student pairs often finish speaking activities at different times. If any pairs finish early, you can ask them to play the game with a different sport or hobby or tell them to find a different partner and play again. Practice makes perfect!

## 3. Feedback to the activity (10 minutes)



Whole class

Praise the students for their speaking practice. Write five sentences on the board that you heard during the activity. Three sentences should be correct (good use of English). Two should include errors. Do not indicate which sentences are correct. For example:



(Only sentences 2 and 5 include errors: 2. 'good at running'; 5. 'two years to be good')

 **Tip: Difficulty hearing students' sentences?**

If you found it difficult to hear the sentences that the students said while you were monitoring, you could use one or two of the above examples. In future, try crouching down next to groups and listening to each one for a minute or two.

 **Work in groups of 4–6**

Now play 'Spot the errors'. Tell students that these sentences are from their discussions. Some are examples of good English and some contain errors. They must work in small groups for three minutes to decide how many errors there are and what the corrections are.

 **Tip: Balance correction with praise**

If you spend too much time on error correction, students can lose motivation. This activity also shows them their successes. Remember to praise the correct sentences and never to say who made the mistakes. Keep them anonymous!

 **Whole class**

Ask each group which sentences they think contain errors. If any groups guess correctly (2 and 5 in the above example), ask them to also provide the corrections. Correct the errors on the board and also praise the correct sentences.

#### 4. Final closing activity: Guess the sport (10 minutes)

Tell students: 'I'm going to describe a sport, but I will not say the name. Can you guess the sport?'

Then start describing it until somebody guesses. For example:

**Teacher:** 'You play this sport with a ball and two teams, but there are no goals. There are five players on each team. Tall people often like to play it. You must throw the ball or jump with it to score.'

**Student A:** 'Basketball?'

**Teacher:** 'Yes, correct. Well done! Now your turn!'



Work in groups of 4–6

Now tell students to play 'Guess the sport' in groups of four to six.



#### Tip: Check understanding of instructions

After you give a complex instruction, you can ask Instruction Check Questions (ICQs) to check that students understand it. For example, you can ask these simple questions to check the instructions of 'Guess the sport':

**Teacher:** 'OK. In this game, what should you describe?'

**Students:** 'A sport.'

**Teacher:** 'Can you say the name of the sport?'

**Students:** 'No.'

**Teacher:** 'Will you write it or speak it?'

**Students:** 'Speak it!'

**Teacher:** 'OK. Good. Now start!'

#### 5. English Club extension idea

Discussion noughts and crosses can be played with many different topics. If your students like playing, they can copy the questions onto pieces of card and keep these in the **English Club Box** (see the Introduction). To avoid writing on the question card, they can create cardboard symbols, as in Figure 8:

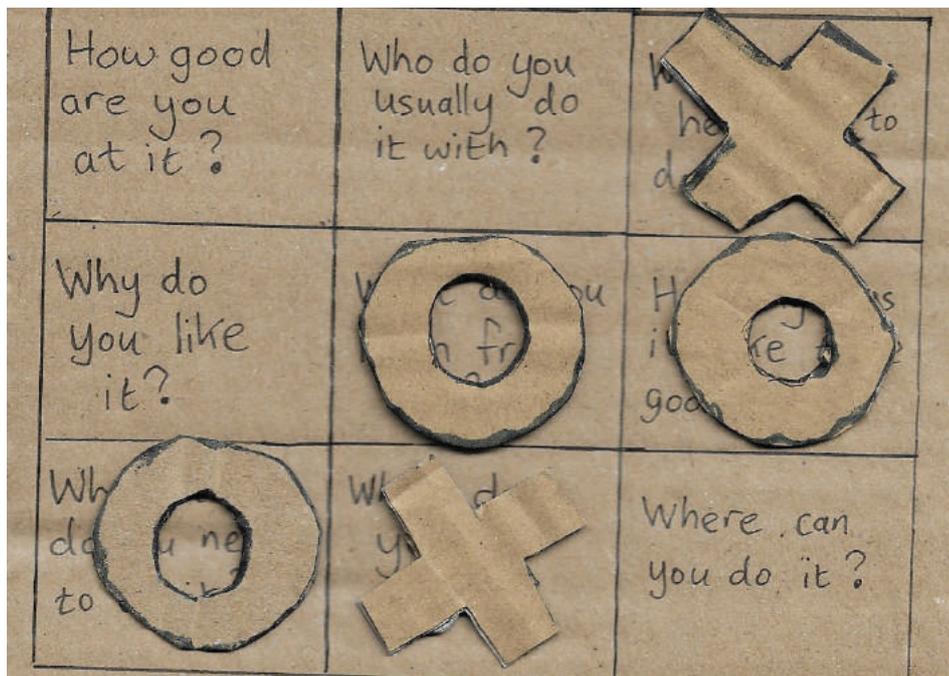


Figure 8: A noughts and crosses board made from cardboard.

## 6. Further suggestions for more fun!

If your students enjoyed this activity or if you want to make it more fun, here are some ideas:

### 6a. Our questions

Instead of writing the full question in each square, just write the question word. After a player chooses a square, their opponent must think of a question starting with that question word:

Who?	When?	How?
Which?	Why?	What?
How many?	Can?	How often?

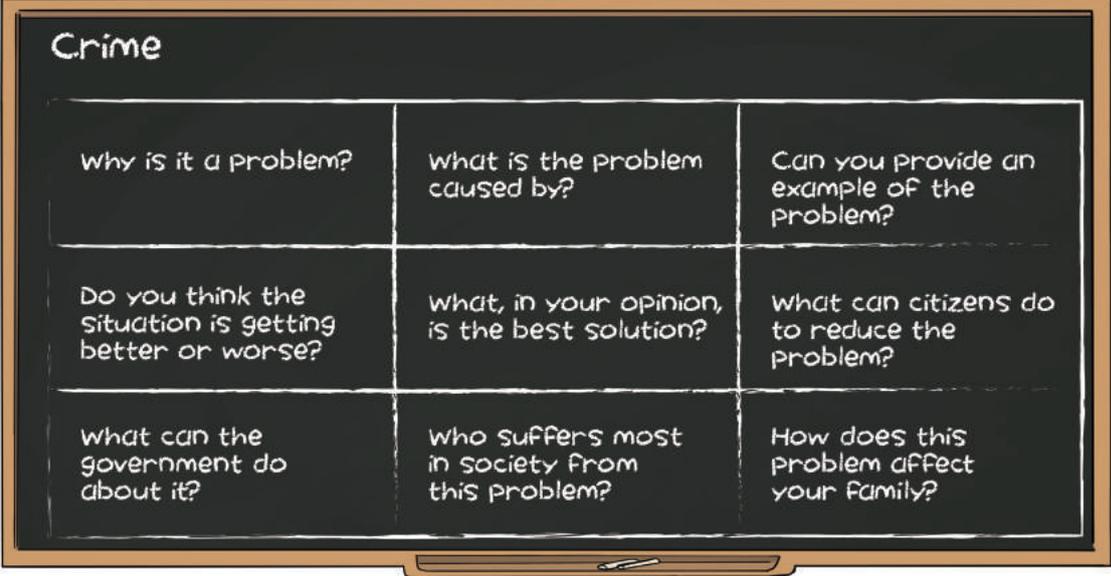
**Student A:** 'Who?'

**Student B:** 'OK. Er ... Who is your favourite football player?'

**Student A:** 'My favourite player is Sadio Mané!'

## 6b. Critical discussion noughts and crosses

With intermediate and advanced students, you can create discussion questions for social problems. Each time they play, they can choose a different social problem to discuss (e.g. crime, environmental pollution, gender inequality, drugs, poverty, drought, etc.), as in the following example:



Crime		
Why is it a problem?	What is the problem caused by?	Can you provide an example of the problem?
Do you think the situation is getting better or worse?	What, in your opinion, is the best solution?	What can citizens do to reduce the problem?
What can the government do about it?	Who suffers most in society from this problem?	How does this problem affect your family?

They could do this after reading an article or watching a film or TV show on the topic.

## Unit 5: Writing a skit

<b>Topic focus:</b>	Various: education, crime, marriage, morality
<b>Language focus:</b>	Dialogue, agreeing and disagreeing
<b>Levels:</b>	Intermediate, advanced
<b>Objectives:</b>	Students will be able to write a short, entertaining skit. Students will be more confident at using English in front of their peers.
<b>Basic description:</b>	In this unit, students begin by discussing the ingredients of a good skit. They then write a skit working in small groups and perform it for the English Club. Club members then vote on their favourite skit.

### 1. Warmer: The ingredients of a good skit (10 minutes)

Introduce the session: 'Today you will write a short skit and perform it for the group. But first, let's think about the 'ingredients' of a good skit'.



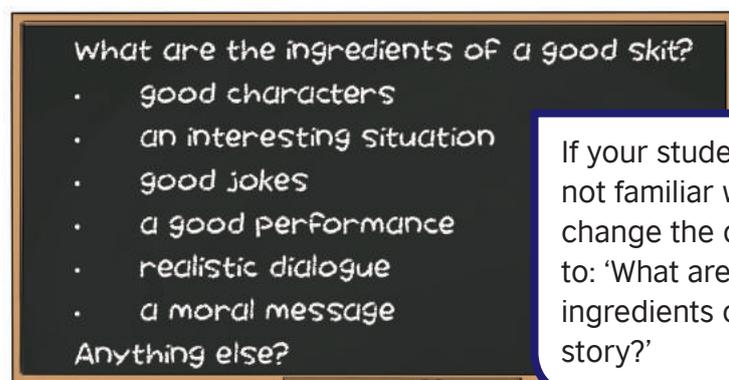
#### Cultural note

'Skits' are short dramatic performances. They are often funny, but can also have a serious moral message to learn from. They are popular in many countries around the world. If you already know some skits, you can give these as examples to the students.



Work in groups of 3–5

Write the following on the board. Tell the students to discuss in groups how important they are and to put them in order from one (most important) to six (least important):



If your students are not familiar with skits, change the question to: 'What are the ingredients of a good story?'

Before they begin, check they understand what the terms mean by asking for a quick translation for each one. Then check pronunciation quickly.

 **Tip: No right answer**

There are no right or wrong answers to this activity. The aim is to develop the students' creativity and critical thinking through engagement with a challenging question.



Whole class

Encourage two or three groups to tell the class their opinions. Ask them:

'Which ingredient is most important for your group? Why?'

'Which is least important? Why?'

Try to avoid telling them that one set of answers is correct. The discussion is more important for learning.

## 2. Main activity: Writing the skit (25 minutes)



Whole class

Choose two of the following situations and write them on the board. If necessary, change the names of the characters to ones that are common among your students:

**Situation A:** Nina is doing very well at school. She wants to go to university, but her father wants her to work in the family shop when she leaves school. Start like this:

**Nina:** 'Father, here are my exam results.'

**Father:** 'Well done, my dear! You have got A grades in all subjects.'

**Nina:** 'Yes! This means I can now go to university!'

(continue the skit)

**Situation B:** One day John visits the local market on his way home from school and is surprised to see his bicycle for sale! This morning it was at home. Start like this:

**Seller:** 'Hello. Would you like to buy this beautiful bicycle?'

**John:** 'Wait ... Where did you get it?'

**Seller:** 'Do not worry about that. The price is very good.'

(continue the skit)

**Situation C:** Ruth and Sami want to get married. Sami is disabled. Ruth's parents don't want her to marry him. Start like this:

**Ruth:** 'Father, mother, this is my ... friend, Sami.'

**Mother:** 'Nice to meet you Sami.'

**Father:** 'Yes, nice to meet you. What did you want to talk to us about?'

(continue the skit)

**Situation D:** During a school test, Fatima’s best friend, Maryam, copies her answers from Fatima. The next day, the teacher accuses Fatima of copying from Maryam. Start like this:

**Teacher:** ‘Fatima. I’m very disappointed in you!’

**Fatima:** ‘Why?’

**Teacher:** ‘Your test answers are identical to Maryam’s!’

(continue the skit)

**Situation E:** Anette gives her favourite pet parrot to her grandchildren to look after while she visits family in a different town, but the parrot escapes and flies away! Start like this:

**Anette:** ‘Hello children!’

**Grandchild 1:** ‘Hello grandmother. How was your journey?’

**Anette:** ‘It was very enjoyable. Where is my favourite parrot?’

(continue the skit)



#### Extra idea

Instead of these ideas, you could present your own ideas, based on skits that are well-known in your country.



#### Work in groups of 3–5

Tell the students to work in groups of three to five. Each group must choose one situation only and write a short skit based on the situation. There should be a role for every group member in the skit. They can make the skit serious or amusing, but it should have an interesting conclusion. They have 20 minutes. Recommend that they spend 15 minutes writing and five minutes practising their performance.



## Extra ideas

If you think your students will find it difficult to write their own skit, you could start with one of these options:

Option 1: Give them some sentences that they may find useful. For example, for Situation A, you could write these sentences on the board:

- 'Why won't you let me go?'
- 'What would you study?'
- 'I want to be a doctor, not a shopkeeper!'
- 'We need you to help in the shop.'
- 'I passed all my exams with A grades!'

Option 2: At the end of this unit, we have provided an example skit for Situation B. You could get two students to perform it in front of the class as an example.

**Tip:** If possible, avoid simply giving your students completed skits to perform. The creative act of writing their own skit, choosing the English they need and then performing it is usually more motivating, leads to more language learning and develops a wider range of skills.

### 3. Feedback to the activity (15–30 minutes)



#### Whole class, student performances

If your English Club is small and there is time for all groups to perform, create one performance area for the class. If you have over ten groups, split the club into two or more 'mini-clubs'. The mini-clubs should prepare separate performance areas, either in the same room or, if you have other spaces, they can perform outside or in different classrooms.

Before the performances begin, give each group a name or number and tell them that afterwards they will vote for their favourite performance. Agree with the students on what 'criteria' they should vote, for example:

- the most original skit
- the funniest skit
- the best acting
- the skit with the most powerful moral.

Then begin the performances. Don't forget to take notes on things you like and suggestions for each group. Avoid correcting their English during the performance – make a note for later!

 **Tip: Getting everybody's attention**

To ensure everybody pays attention to the performances, tell the students to close their notebooks and put down their pencils and pens. Tell them to wave both hands in the air to show this.

After each performance, encourage a round of applause from everybody. 

#### **4. Final closing activity: Peer-assessment clap-o-meter (10 minutes)**

 Work in groups of 3–5

Tell the students to sit in their groups and discuss their favourite performances. Remind them of the criteria. They do not have to agree and they do not have to choose just one that they liked, but tell them that they cannot choose their own performance as their favourite!

While they are doing this, you can go round and give individual feedback to each group. Remember to start with praise and focus your suggestions on improvement, not criticism.

  Whole class

Then begin the 'Clap-o-meter'.  Tell them that you will name a group and the other students should give a round of applause for them. They should clap for ALL the groups, but clap for the longest time for their favourites. You can decide yourself which group gets the longest clap or ask an **English Club Monitor** to time the claps with a stopwatch and record this on the board.

Remind them that they cannot clap for their own group!

At the end, decide who are the winners and give them, and everybody, an additional round of applause. 

## 5. English Club extension idea

If your students enjoyed writing their skits, they can create a permanent version for homework. They should write it out clearly on a piece of strong paper or card, with the title, situation and list of characters at the top (see the example below). They can also add their names at the bottom. You can put the completed skits in your **English Club Box** (see the Introduction) for other students to read and perform in the future.

## 6. Further suggestions for more fun!

If your students enjoyed this activity or if you want to make it more fun, here are some ideas:

### 6a. Translating a skit

If you think they will enjoy it, they could try translating a skit that they know from another language into English. Encourage them to add some ideas of their own, for example an unusual ending or an additional character.

### 6b. Not enough time?

If your English Club has a lot of members, you may find that there isn't time for all the groups to perform their skits on one day. No problem! Just create a performance timetable, so that at the end of each future meeting of the club, one or two groups can perform their skit.

### 6c. Creating props

'Props' are simple objects that actors use in dramatic performances. For example, for the last situation above, you could create a 'parrot' from cardboard and chicken feathers. Props can make a performance more fun, but remember that the main aim of the activity is to learn and practise English. Good actors don't need props!

### 6d. More variety

You could offer all five skits to a larger group of students and then organise the performances in different rooms (if available) or outside, so that they can enjoy watching a variety of skits on different topics.

### 6e. Open Day

Once or twice a year, you may want to organise an Open Day for the English Club (see the Introduction). This is the perfect time to perform your skits for the wider public.

### 6f. Share your performances online (with permission!)

If all the students in a group enjoyed making their skit (and only if they and their parents all agree) you can ask somebody with a mobile phone and an internet connection to record and upload a video of the skit to the internet (e.g. YouTube). Then, you can share the link to the skit with the students' friends and families!

You can arrange to do this with other **English Club Leaders** you know and create a special YouTube channel for this. You can all upload a variety of skits and see how many hits and likes each skit gets. Whose skit will be most popular?

### Example Skit

Here is an example for Situation B, to give you or your students ideas:

#### **John's Bicycle Dilemma**

One day John visits the local market on his way home from school and is surprised to see his bicycle for sale! This morning it was at home.

#### **Characters:**

John: a 15-year-old boy

Seller: a person who sells bicycles at the market

- Seller:** Hello. Would you like to buy this beautiful bicycle?  
**John:** Wait ... where did you get it?  
**Seller:** Do not worry about that. The price is very good.  
**John:** Let me look at it. But this is my bicycle!  
**Seller:** No, no. This is my bicycle. You must pay me and then it is yours!  
**John:** No, you don't understand. This is my bicycle. Look here, it has my name on it.  
**Seller:** No, no. I bought this bicycle this morning.  
**John:** You are lying! You stole this bicycle from my house!  
**Seller:** No, I did not. I paid five dollars.  
**John:** So who sold it to you?  
**Seller:** It was a woman, this morning in New Street. Her name was Mrs Diallo, I think.  
**John:** But that is my mother! Why did she sell you my bicycle?  
**Seller:** She said she needed the money to buy food for her family.  
**John:** Oh dear ... I didn't know she had no money.  
**Seller:** I can see you are a poor boy. OK. I will sell you the bicycle back for five dollars only!  
**John:** But I only have five dollars. My mother gave it to me to buy rice and vegetables. Please, I will do anything!  
**Seller:** Hmm ... Can you repair broken bicycles?  
**John:** Yes. I am very good at that.  
**Seller:** OK. There are three broken bicycles there. If you can repair them, I will give you your bicycle back for free. And if you do it well, I will give you a job every Saturday, OK?  
**John:** Oh, thank you so much! I will do it now.

## Unit 6: Job interview

<b>Topic focus:</b>	Work, occupations, careers
<b>Language focus:</b>	Questions and answers, describing personal qualities
<b>Levels:</b>	Intermediate to advanced
<b>Objectives:</b>	Students will be able to talk about their favourite job. Students will be able to ask and answer questions in a job interview situation.
<b>Basic description:</b>	In this unit, students play two simple games, a board race at the start, and a guessing game at the end. For the main activity, they role play a job interview in pairs. Please prepare the cards for activity 4 in advance.

### 1. Warmer: Board race (10 minutes)



Whole class

Organise the students and board for a 'board race' (see Figure 9). Tell them to stand in two to five team lines facing the board. Give the first student in each team a piece of chalk. Give the following instruction:

'When I say 'Go!' the first student must write the name of a job in their team column on the board. Then, give the chalk to the student behind you and go to the back of your team line. The second student does the same. The first team to write ten names of jobs wins the board race.'

Check they understand, and start the game. Say: 'Go!'

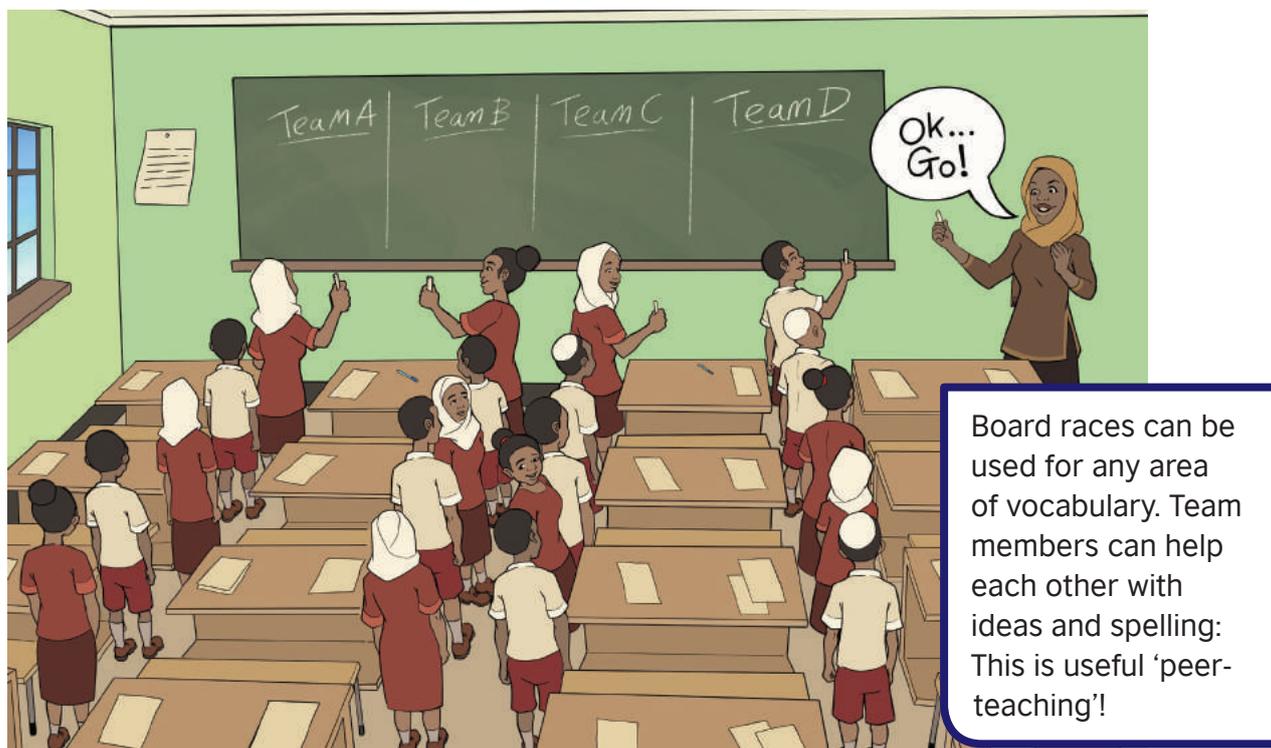


Figure 9: Students standing in team lines ready for a board race.

When one team has written ten names, stop the race. Give each team one point for each name that is spelt correctly. Elicit corrections for any mistakes. Decide which team is the winner, and praise everybody for their effort with a round of applause. 🙌

After students have sat down, check they can pronounce and translate all the job names correctly.

### 👤👤 Work in pairs

Tell the students to tell their partner which of the jobs on the board is their favourite and why – they will need these ‘favourite jobs’ later.

## 2. Main activity: Job interview role play (40 minutes)

### 2a. Preparation of questions

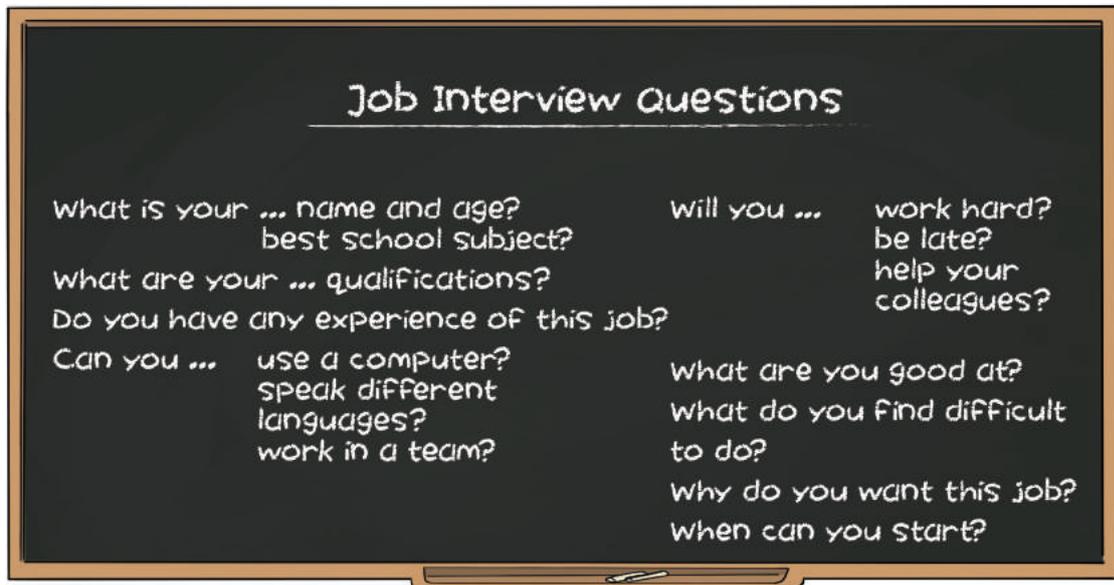
#### 👤👤👤 Whole class

Introduce the topic of job interviews. Ask some simple questions: Why are they important? Are they necessary for all jobs? etc.

Check they know the difference between ‘interviewer’ and ‘interviewee’. Then ask:

‘What questions can the interviewer ask the interviewee at a job interview?’

Write their ideas on the board or get the students to come and write them. Add several questions of your own if necessary. You can sometimes group them together by question type:



#### Tip: Getting the questions right

The questions that you write should depend on the students' age and level of English. If the questions are too difficult for them to answer, they will have difficulty with the role play below. Personal information and 'yes/no' questions are easier. 'Wh-' questions are usually more challenging. You can provide some suggested answers if necessary (e.g. 'What are you good at?' 'I am good at writing in English/counting money/carrying boxes, etc.').

Many thanks to Abdourahman Ali from Djibouti for useful suggestions regarding the questions provided.

## 2b. Preparation of answers

### Work in pairs

Tell the students to work in pairs. They should think of good answers to the job interview questions for their favourite jobs. Encourage them to make notes. While they are working in pairs, move quietly among them and monitor their work. Some pairs may need help with vocabulary or grammar.

## 2c. Job interview demonstration



### Whole class demonstration

Invite two volunteers to do a demonstration at the front of the class. Remind them to begin with formal greetings before asking the questions. For example:

**Student A:** ‘Good morning. My name is Beatrice. I am the manager in this office. How are you today?’

**Student B:** ‘I am very well, thank you.’

**Student A:** ‘Please sit down. Let me ask you some questions. First, what is your best school subject?’

**Student B:** ‘I am very good at English. I can speak it fluently.’  
etc.



### Tip: Encourage realistic acting

Encourage the students to act their roles realistically, starting standing up, then sitting down for the interview. At the end they should also close with a formal greeting. For example:

**Student A:** ‘Well, thank you for coming. I will let you know my decision tomorrow. Goodbye.’

**Student B:** ‘Thank you for your time. Goodbye.’

When they have finished, ask the class if they think Student B should get the job. Hopefully they will say ‘Yes’. Give both the students a round of applause. 

## 2d. Pairwork job interviews.



### Work in pairs

Now tell all the students to work in pairs. They should role play job interviews for their favourite jobs. You should allow time for two role plays (10–20 minutes), with each student playing the roles of interviewer and interviewee.

While they are doing this, move around the room quietly and monitor their discussions. Take your notebook and write down some good sentences that you hear and also one or two which contain errors (for later in the lesson). Don’t interrupt their discussions if possible. Only provide help if they need it.

### 3. Feedback to the activity (10 minutes)



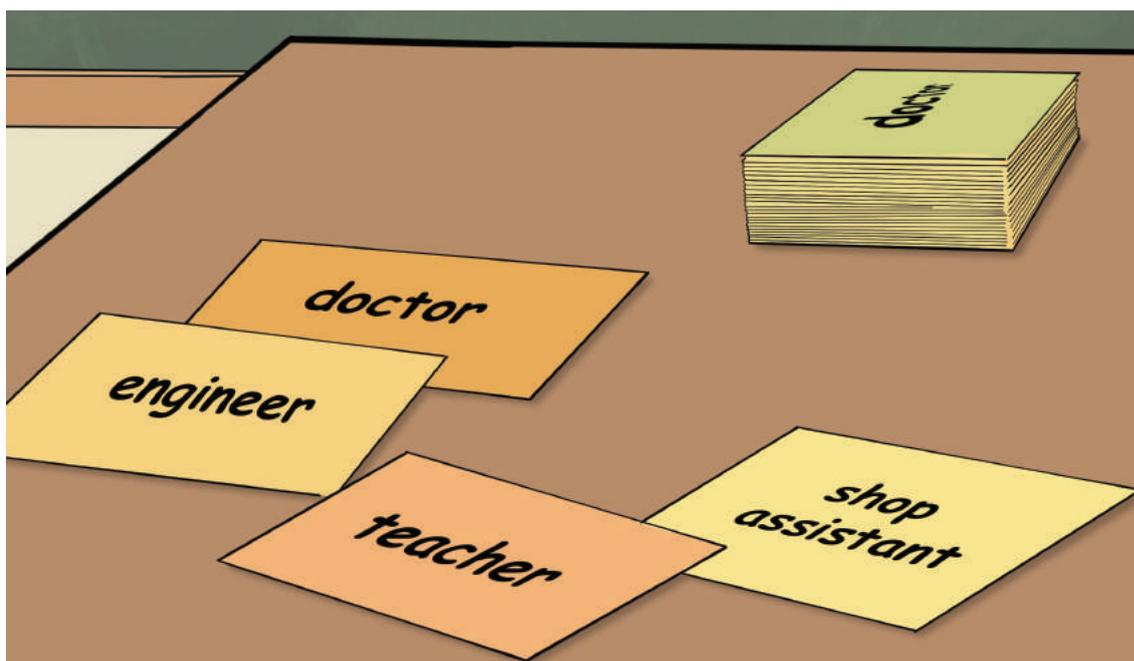
Whole class

When they have finished, ask each student if they think that their partner should get the job and why. Encourage a round of applause at the end. 

At this point you may want to provide feedback on the sentences you wrote in your notebook in 2d. First, read out the 'good sentences' and offer praise. Then read out the sentences that contain errors (don't say who made the mistake) and elicit a correction, using the board if necessary.

### 4. Final closing activity: What's my job? (10 minutes)

Write the names of five to ten jobs that students know on small pieces of paper (if possible, prepare these in advance). Put the cards in a pile on a desk at the front of the class, face down, so that nobody can see the job names. Invite one student to take a card and look at the job, but say: 'Do not tell us the job name. It's a secret!'



Now play 'What's my job?' Ask the student ten questions to try to guess the job. The student can only answer 'yes', 'no', 'sometimes' or 'it depends'. Here are some useful questions to begin. You can add more:

Is it an outside job? Do you sit down? Do you use a computer? Is maths important for this job? Do you use your hands? Do you wear a uniform? Is the money good? etc.

After ten questions, ask the students if they can guess the job. The first student to guess it can come to the front to take the next card. This time, let the students ask the questions. If necessary, remind them not to use question words (e.g. what, how, why, when, etc.) because these cannot be answered with ‘yes’ or ‘no’.

### Extra ideas

- If the students’ level of English is low, write the questions on the board as you ask them for the first time.
- If there is time, you can play this game in teams, scoring one point for the team of the student who guesses the job.

## 5. English Club extension idea

Students can create simple ‘Job Fact Files’ for jobs that they are interested in. They can research these either in a local library or online, writing in their notebooks first and then on cards to keep in the **English Club Box**. A simple template for the Job Fact File is provided on page 55.

## 6. Further suggestions for more fun!

If your students enjoyed this activity or if you want to make it more fun, here are some ideas:

### 6a. Panel interviews

An alternative to the pairwork role play. Organise students into groups of three to five. In stage 2a, each group should prepare questions for a specific job (e.g. accountant, doctor, etc.). After this, for the role plays, one member of each group goes to an interview with another group. They are interviewed by two to four interviewers (see Figure 10). This is more challenging because they do not know the questions and will have to think of answers during the interview. It is best for higher level students (strong intermediate), and is good preparation for the pressure of job interviews.

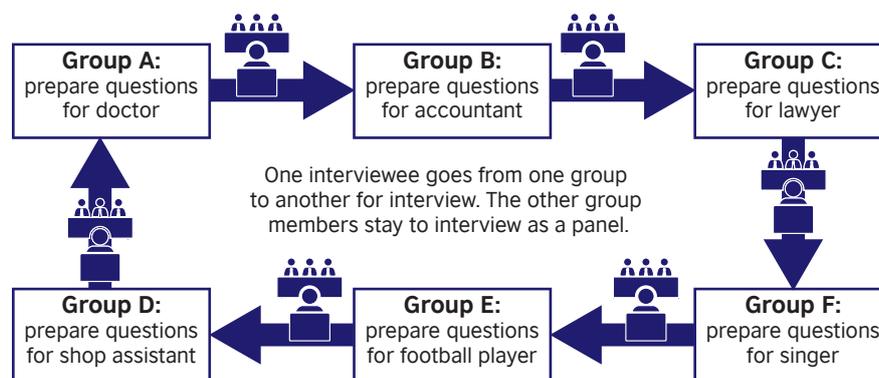


Figure 10: Each group prepares questions specific to one job followed by panel interviews.

## **6b. Careers Fair**

At a Careers Fair, employers come together to provide information on professions, companies and jobs. You can organise a Careers Fair in your English Club. You will need a number of Job Fact Files (see above), which your students can prepare. You can arrange desks for each job with ‘experts’ (who prepared the fact files) sitting at each desk. Other students can walk around the room, and ask questions about the jobs. If you do this at the weekend or after work, you can invite local employers or professionals to come and give advice – in any language!

## **6c. Curriculum vitae preparation**

In many countries today, interviewees need a curriculum vitae (CV), also called ‘résumé’ (US English) for a job interview. If you think it is useful, you can ask your students to prepare their CVs before this activity – they can take them to the job interviews. The interviewer can read them and ask additional questions. CVs are normally prepared on a computer, but students can also write them in their notebooks. There are lots of templates for CVs online that you can provide as a guide.

## JOB FACT FILE

Name of the job:

Draw a picture here:

## KEY INFORMATION

What does someone have to do in this job each day?

What school subjects do you need to be good at?

What qualifications are important ?

What skills do you need?

Why is it useful in our country?

Advantages of doing this job:

Any disadvantages of doing this job:

## Unit 7: Giving directions

**Topic focus:** Places, directions, things we need

**Language focus:** Giving directions, explaining location, using imperatives

**Levels:** Beginner to intermediate

**Objectives:** Students will be able to give directions to a real local place.  
Students will be able to understand and follow directions.

**Basic description:** First, students give simple directions in the classroom. Then they give each other directions to find things they need in the local community around the school. Finally, they play a guessing game to work out what somebody needs. Note the preparation stage.



### Preparation

Cut up a sheet of paper and write one of the following on each piece. You will need one 'need card' for every two students:

I need some medicine.	I need to buy some batteries.	I need to buy some shoes.	I need credit for my phone.
I need to fetch drinking water.	I need to use the internet.	I need to print a document.	I need to borrow a book.
I need to see a doctor.	I need to catch a bus.	I need the police.	I need to repair my radio.
I need to repair my bicycle.	I need to buy chicken.	I need a bank.	I need to buy some vegetables.

Also, arrange the classroom before the students arrive. Create some spaces between the desks, so they can walk between them and around the room.

## 1. Warmer: Find the chalk (10 minutes)



Whole class

Play 'Find the chalk': Ask a volunteer to leave the classroom for a moment. Hide a small piece of chalk somewhere in the classroom. Call the volunteer to return and say:

'You must find the chalk. It is in this classroom. If you follow my directions, you will find it successfully. Are you ready?'

Now give the student directions. Keep them simple, for example:

'OK, walk forward ... turn right .... now go straight on for about two metres ... good, now turn left ... not right, left ... Good. It is in front of you, next to the textbook.'

Give the student a round of applause. 

Now write some of the expressions you used on the board, especially:

turn left

turn right

walk/go straight on for X metres

It is next to

inside

under

in front of ...

Check the pronunciation and meaning of these expressions. You can add arrows to help them remember: turn left  turn right  go straight on 

Call another volunteer to play the game. This time, ask the students to give them directions. If they need any new expressions, write them on the board.



Work in standing pairs

Now play 'Find the chalk' with three or four pairs of students. Send one member of each pair out of the room. Then hide the chalk. Call them back and stand them with their partner. The partner must give directions to the chalk. The first pair to find the chalk wins the game! Do this several times until all students have played and can use the expressions.



 **Tip: Why are 'real directions' important?**

Students bring a lot of knowledge about the world around them to school. For example, where to buy food products or find drinking water. This activity uses their knowledge to make the language real. This will help them to learn more than if they just imagine a place they don't know.

## 2b. Students practise giving directions

 **Work in standing pairs**

Now tell everybody to stand up. Tell the students with the 'need cards' to find a partner who does not have one. Then give the instruction:

'Student A – you have the 'need card'. Read it to your partner. Student B – you give directions to find what they need. You must start from here.'

Some things may be nearby. Others may require a long description, especially if your school is far from shops. Listen to check they are giving real directions. Offer help if required.

When pairs finish, tell the student with the 'need card' to give it to their partner, find a new partner with a 'need card' and give them directions.

Continue the activity like this. Make sure they give the 'need card' to their current partner before changing partner. After a few minutes they will all understand what to do. At this point you can provide help, add useful expressions to the board and make note of common errors to correct later. The students can continue until they have given many directions. After 10–15 minutes, tell them to stop and sit down. Encourage a round of applause. 

## 2c. Additional expressions and corrections

 **Whole class**

Point out any useful expressions you added to the board during the activity. If necessary, remind them of any common mistakes (remember: don't say who said them), and elicit possible corrections. Give students time to copy the expressions into their notebooks if they want to.

## 3. Feedback to the activity (5 minutes)

 **Open pair performances**

Invite two volunteers to come to the front of the class to perform one of the conversations. Tell the other students to listen and check the directions are correct for what they need. Encourage a round of applause  when they finish. Repeat this two or three times.

#### 4. Final closing activity: 'What do I need?' guessing game (10 minutes)

Collect all of the 'need cards'. Put them in a pile face down on a desk at the front of the classroom. Put the students into two teams. Say:

'I will take a card, but I will not say what I need. I will give directions. Listen carefully and try to guess what I need. For example, if I give directions to the hospital, maybe I need to see a doctor or I need some medicine.'

Explain that the first student who shouts out the need on your card wins a point for their team. They also come to the front to take the next card and give directions. Make sure they keep the information on the card secret!

Many thanks to Ferdinand Swedi from DRC for his useful suggestions for this unit.

#### 5. English Club extension idea

Students can also give directions using local maps. You may have some in the school or at home. As an alternative, you can ask students who are interested in geography and/or art to draw simple maps of the local area on cards. They can include important landmarks, shops, roads, rivers, etc. See Figure 11.

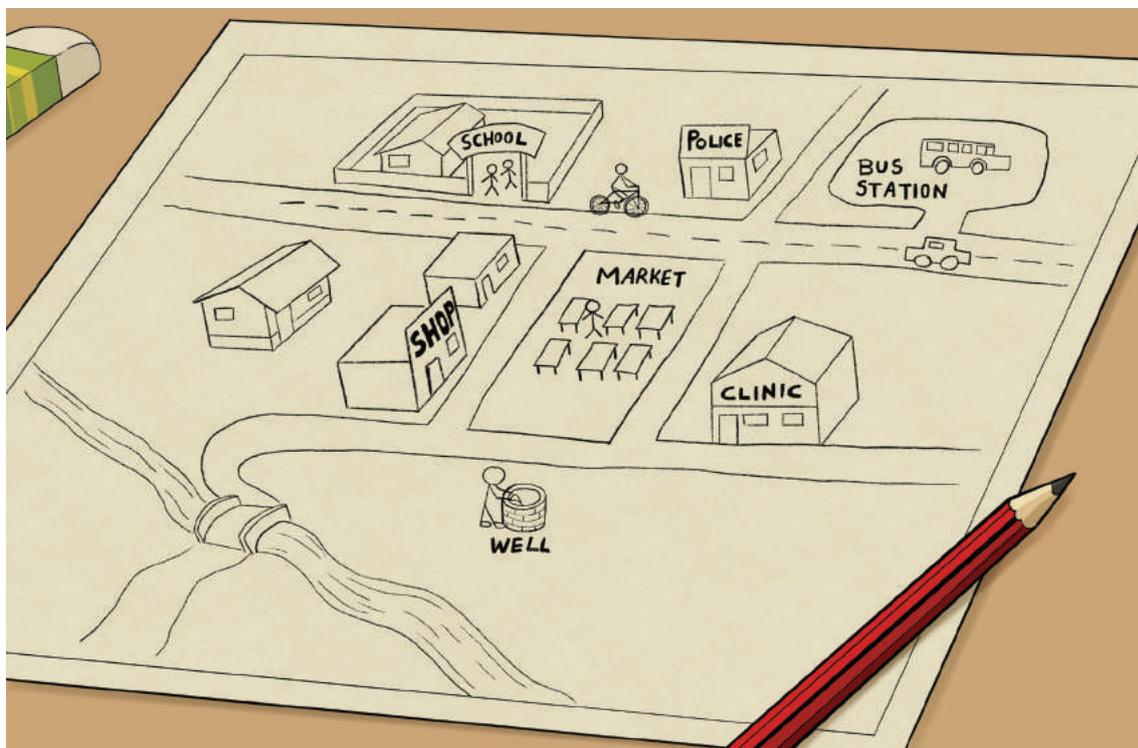


Figure 11: Hand-drawn map with local landmarks.

These maps can be used for giving directions in future English Club sessions. They can give directions to secret places on the map. Their partner has to follow the directions with their finger to find the place.

## 6. Further suggestions for more fun!

If your students enjoyed this activity or if you want to make it more fun, here are some ideas:

### 6a. 'Blind directions'

A fun variation on the 'Find the chalk' game involves students wearing a blindfold (see Figure 12). You can play it in a classroom, a big hall or even outside. The students play in pairs. One wears a blindfold. You hide the chalk. Their partner must give them directions. They are not allowed to touch them. The first pair to find the chalk scores a point. A safety tip: They are not allowed to run!



Figure 12: Giving directions to someone wearing a blindfold.

### 6b. Using 'street view' on a smartphone map to give and follow directions

If your students have smartphones in a class (even just a few), you can put them into groups to use them. If data is not too expensive, you can use 'street view' from Google Maps to give directions anywhere in the world. This is how:

Choose a famous landmark in a local city or anywhere in the world. Monuments are often good for this (e.g. Nelson's Column in London). Everybody who has a smartphone searches for the landmark on Google Maps. When they find it, they enter street view. Check everybody has the same starting point (by showing and comparing your screens) and are going in the same direction. One person is the 'leader'. They begin moving along the streets (press the arrow buttons on the map). They must tell the others where they are going, and describe what they see. The others must listen and try to follow on their own phones, asking questions if necessary. After a few minutes, they can stop to compare what they see. If they are in the same place, good work! If not, the leader must give more help. They can swap roles and continue exploring!

If all your students have smartphones, they can do this in pairs and learn how to navigate around famous and historical places.

## Unit 8: Creating a quiz

<b>Topic focus:</b>	General knowledge, facts
<b>Language focus:</b>	Questions, stating facts
<b>Levels:</b>	Beginner to advanced
<b>Objectives:</b>	<ol style="list-style-type: none"><li>1. Students will be able to write original quiz questions based on their own ideas.</li><li>2. Students will learn information about the world that is useful both for life and for exams.</li></ol>
<b>Basic description:</b>	In this unit, students learn how to create quiz questions. First, they think of questions to common quiz answers. Then they create their own quiz questions using question frames. They give these questions to another team to answer. Finally, they play the game 'Mastermind'.

### 1. Warmer: Guess the question (10 minutes)

Play 'Guess the question'. Write the answers to three easy, common quiz questions on the board. For example:

Paris

Mount Everest

1945

 Work in pairs

Tell students to work in pairs for two minutes. Explain that these are answers to quiz questions. They must think of the correct question for each one.

  Whole class

Elicit the questions from the students:

**Teacher:** 'OK. The first answer is 'Paris'. Who can give me a quiz question?'

**Student A:** 'What is the capital city of France?'

**Teacher:** 'Well done! What about the second answer?'  
etc.

Praise the class with a round of applause. 

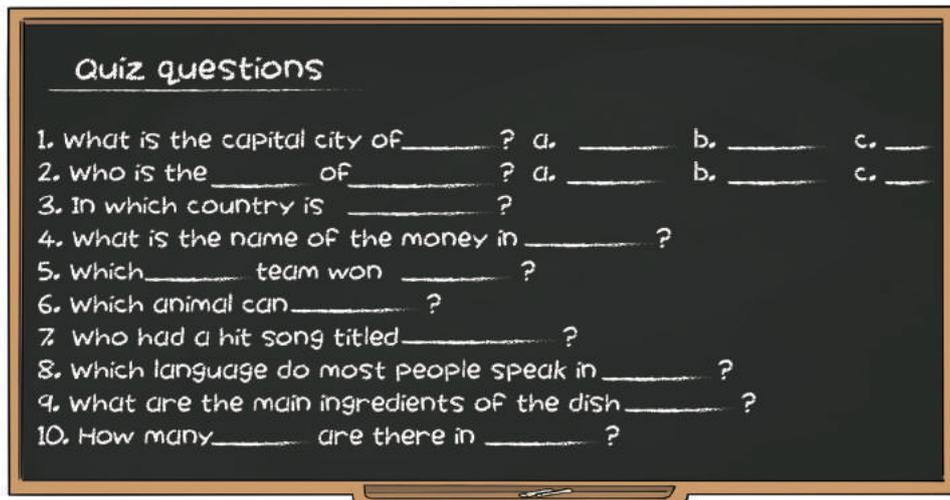
## 2. Main activity: Writing a quiz (40 minutes)

### 2a. Preparation



Whole class

Write the following question frames on the board (you can prepare these in advance). Do not fill the gaps, leave them open:



#### Tip: Lower level learners

If your students are beginners, just use five questions. Choose the ones you think they will understand easily.

Introduce the main activity:

'Today you are going to work in teams to write a quiz for another team. Then you are going to answer it!'

Do two examples with the class. Show the first question (1. What is the capital city of \_\_\_\_\_?) on the board to the students. Ask them:

'What category of word can we write in the gap?'

Students may give an example, but first show them that the category is 'countries':

**Student A:** 'Kenya!'

**Teacher:** 'OK. But what category is the word 'Kenya' in?'

**Student B:** 'Countries.'

**Teacher:** 'Good. So for this question we need the name of a country.'

Now write a simple example (e.g. England), and complete a, b and c with three capital cities, including the answer (e.g. a. Paris, b. Cairo, c. London). Elicit the correct answer (London). Show them that the other answers are also words from the same category – capital cities. These are called ‘distractors’ in exam papers.

Do another example with the second question. This time, complete it with your own idea – keep it simple:

Who is the winner of African footballer of the year?

Elicit the correct answer. Then ask students for three choices, and add these. For example:

a. Mohamed Salah      b. Yaya Touré      c. Sadio Mané.

These examples are fine because they are all football players. Obviously, one of them must be the correct answer.

## 2b. Writing the quizzes

 Work in groups of 4–6

Put the students into small teams and tell them to think of a name for their team.

Each team should take a sheet of paper, copy the question frames, and complete them with their own questions. Tell them also to write three answer options, a, b and c. One must be the correct answer, the others must be wrong.



### Extra idea

If you want the questions to be more challenging or if you have less time, you can tell the students to write the questions only, without the ‘multiple choice’ answers (a, b, c).

Give them a time frame (e.g. 15 minutes) and tell them to start. Monitor the groupwork quietly. Provide help to any teams who have difficulty. Make sure they write three options and tell them: ‘Keep the correct answer a secret. Don’t underline it!’

 **Tip: How is this activity useful?**

We often ask students to answer quiz and exam questions. However, in this lesson, by writing their own questions, learners are developing their creativity (a higher order thinking skill). They are also learning to think like an exam writer ('multiple choice' questions are common in exams). This helps them to answer such questions in the future. The activity also gives lots of practice of English (question forms, writing, reading, discussion), it develops their general knowledge and it also creates lots of quizzes that you can use in your English Club in the future!

When the time is over, tell them to stop writing: 'OK! Stop now. Don't worry if you haven't finished.'

 **Extra idea**

If you have a smartphone, you can quickly photograph their quiz questions. You can print these from a computer for a future quiz lesson.

## 2c. Answering the quiz questions

Tell the teams to give their sheet of paper with their quiz questions to another team. Give them a time frame (ten minutes). Tell them that they must answer the quiz questions by indicating in pencil only the correct answer (the quiz sheets can be used again if they use pencil).

## 3. Feedback to the activity (10 minutes)

 **Work in groups of 4–6**

Usually the teacher has to check the answers to a quiz. The advantage of this lesson is that students can check the answers to the questions they wrote!

Tell one or two members of each team to go to the table of the team who are answering their quiz questions. The others should stay at their table. This creates mixed groups with one 'marker' checking the answers for each team. They can discuss them and if there is any disagreement, they can ask for your help.

Tell the markers to calculate the total score for the team. Find out who are the winners, and praise everyone for their efforts! 



### Extra ideas

- If some teams did not write ten questions, another team may have fewer questions to answer, so they get a lower score. There are different ways to resolve this. For example, you can give each team ten points at the start and remove one point for each incorrect answer.
- You can also score one point for each correct question that the teams write.

## 4. Final closing activity: Mastermind (10 minutes)



### Whole class

Tell students that you are now going to play another popular quiz game, called ‘Mastermind’, using all the great quiz questions that they have created. Search for ‘Mastermind quiz’ online to see examples.

Each team should choose one student to come to the front and sit in the ‘Mastermind chair’. The other teams each ask one question to this student without the three multiple choice options. This student scores one point for their team for each correct answer.



### Extra idea

You can allow a student sitting in the Mastermind chair to get help from their team – remember that all this communication leads to learning, and can be fun! For example:

- The team stands behind the student in the chair, and they can whisper the answer to them (good for support).
- The team aren’t permitted to speak, but they can ‘mouth’ the answer (move their lips) to the student in the Mastermind chair!

At the end of the activity, you can calculate total team scores and declare the winners. Don’t forget to also remind them that everyone wins when they learn English!

## 5. English Club extension idea

At the end of this session, you should have lots of good quiz questions. These can be kept for future English Club sessions. For example, if students used pencil to indicate the answers, this can be erased and the question sheets can be glued onto card and kept in the **English Club Box** for the future. Alternatively, a team of students can compile an English Club Quiz Book in which they write good quiz questions. This can be divided into topic chapters (e.g. geography, animals, people, food, etc.) and can even include common exam questions that can be used before school exams.

## 6. Further suggestions for more fun!

If your students enjoyed this activity or if you want to make it more fun, here are some ideas:

### 6a. Comparative and superlative quiz questions

Quizzes can be a good way for students to practise using comparative and superlative adjectives (e.g. bigger, biggest). For example, they could think of quiz questions based on the following question frames:

1. \_\_\_\_\_ highest \_\_\_\_\_ in \_\_\_\_\_? (mountain/building/etc.)
2. \_\_\_\_\_ fastest \_\_\_\_\_? (person/animal/etc.)
3. Which is bigger, \_\_\_\_\_ or \_\_\_\_\_? (e.g. lion or hippo)
4. Who/Which is older, \_\_\_\_\_ or \_\_\_\_\_? (e.g. money or language)

### 6b. Quiz mingle

This is an alternative activity after 2b. After students have written their quiz questions, each student copies one question and the answers into their own notebook. Everybody stands up and 'mingles' around the classroom (see Figure 13). When two students meet, they ask each other their questions and give one point if the answer is correct. Tell them that they cannot show their written questions to each other. They must read them aloud to practise speaking and listening skills, rather than reading.



Figure 13: Students doing a mingle activity.

### 6c. Exam revision quiz cards

This option is useful before exams. Before the English Club session, cut up sheets of paper into small pieces. At stage 2a, instead of writing question frames on the board, tell students to take out their textbooks for English or any subject. Each team writes questions that they think may be in the exam. They write a question on one side of each piece of paper, and write the answer on the other side (if the subject textbook is in a different language, they have to translate the questions). Now they have useful exam revision questions. They can give these to a different team, and the teams can now revise for their exam in a class quiz – they will hopefully learn from their classmates during the process!

## Unit 9: Writing a song

**Topic focus:** Music, friendship, relationships

**Language focus:** Words that rhyme, word pronunciation

**Levels:** Intermediate to advanced

**Objectives:** Students will be able to sing a popular song.  
Students will be able to write and perform their own songs.

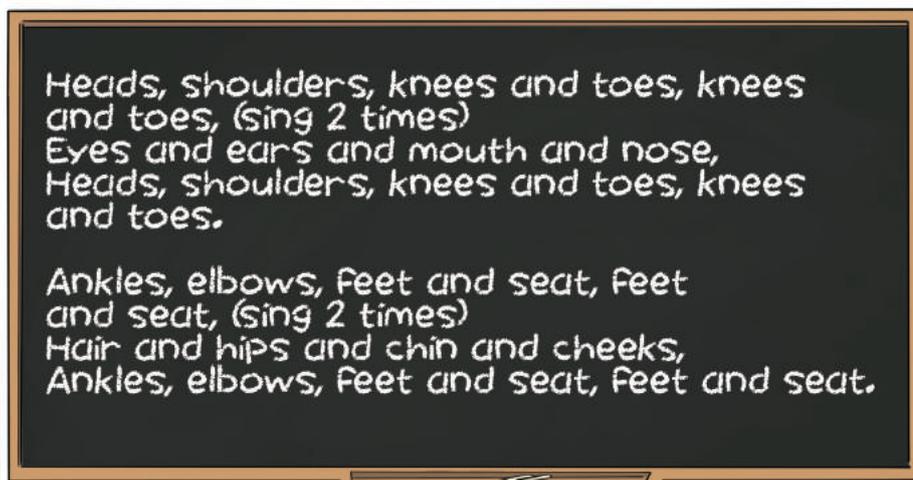
**Basic description:** In this unit, students first listen to a popular song and notice the words that rhyme. Then the teacher dictates ten pairs of common rhyming words which students use to create simple songs. Finally, they perform these songs in a 'Pop Idol' competition.

### 1. Warmer: Singing a song (10 minutes)



Whole class

Write the lyrics (the words) to a familiar, popular song in English on the board. Choose a song that includes some rhyming words:



Sing the song with the class. If they don't know it, you may need to sing it first, or find it online and play it on your phone. The example provided practises vocabulary for parts of the body. Students should touch the part as they sing (e.g. touch 'head' when they sing 'head'). Teach them the word 'rhyme', both the pronunciation and the meaning. Point at one of the rhyming words and ask the students:

**Teacher:** 'Which word rhymes with this word: 'toes'?'

**Students:** 'Nose!'

Check all the rhymes in this way (also see 'feet', 'seat' and 'cheeks' in the example), underline them, and finish with a round of applause. 

## 2. Main activity: Writing a pop song (40 minutes)

### 2a. Common rhymes



Whole class

Ask the students:

‘What are your favourite pop songs?’

Elicit song names in any language. Find out why they like them. Tell the students that they are going to write their own pop song, but first they need some useful rhymes.

Explain that you are going to dictate some common rhyming pairs used in English pop songs. They must listen carefully and write them down. Say each pair twice, but avoid spelling them if possible:

- |                    |                  |
|--------------------|------------------|
| 1. do / you        | 6. love / above  |
| 2. me / see        | 7. friend / end  |
| 3. day / way       | 8. start / heart |
| 4. tonight / right | 9. high / sky    |
| 5. goodbye / eye   | 10. go / know    |



Work in pairs

Tell the students to check what they have written in pairs.



Whole class

Invite students to come and write the pairs correctly on the board. They may have written some alternative words that are also possible (e.g. ‘no’ for ‘know’) – no problem! After each one, praise the student and drill the pronunciation once or twice.

### 2b. Topics for songs

Now focus on possible topics for pop songs. If you think they have plenty of ideas, you can skip this part. If not, here are some ideas you can use (create more if necessary). Please check they are appropriate for your culture before using them:

a person who has everything (fame, money) except the one they love	someone with a broken heart because their lover has married someone else	somebody who will do anything to be famous
a person who must go away is saying goodbye to their family	the dangers of money	a friend who is poor but always kind and generous



### Extra idea

If you like, you can copy these ideas onto pieces of paper before the session. Then in the session, each group chooses one card. They have to write about this topic. The surprise makes it more interesting!

## 2c. Writing the songs



Work in groups of 4–6

Put the students into small groups and tell them to write their own song. They can use the rhymes on the board, but also use their own rhymes or ask you if they need a rhyme for a specific word. To motivate them, tell them that later they will perform (sing or read out) their songs in the English Club 'Pop Idol' competition!

While they are writing, monitor their groupwork quietly, and provide help if necessary.



### Tip: Writer's block?

If groups have difficulty starting, get them to write a few sentences on their topic without worrying about rhymes. This often helps them to find ideas.

As learners finish writing the lyrics, get them to think about the melody: How will it sound? Sometimes a simple rap beat with no words can provide the rhythm they need (search for 'hip hop beat' or 'rap backing track' online). If they are shy, tell them to imagine they are their favourite music stars!



### Extra idea

Different groups will finish this activity at different times. Tell groups that finish early to rehearse their performance (they may want to go outside to do this if possible).

## 3. Feedback to the activity (10–15 minutes)



Whole class student performances

Tell the students that they are now going to perform their songs for each other. Everyone will vote for their favourite song at the end and the winning singers will be the English Club Pop Idols!

Create a space at the front of the classroom for the performances and invite the teams one by one to perform. Encourage a round of applause  after each one.

 **Tip: Shy students**

Students may be shy about performing. If so, here are some tips:

- Tell them to come as a group. Even if only one or two perform, the others can clap, click their fingers or dance!
- If they are too shy to sing it, they can just read it out like a poem.

#### 4. Final closing activity: Voting for the winners (5 minutes)

After all the groups have performed, conduct the vote. Each student can vote for one team only, but not for their own team. You can even give a prize to the winners (e.g. chocolate or fruit)!

 **Extra idea**

If the winning team are happy to do so, they can record a short video of their song to share with friends.

#### 5. English Club extension idea

Songs are a great way to learn English. If your students enjoy listening to them, they can create 'song gap-fills'. They should first find and copy the lyrics to a song they like in pencil. They can then remove some of the words from the song, replacing them with gaps, and put the words in a box at the top. Then they copy the songs onto card and put them in the **English Club Box**. These can be used for future English Club song lessons (make sure that students don't write on them when using them). For example, the traditional song: 'Old Macdonald':

cows	everywhere	farm	farm	there
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Old Macdonald has a \_\_\_\_\_, ee-ai, ee-ai, oh!

And on that farm he has some \_\_\_\_\_, ee-ai, ee-ai, oh!

With a 'moo-moo' here, a 'moo-moo' \_\_\_\_\_.

Here a 'moo', there a 'moo', \_\_\_\_\_ a 'moo-moo'.

Old Macdonald has a \_\_\_\_\_, ee-ai, ee-ai, oh!

## 6. Further suggestions for more fun!

If your students enjoyed this activity or if you want to make it more fun, here are some ideas:

### 6a. Vanishing song

Whenever your students have enjoyed listening to and singing a song that is on the board (e.g. after the Warmer above), you can play a fun game called 'Vanishing song'. Use the board eraser to remove two or three words from each verse. Tell the students to sing the song again and include the words you have removed. If they succeed, rub out a few more words, and repeat the process. If they have good memories, they may be able to remember the whole song this way until there is nothing left on the board.



#### Tip: Vanishing games

You can do this with any text that is on the board, but it works best with songs, poems and dialogues. See here for 'Vanishing dialogue': <https://www.teachingenglish.org.uk/article/vanishing-dialogue>

### 6b. Translating songs

Translating songs and poetry is a challenging but useful activity that your students may enjoy. They can take their favourite songs in a different language and translate them to English. They will need to make changes so that the lyrics 'fit' the music, and also find new rhymes in English.

### 6c. Song jigsaw

Another idea for using songs in class is to create a song jigsaw. Write the lines of one or two verses of a song on the board in the wrong order. Working in groups, students must try to decide on the correct order for the lines, and copy them into their notebooks in this order. They then listen to the song to check their answers. This activity works well with songs that have a good story.

## Unit 10: Dramatising a story

<b>Topic focus:</b>	Animals, village life, relationships
<b>Language focus:</b>	Past simple tense, reporting verbs, imperatives
<b>Levels:</b>	Intermediate to advanced
<b>Objectives:</b>	Students will be better able to understand simple stories told in English. Students will be able to write and perform short dialogues based on a story.
<b>Basic description:</b>	First, the teacher tells the students a traditional story. Then students work in groups to turn scenes from the story into short dramatic performances, which they perform for the class. Finally, they discuss the moral of the story.

### 1. Warmer: Telling the story (15 minutes)



Whole class

Introduce the session by telling the students that they are going to dramatisé part of a traditional African story by turning it into a short skit or play. Before you begin, check they know the following words:

basket (n)    famine (n)    prison (n)    tortoise (n)    yam (n)

Then tell the students the following story. After each part, ask them:

‘What do you think happened next?’



#### Extra idea

Good storytellers tell a story with expression and enthusiasm in their own words. You can also ‘localise’ it (e.g. give the village a local name, or give the tortoise and the dog familiar or funny names, etc.).



**The tortoise, the dog and the farmer**  
(traditional African story, adapted)

You can replace this with your own story if you like.

**Part 1**

Many years ago there was a terrible famine. There was no rain for many months and no food in the village. All the people, the goats, the cows and even the tortoise were very thin. Everyone that is, except the dog, who was fat and happy. The tortoise noticed this, and asked him why he was so fat when everyone else was thin. They had a long conversation, but the dog did not tell the tortoise his secret.

**Part 2**

The next day the tortoise secretly followed the dog. The dog had a basket and he travelled to the next village by the river, where he found a farmer's field full of yams and began stealing them. The tortoise confronted the dog and threatened to tell the farmer unless the dog shared the yams. The dog had no choice. He agreed, but warned the tortoise that they must take only a few yams and should leave before evening, or the farmer would catch them when he came to collect his dinner.

**Part 3**

This continued for a few days, but each day the tortoise was more and more greedy. He stayed longer and longer, even though the dog warned him about the farmer. One day the tortoise put so many yams into the basket that it was too heavy to carry. This made the dog angry, and they got into such an argument that they forgot about the time. It was now evening, and the farmer came from the village. The dog ran off, but the tortoise was too slow. The farmer caught him.

**Part 4**

The next day the farmer took the tortoise to the village leader, who was very angry with the tortoise. He sent him to tortoise prison for three years! And the dog? What do you think happened to him?

 Work in groups of 4–6

Put students into small groups. Ask them to retell the story to each other and check they understand it. They may need to use their first language for this. Monitor quietly. Listen to check they have understood the story, and provide help only if necessary.

## 2. Main activity: Dramatising the story (20–30 minutes)

### 2a. Setting up the dramatisation



Whole class

Give one part of the story (Part 1, Part 2, etc.) to each group. Don't worry if two or three groups have the same part of the story. Tell them that they are going to dramatised their part of the story and perform it for their classmates. They will need to create the dialogue (i.e. the conversation), and decide who will play the roles of the dog, the tortoise, the narrator (who tells the story) and any other characters. Each group will probably want to hear their story section again. If so, retell the story once more and allow them to make notes.

#### Extra idea

Students with lower levels of English may ask for a written copy of their section of the story. If necessary, you can copy it (either by hand or on a photocopier) and cut it into sections for the different groups.

Check they understand what they have to do using an example. Read a line from the story and elicit ideas for the dialogue:

**Teacher:** 'OK, how could we dramatised this line: "The tortoise asked him why he was so fat when everyone else was thin."?'

**Student A:** 'The tortoise could say: "Tell me Mr Dog, why are you so fat and so happy, when we are all so thin? Please tell me your secret."'

**Teacher:** 'Good. What will the dog reply?'

**Student B:** 'Perhaps he will say: "I am just lucky. I sleep all day, so I don't use any energy."'

etc.

#### Tip: Why 'dramatised' a story?

While many teachers and students enjoy performing traditional skits, this mainly involves memorisation and recitation of a 'text'. It doesn't provide learners with an opportunity to create language for themselves. In this unit learners have to use both their imagination and their knowledge of the language to create their dialogue, which helps them to learn more English than simply memorising and performing someone else's text.

## 2b. Groupwork

 Work in groups of 4–6

Once you are confident the students understand the aim of the activity, tell them to work in their groups dramatising their part of the story. They will need 10–15 minutes for this. Monitor to provide support. Students may need help with vocabulary and expressions.



### Extra idea

Different groups will finish this activity at different times. When they do, tell them to rehearse their performance by reading it through and learning their lines. Each group should try to rehearse it at least once.

## 3. Feedback to the activity (10-20 minutes)



Whole class, student performances

Each group now performs their dramatisation of their part of the story in order (Part 1, then Part 2, etc.). If possible create a little space for them to do this, either outside or at the front of the class.



### Tip: Encourage good acting

Remind the students that the secret to a good performance is not English grammar or vocabulary, it's good acting! And don't worry if they make a few mistakes with the language. Their aim is to communicate the story.

Tell the class that after the performances, each student will vote for their favourite one, but they cannot vote for their own group. Then begin the performances. Encourage a round of applause  after each one. When they have finished, conduct a vote for the overall class favourite,  and calculate the winner.

## 4. Final closing activity: The moral of the story (10 minutes)

 Work in groups of 4–6

Tell the students to discuss the following question in their groups:

What is the moral of this story?

Note: The 'moral' of a story is the lesson for life that we can learn from it. Most traditional stories have morals that we often tell at the end of the story.



Whole class

Ask each group to give their opinion, and ask others if they agree or disagree and why. Try not to force your opinion on them.



#### Tip: Developing higher order thinking skills

This story has one obvious moral: stealing is wrong. However, what about the dog, who is not caught? This is a question you can ask the students. Encourage an open discussion, and let them be honest about what they have learnt. This will develop their higher order thinking skills (analysing, evaluating and creating) and prepare them for life's challenges. Should we behave like the tortoise, the dog, or neither?

### 5. English Club extension idea

There are many interesting traditional stories in all communities. You can ask your students to interview their grandparents or parents in their first language to find out what traditional stories they know. The students can take notes and translate these stories to English. They can copy the translations onto cards for the **English Club Box**, and these can be used for future lessons, including dramatisations or lessons where groups read and retell different stories to each other (called a story 'jigsaw').

### 6. Further suggestions for more fun!

If your students enjoyed this activity or if you want to make it more fun, here are some ideas:

#### 6a. Using other stories

You can use different stories for dramatisation. There may be well-known stories in your culture that they will enjoy dramatising. Another traditional animal story is provided on page 78, and there are many more online (search for 'traditional African stories' or 'Aesop's fables').

#### 6b. Dramatising scenes from longer texts

If your students are studying a longer novel in their school lessons, you can also plan an English Club activity in which they select scenes from a novel for dramatisation. This can be done even if they are studying the novel in a different language (e.g. French). This encourages both translation (a useful, real-world skill) and creativity, and helps them to understand the novel. You can even invite their other teachers along to the drama performance to give their opinion on their work.



### **The grasshopper and the frog (traditional African story, adapted)**

One day the frog invited the grasshopper to visit him for a meal. The next day the grasshopper arrived at the frog's house. They started eating, but as he ate the grasshopper's legs rubbed together and made a very loud noise!

The frog got angry and complained to the grasshopper. The grasshopper tried to eat without making a noise, but it was impossible. Each time his legs made a noise the frog complained. The grasshopper was so upset that he couldn't eat. He sat there hungry and watched the frog eating. At the end of the meal he invited the frog to come to dinner the next day at his house.

The next day, the frog arrived at the grasshopper's house. The food was ready. Before they started eating, the grasshopper suggested they wash their hands. The frog agreed. They hopped to the river to wash and hopped back to the sweet-smelling, delicious food.

But then the grasshopper noticed the frog's feet were dirty again. He told him to go back to the river to wash them. The frog went and washed his front legs again, then hopped back to the food, where the grasshopper was already eating. But before the frog could eat any food, the grasshopper stopped him once more and made the same point. The frog was so angry and tried to explain his problem, but the grasshopper did not accept his response.

He told the frog about what had happened yesterday. Then he explained that the frog now knows how he had felt yesterday. He finished the last of the food and licked his lips. From that day, the frog and the grasshopper were no longer friends.

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**The moral of the story is:** If you want to be friends with someone, you must accept their faults, as well as their good qualities.





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