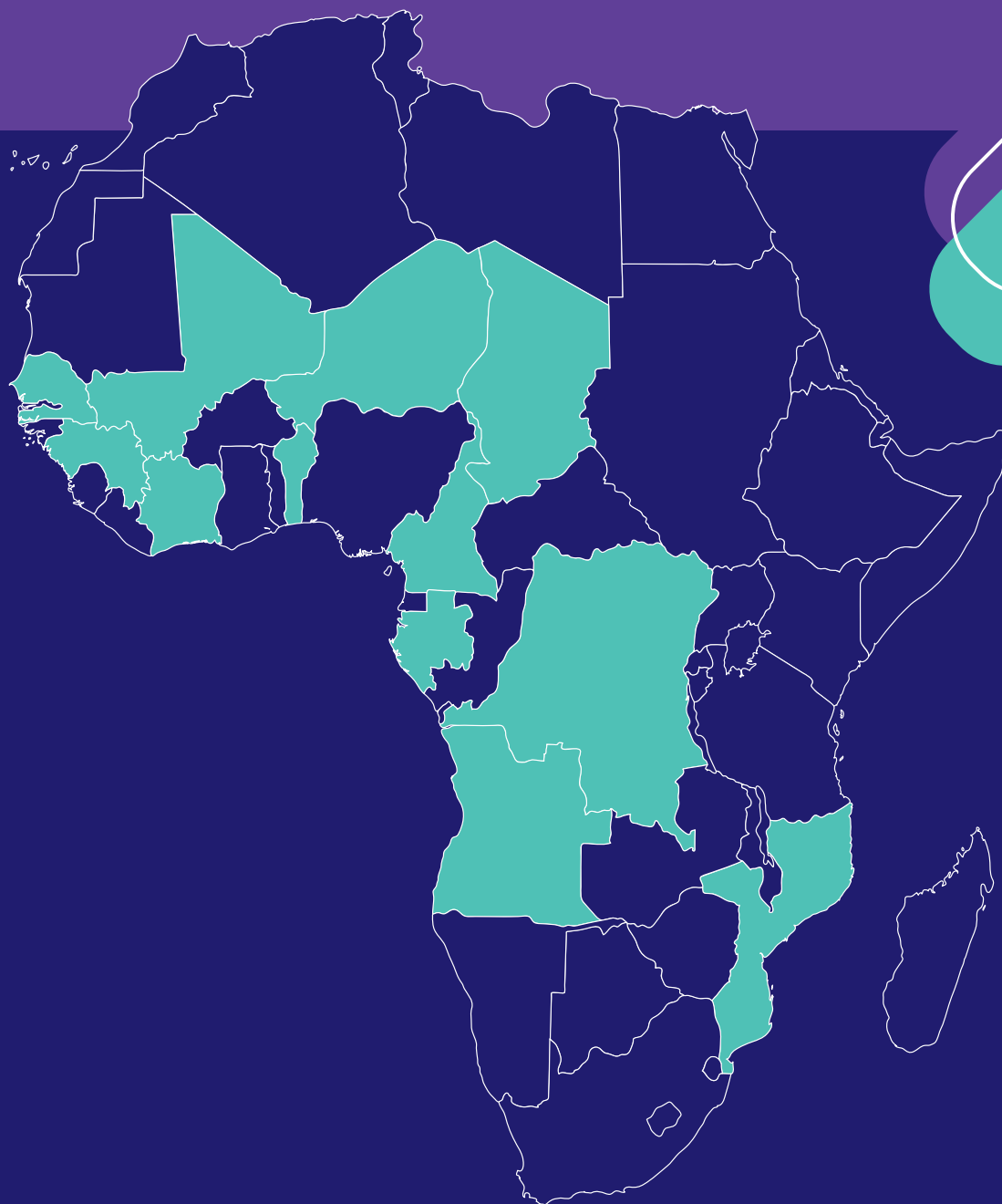


# Our English Club Resource Book

A resource book for teachers working in English Clubs across Africa



Written by authors from:

Benin, Cameroon, Cote d'Ivoire, Djibouti, DRC, Gabon, Guinea, Mali, Niger, Senegal  
with editing support from Jason Anderson



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# Introduction to the units

Welcome to this English Club resource book which contains ten units specially designed for use in English Clubs in English Connects countries across Sub-Saharan Africa. These units were written by English Club leaders in Sub-Saharan Africa during a Regional English Club Materials Development workshop organised by the British Council under the supervision of Jason Anderson, a materials writing consultant. During this workshop, participants learnt key skills in materials writing for English language teaching, including communicative activity design, the importance of context and content appropriacy, and the ability to structure units and use language effectively in materials for English Clubs. We hope you will enjoy using this resource book for your English Club activities.

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## Aims of this English Club Resource Book

The main aim of this resource book is to give access to English Club leaders to quality resources in order to make their English Club members more active, dynamic and creative. Also, it is specifically designed for teaching contexts with low resources and large classes. Moreover, it will not only put the learners at the centre of their learning process but also strengthen the relationship between teachers and students as well as among students themselves.

## How to Use this Resource Book

### I. What is in each unit?

Each unit starts with a box like this one, telling you the basic facts about its contents. Here is an example taken from Unit 1:

<b>Topic focus:</b>	Break Activities
<b>Language focus:</b>	Questions and answers, like + verb + ing (e.g. like doing)
<b>Levels:</b>	Beginners to intermediate
<b>Objectives:</b>	<ol style="list-style-type: none"><li>1. Students will be able to talk about their break time activities.</li><li>2. Students will be able to express their likes and dislikes.</li></ol>
<b>Basic description:</b>	In this unit, students play a game (From A-Z) to review words related to school. Then they ask and answer questions about what they like doing or not during break time through a dialogue. The unit finishes with a mime game.

Each unit is designed for a 60-minute session of the English Club, but this will vary, depending on the students and the time allocated for English Club activities in your school/institution. Each unit has six sections:

1. **Warmer:** This is a short activity (5-10 minutes) to start the English Club session. It could be a game, a vocabulary activity, or a speaking activity. It should be related to the other activities in some way (e.g. the same topic, or preparation for the main activity).
2. **Main activity:** This describes the stages to the main activity (two or three activities) (20-30 minutes). If possible, it should get students speaking together (groups or pairs), using English meaningfully. It can be fun or serious, but should help the students to achieve the learning objectives of the session.
3. **Feedback to the activity:** This always follows the main activity and should be done in about 10 minutes. This is where the club leader indicates what was good and makes suggestions for improvement.
4. **Final closing activity:** This is an enjoyable final activity (5-10 minutes) that students can do after the main activity if there is time. This could be a game, or a chance to remember something they learnt or did.
5. **English Club extension idea:** This is an enthusiastic idea that students can do after the English Club based on the unit to develop their autonomy. You must think about what your learners enjoy doing, and keep it simple so that they can do it without your direct help. It could be writing about something they said or learnt during the English Club, or creating something useful for the English Club (such as resources to use in the future).
6. **Further suggestions for more fun:** This section refers to extra ideas given as homework to learners based on the session. Make the activity fun and easy for learners. Give clear instructions to avoid confusion. Focus on basic and useful activities that your learners enjoy doing.
7. The first four sections should be completed during the English Club session and the last two sections are reserved for extra ideas to be done conveniently at home by English Club members.

## II. What resources do I need?

The most important resources for an English Club are the members and YOU! Focus on simple but useful resources such as chalk board, chalk, notebook, pen, pencil, etc. Some of the activities recommend group-work or pair-work. Just make sure students are interacting effectively and using English during club activities.

## III. How do I prepare?

The units are in a logical order, starting with simple activities and moving onto more challenging and creative ones. However, you can start with any unit depending on the needs of your students and other considerations. Before the English Club session, read the unit through to check you understand it and can carry out the activities described therein. Feel free to adapt the units before using them if you think that is necessary in your context. Units 1 to 7 are designed for beginners to intermediate learners while the last 3 units are intended for intermediate to advanced learners of English. Take this into consideration when preparing, and adapt accordingly.

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

Using an English Club Box (see Figure 1) is a useful way of developing your English Clubs. At the end of each unit, there is an extension idea and further ideas for more fun. Some of these ideas suggest that your students create resources for the English Club to be put in the English Club Box, which can be created even from an old cardboard box. In future English Clubs, the students will enjoy showing their peers the resources they created as well as using each other's resources. You can keep the box in the school library, if possible, or wherever students can easily have access even in your absence.



**Figure 1.** An English Club box full of student-created resources.

## How were the topics chosen for the English Club resource book?

The topics found in this resource book were carefully selected. Controversial topics involving religion, politics, sex, violence, drugs, etc. were intentionally avoided to render all units useful in all Sub-Saharan African countries. Here are the topics you will find in the resource book. A basic description has been given after each unit to give you an idea on its content:

### 1. Break time activities

In this unit, students play a game (From A-Z) to review words related to school. Then they ask and answer questions about what they like doing or not during break time through a dialogue. The unit ends with a mime game.

### 2. Daily routines

In this unit, students first play the game 'Tell me the time'. This is followed by a miming activity. Finally, students play a vocabulary review game, 'board race'.

### 3. The human body

In this unit, students put phrases in logical order. Then they draw a picture of the human body, choosing one part, giving its name and its role. They discuss this in groups. Finally, each group selects a spokesperson to speak to present their answers to the whole class.

#### **4. Describing your house**

In this unit, students begin by thinking of words related to the house. They then complete cards describing their own activities and try to find others with similar cards. Finally, they play 'alphabet bingo' with words related to the house.

#### **5. Family dilemmas**

In this unit, students first revise the names of family members. They then think about common family situations and write simple role plays in which advice is given. Students then share their own opinions with classmates.

#### **6. Local foods**

In this unit, students start by playing a slow reveal game. Then they name and describe foods. Finally, they write a recipe for a local dish of their choice.

#### **7. Means of transportation**

In this unit, students first play 'slow word reveal'. They then role play a dialogue in pairs, asking and answering questions about holiday destinations. After that, they play a game 'coming to the middle' as the final activity.

#### **8. Clothes and fashion**

In this unit, students first review useful vocabulary for a skit writing activity on the topic of clothes and fashion. Then, working in small groups, they write their own skits on this topic, perform them, and vote for their favourite skit.

#### **9. Health and lifestyle**

In this unit, students learn important facts about malaria. They learn how to describe causes, symptoms, prevention and treatment of illnesses, with malaria as an example. They role play a conversation between a doctor and a patient and write messages for a sensitisation campaign.

#### **10. Mobile phones in schools?**

In this unit, students first review the uses of mobile phones. They then prepare ideas for the debate in small groups, then take part in the debate itself and summarise the main ideas afterwards.

*Enjoy your English Club resource book and feel free to share it with your colleagues!*

*The authors*

*March 2021*

# Unit 1: Break Time Activities

Authors: Garba Boube and Daouda Yacouba (Niger)

Topic focus:	Break Activities
Language focus:	Questions and answers, like + verb + ing (e.g. like doing)
Levels:	Beginners to intermediate
Objectives:	<ol style="list-style-type: none"><li>1. Students will be able to talk about their break time activities.</li><li>2. Students will be able to express their likes and dislikes.</li></ol>
Basic description:	In this unit, students play a game (From A-Z) to review words related to school. Then they ask and answer questions about what they like doing or not during break time through a dialogue. The unit finishes with a mime game.

## 1. Warmer: From A-Z (15 minutes)



### Work in groups of 4-6.

Introduce today's topic: 'School'. Put the learners into small groups of 4-6. Tell them to work together and write down a word that starts with each letter of the alphabet connected to the topic.

*'Work in your teams. For each letter of the alphabet, think of one word related to the topic of school, and write it down. For example, for 'A', you could write 'assembly' or 'arithmetic'.*

Check the learners know how many words they need to write one for each letter of the alphabet – they can skip difficult letters like X and Z). Set a time limit of five minutes and start the game.

Once the time is up, check the words each group has as a class. You can also check the spelling and pronunciation at this stage. You can extend the activity if more time is needed.



If you want, each team can be awarded a point for each correct word. (If teams have the same word, they don't get a point.) The group with the most points wins.

## 2. Main activity: (25 minutes)

### 2a. Preparation

Introduce the topic of 'Break time activities':

*'Today we are going to talk about what we do during school break time.'*

Teach the students useful vocabulary related to break time activities. You can do this by miming each one, then saying it and writing it on the board. For example, mime eating, then say 'eat', and write 'eat' on the board. Continue until you have several useful expressions that include your learners' main break time activities:

<u>Break time activities</u>	
eat	walk around
read stories	sing
chat with friends	drink water
play games	do homework

### 2b. Do a demonstration



**Whole class.**

Do a quick demonstration. Tell the students what you like doing during break time:

*Teacher: 'I like eating during break.'*

*Students: (repeat)*

Write the sentence on the board. Then tell the student about one of your dislikes:

*Teacher: 'I don't like walking around during break.'*

*Students: (repeat)*

Write the sentence on the board.



If this is the first time your students have met the structure: like + verb + ing (e.g. like doing something), take a moment to underline and explain it – you may want to use the L1 to do this.



### Work in pairs.

Demonstrate a pairwork conversation with a student:

Teacher: 'What do you like doing during break time?'

Student: 'I like chatting with friends.'

Teacher: 'What do you not like doing during break time?'

Student: 'I don't like reading.'

Teacher: 'Oh really. That's interesting!'

Tell students to work in pairs, having similar conversations (4-5 minutes).



While they are performing, move round the class and monitor their discussions. Write in your notebook good sentences you heard from the students and one or two sentences with errors.




After performing these questions and answers, ask students to change partner and continue the task. This provides more useful practice.

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



#### Whole class.

Praise the students' good examples from their speaking practice . Write four sentences on the board that you heard during the activity. Three sentences should be correct while one is wrong. Do not indicate which sentences are correct. For example:

1. What you like doing during break time?
2. What do you not like doing during break time?
3. I like reading my lesson during break time.
4. I don't like doing my homework during break time.

Note: There is an error only in sentence one. Correction: What **do** you like doing during break time?



#### 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.



#### Whole class.

Ask each group which sentences they think contain errors. If any groups guess correctly (only sentence 1 contains an error), ask them also to provide the corrections. Correct the errors on the board and also praise the correct sentences.

### 4. Final closing activity: Guessing game (10 minutes)



#### Whole class.

Tell the students:

*'I am going to mime an action, for you to tell me what the action is. But you must use it in this sentence'*

Write the following sentence on the board:

*You like \_\_\_\_ during break time.*

*Student A: 'You like play games!'*

*Teacher: 'Nearly. Think about the grammar.'*

Student B: *'Playing! Er, you like playing games!'*

Teacher: *'Yes, well done!'*



### Work in pairs.

Ask students to play the game in pairs. Each student should mime an action for their partner to guess (and vice versa). Monitor the pairwork and encourage them to use the 'ing' form of the verb.

## 5. English Club extension idea

Invite students to observe their friends during the next school break time (e.g. on Monday if your English Club is on Saturday afternoon). They can then write a short description of their observations to read out during the next English Club – you can also put these on the English Club notice board. You can suggest they use 'present continuous' tense if they have studied this, or simply write similar structures to the one used in this lesson. For example:

*Marcel and Georgette like playing football. Aya and Mariam like eating fruit. My best friend Fanta likes reading stories. The teachers like chatting about the students and marking homework.*

## 6. Further suggestions for more fun!

If your students enjoyed this activity, or if you want to make it more fun, here is an idea:

To make this activity more fun, instead of using 'what' in asking questions about likes/ dislikes, use 'who' to ask about the person who likes or doesn't like a particular activity, through miming. For example:

Teacher: *'Who likes (mime an action) during break time?'*

Student A: *'Idi likes singing songs during break time!'*

Student B: *'And Angelique also likes singing songs!'*

Tell the students to work in pairs, asking their partner a question where they will mime an action for them to respond to.

# Unit 2: Daily Routines

Authors: Béréte Sangaré, Ansou Souare (Guinea Conakry)

Topic focus:	Daily routines
Language focus:	Telling time, describing daily routines, frequency adverbs
Levels:	Beginner to intermediate
Objectives:	<ol style="list-style-type: none"><li>1. Students will be able to use the simple present to talk about their daily routines.</li><li>2. They will be able to tell the time for each of the routines.</li></ol>
Basic description:	In this unit, students first play the game 'Tell me the time'. This is followed by a miming activity. Finally, students play a vocabulary review game, 'Board race'. You will need some paper and pens for students to design their clocks.



## Preparation

Make a simple clock from cardboard (see Figure 2). It will be useful for any lessons when you need to teach or revise the time.

## 1. Warmer: Tell me the time (15 minutes)



### Whole class.

Divide students in teams of 5-6. Check they all have paper and pens and ask each team to design a simple paper clock (see Figure 1).



**Figure 2.** A student paper clock with pencils for hands, and a teacher's clock made of card.

Using your own paper clock, elicit the names of the different parts of the clock, and their functions (e.g., face, big hand, little hand). If they don't know, tell them.

Show students how to tell the time with examples. For some this will be revision. Point the hands of the clock at different positions and say what time it is:

*'It's nine o'clock.'*

*'It's half past two.'*



*If the students have not studied the time before, keep it simple. Just teach them how to say the hour (\_ o'clock) and half hour (half past \_) times.*

Check they've understood, by showing different times and asking:

*Teacher: 'What time is it?'*

*Students: 'It's two o'clock.'*

Invite a volunteer to the front. She/he must say any time. The first of the teams to point the hands of their clock at the right position and show you wins two points. The second team wins one point. Invite a member of the winning team to come to the front to say the next time. The game is over when one of the teams gets 10 points.

## 2. Main activity: My daily routine (30 minutes)

### 2a. Preparation



**Whole class.**

Mime some of the things you do every day and indicate the time for each activity. Elicit the sentences from the students and mention the frequency of each activity.

Activities: wake up, brush my teeth, have a wash, have breakfast, go to school, have lunch, go home, play games, have dinner, watch TV, go to bed.

For example: Mime waking up (stretch your arms and yawn), and say the sentence:

'I wake up at 6 o'clock every day.'

## 2b. Pair work practice



**Work in pairs.**

Write some of the sentences you said on the board, but leave gaps to test their understanding. Tell them to work in pairs. On a piece of paper, they must copy the sentences and fill in the gaps.

1. I ..... up at 6 o'clock .....
2. I usually brush my teeth at .....
3. I ..... wash at ..... every day.
4. I always ..... breakfast at .....
5. I ..... to school every day.



When pairs finish the activity, tell them to check their ideas with another pair.

## 2c. Individual writing



**Work individually.**

Now tell students to write a few sentences about their own daily routine. Tell them to write true sentences if they can. Monitor the students, moving around the class and providing individual help if needed. Encourage stronger students to write a little more, but praise everyone.



## 2d. Mingling activity



**Work in pairs.**

Now tell students to take their notebook, stand up and share the sentences they wrote with several people in the room in a 'mingle activity' (see picture). Encourage them to talk to students they do not know. Tell them to try to find one similar sentence with each student they talked to.

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

First, invite three students to talk about the routines of two people they talked to during the mingle activity:

*'I talked to Hussein. He gets up at five o'clock, then he...'*

Now invite three students talk about similarities they found with the rest of the club members. Encourage them to use 'Both of us.'

*'I talked to Daisy. Both of us play games every afternoon after school.'*

Praise students who performed well with a round of applause.

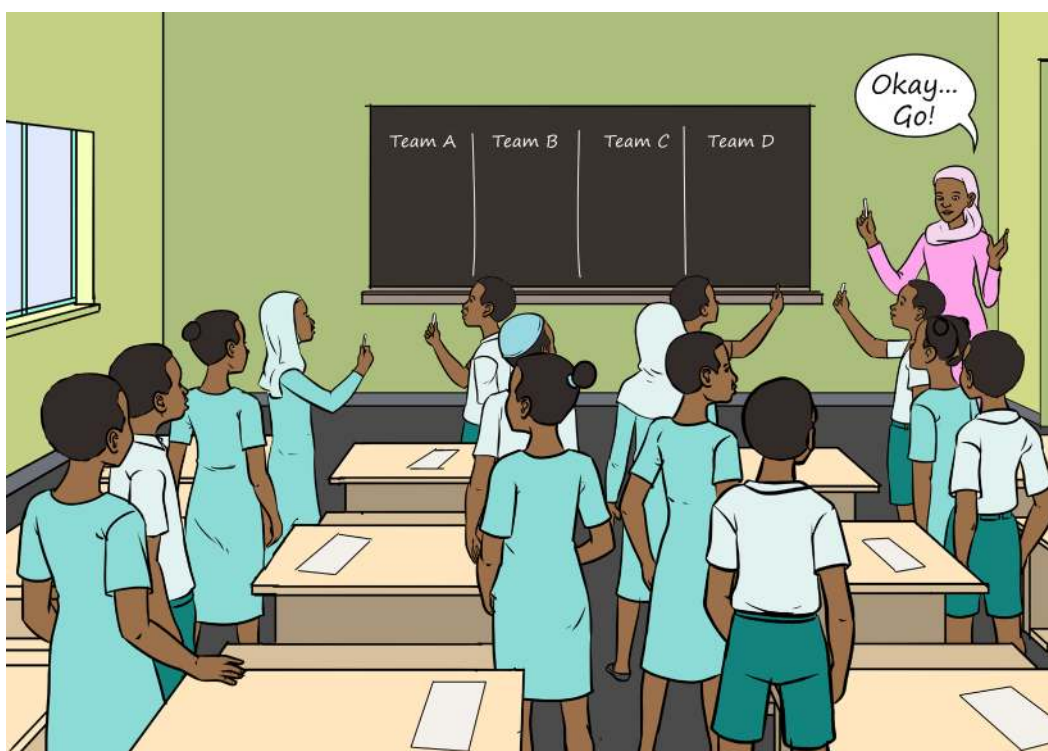
## 4. Final closing activity: Board race (5 minutes)

Organise the students and board for a board race for vocabulary review. Tell them to stand in team lines (according to the number of students in your class) facing the board (see Figure 2). Then give the first student in each team a piece of chalk. Give the following instruction:

*'When I say go, the first student in each team must write a word/phrase related to daily routine in their team column on the board. For example, 'have breakfast'. Then they give the chalk to the student behind them and go to the back of the team line. The second student does the same and so on. The first team to write 10 words/phrases wins.'*

Check that they understand the rules and start the game. Say 'Go!'

At the end, don't forget to praise all the teams for the words they wrote.



**Figure 3.** Students ready for a board race.

## 5. English Club extension idea

Tell students to write a longer text about their daily routine. Encourage them to use dictionaries to find useful expressions for their favourite activities.



*They can be asked to circle the activities, underline the adverbs and frame the times to raise their awareness of how language is used.*

## 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. Daily routines role play

You can start writing a role play on the board (see an example below).

A : Hello

B :Hello

A : When do you usually wake up?

B: Well, I usually wake up at 5 O'clock

A: That's quite early!

B: Oh yes. I live a bit far from my school. It's at about 3 km. How about you?

A:

Divide students into different teams and tell them to finish the role play. Then, invite a pair from each team to perform the role play in front of the class. Give a round of applause to the best team.



# Unit 3: The Human Body

Authors: Jean-Claude Koko, Georgette Ndakindaki Okongo (DRC)

<b>Topic focus:</b>	Parts of the human body
<b>Language focus:</b>	Question words, verbs after preposition 'for'
<b>Levels:</b>	Beginner to intermediate
<b>Objectives:</b>	<ol style="list-style-type: none"><li>1. Students will be able to name parts of the body</li><li>2. Students will be able to describe the role of parts of the body</li><li>3. Students will be able to ask and answer questions about the body</li></ol>
<b>Basic description:</b>	In this unit, students put phrases in logical order. Then they draw a picture of the human body, choosing one part, giving its name and its role. They discuss this with the partner and another group. Finally, each group of two pairs chooses the spokesperson who will present their choices to the class.

1. Warmer: Ordering the sentences (10 minutes)



**Whole class.**

Write these five phrases on the board in the following (wrong) order. They show the way we eat:

I put food in my mouth  
The food goes to the stomach  
I wash my hand  
I chew with my teeth  
I taste with my tongue



*If your learners are beginners, you can also read out and mime each sentence to help them understand the meaning.*

Tell the learners to work in groups to arrange them:

*'These sentences describe the process of eating. But they are in the wrong order. Work together to put them in the correct order. You have five minutes. Go!'*

After five minutes, each group selects a spokesperson to speak for the whole group. Each spokesperson presents their answers to the class.



*If you have lots of groups, you only need to ask two or three groups to present. Check if there is any disagreement you need to clarify, and then confirm the correct answers.*

The correct order is:

1. *I wash my hand*
2. *I put food in my mouth*
3. *I taste with my tongue*
4. *I chew with my teeth*
5. *The food goes to the stomach*

**Note:** 3 and 4 can change order. Students may also suggest washing hands after eating.

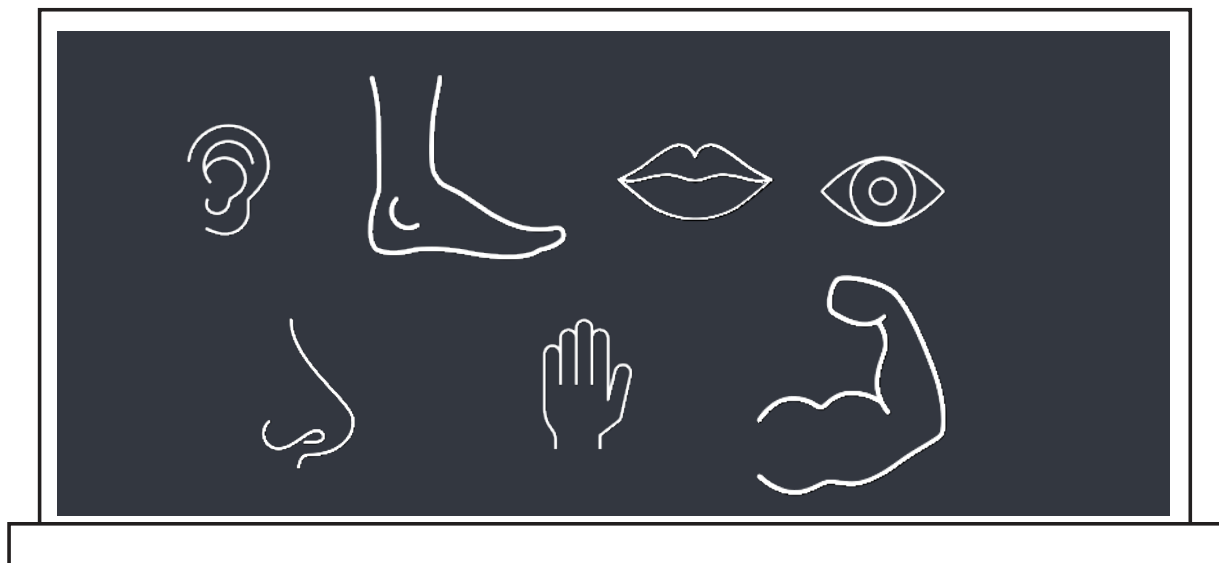
## 2. Main activity: Body parts and roles (30 minutes)

### 2a. Preparation



**Whole class.**

Draw several different parts of the human body separately on the board, as shown here:



Tell learners to take a piece of paper and pencil or pen, and to put the parts together to create an image of a whole body (they will need to add more bits!).



**Work in pairs.**

Tell learners to show their images to a partner and to describe them:

*What is your image about? Who is it? etc.*

### 2b. Giving the roles



**Whole class.**

Post a simple picture of the human body in front of the class with the names of the different parts (e.g. head, leg, arm, etc.). You can use a poster (if you have the resources to make one), or draw it on the board (see Figure 4).



**Figure 4.** A simple body poster.

Read the name of each part, and encourage students to repeat them once.



### Work in pairs.

Then ask each student to choose one part and give its role:

*'Work in pairs. Tell your partner which part you have chosen and its role.'*

Do a quick example from the warmer):

*Teacher: 'This is...?' (point at your mouth)*

*Students: 'Mouth!'*

*Teacher: 'And what is it for? It's for...?' (mime eating)*

*Students: 'Eating!'*

Monitor the pairwork. Make a round to see where they need help.

*E.g. sentence: I have chosen the feet. They are for walking.*



### Whole class.

At the end of the activity, ask a few students to present their partner's choice and its role. Finish by writing these on the board. Some students may want to make notes:

Name of the part	Role
1.Mouth	For eating
2.Teeth	For chewing
3.Feet	For walking
4.Eye	For seeing
5.Ear	For hearing



*If the learner gives the role in another language, ask others to say it in English without criticism:*

*'Good. How can we say that in English? Who can help?'*

### 3. Feedback to the activity: Pairwork check (10 minutes)



#### Work in pairs.

Tell the students to ask their partner questions to check understanding of the body parts and their roles:

*Ask you partner to guess the part of the body from the role. For example, "the part of the body that we use for seeing, what is it?"*

Ask one pair to do an example in front of the class, then get them to do it in closed pairs for a few minutes. Offer praise at the end.



### 4. Final closing activity: Circle game (10 minutes)



#### Whole class.

Ask the learners to make a circle. Take a ball and sit inside the circle. Give clear instructions for the game:

*'I'll throw the ball. If it comes to you, name one part of the body.'*

After naming a body part, this student must throw the ball to somebody else who must give the role of

the part of the body. The next student to receive the ball names another part of the body, and so on, until the end. Anyone who misses the word, makes a mistake or repeats what was said before should leave the circle:

*Student A: 'Ear!' (throws the ball)*

*Student B: 'It's for hearing.' (throws the ball)*

*Student C: 'Teeth!' (throws the ball)*

*Student D: 'They're for chewing.' (throws the ball)*

*etc.*



*If anyone looks disappointed after leaving the circle, remind them that it's only a game, and that they all did well. Give a round of applause at the end.*



## 5. English Club extension idea



### **Work in groups of 4-6.**

Divide the class into four groups and divide the human body into four parts. Each group considers one part. They draw a picture of the part on a sheet of paper. They write the name of all the parts which are on their picture. Underneath the picture they write the names of the different parts and their roles.

Post the pictures on the English club noticeboard. If you don't have a noticeboard, you can post them on the walls!

## 6. Further suggestions for more fun!

If your students enjoyed this activity, or if you want to make it more fun, here is an idea:

### **Peer-teaching in groups**

Create small groups within the class. Ask the group to select their 'headperson'. The head person becomes the 'teacher' of their group. The 'teacher' asks questions about the names of parts of the human body and their roles. Other group members give the answers. Remind them to change their 'headperson' regularly!

# Unit 4: Describing your House

Authors: Malonda Fifatin Daisy, Moutsinga Ngoyi Julie Marina

Topic focus:	Home and house
Language focus:	Present simple tense, prepositions of location, 'me too' for agreeing.
Levels:	Beginner to intermediate
Objectives:	<ol style="list-style-type: none"><li>1. Students will be able to name the different rooms/areas of a house.</li><li>2. Students will be able to name the objects specific to each room/area of the house.</li></ol>
Basic description:	In this unit, students begin by thinking of words related to the house. They then complete cards describing their own activities and try to find others with similar cards. Finally they play 'Alphabet Bingo' with words related to the house.



## Preparation

Cut up two or three sheets of paper (you can recycle paper that is blank on one side), so that each student in the club will receive one small piece each. For example, if you expect 50 students, cut up two pieces of paper, each into 30 pieces of paper (so you have a few extra).

## 1. Warmer: Brainstorming vocabulary (10 minutes)



### Whole class.

Introduce the unit. Show a brick to the class (or a picture of one on your phone) and ask:

*'What is it, class?'*

If students respond in another language, praise their enthusiasm and encourage English:

*Student A: 'C'est une brique!'*

*Teacher: 'Good, but how can we say that in English?'*

*Student B: 'It's a brick.'*

After their answers, ask:

*'What can we make with a brick?'*

Once they reply by mentioning 'house' or 'home', brainstorm related vocabulary with them. Now ask:

*'What are the different parts/areas/furniture of a house?'*

### Cultural note

In some contexts, houses may have separate rooms (e.g. kitchen, bedroom). In others there may be one room with separate areas – in these situations, you can discuss different 'areas' of the house (e.g. sleeping area, kitchen area, etc.) rather than different rooms, or instead focus the brainstorming on furniture (e.g. bed, radio, table, etc.). You can make similar adjustments to the remaining materials below.

As they think of ideas, build a list on the board. If they answer in French, translate the ideas into English, write their answers on the board and check their pronunciation quickly. Your board may look like this by the end of the stage:

#### Parts of the house

kitchen	wardrobe	window
living area	mirror	door
bed	fridge / food cupboard	stove
garden	table	
washing corner	chairs	

## 2. Main activity: Description cards (30 minutes)

### 2a. Card preparation.



Work in groups of 4-6.

Put the students into small groups of four to six. Give several pieces of paper ('cards') to each group of students so each student has one card. Tell them to copy the following sentences from the board, one onto each card (create cards suitable for your context):

I watch TV in the .....	We cook food in the .....	I sleep in the .....
I wash in the .....	I do my homework .....	We keep food in the .....

### 2b. Groupwork writing.



Work in groups of 4-6.

Now ask students to complete the sentences with their own ideas. The cards should be true for at least one member of their group.



*Sometimes one student can dominate group work stages. Here's a solution: 'Pass the pen'. Tell the group that each student can only complete one card, then they must give the pen to the next student, who completes the next card, and so on. The others can help the writer, but must not take the pen from them. This encourages peer-teaching.*

### 2c. Mingle activity.

Tell each group member to take one completed card. They should stand up, find a member from a different group and read out their cards to each other (see Figure 1). The aim is to find a student who has the same (or similar) sentence. If they do, they both score 1 point.



If your students are intermediate level, they can also respond to each other's sentences using: 'Me too!' or 'I don't'. For example:

Student A: 'I sleep in the sleeping area.'

Student B: 'Me too! We have one big bed.'



**Figure 5.** Students doing a mingle activity.

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

Find out how many points each student scored. Then ask each learner to read out their card to the whole class, and the others to listen and raise their hand and say 'Me too!' if it is also true for them. If any students have unique answers (no-one else raises their hand), you can say: 'Oh, you are very original!' Provide a round of applause after each one.



### 4. Final closing activity: Drawing your room (10 minutes)



**Work individually.**

Ask each student to draw a picture of one of the rooms in their house – they can choose their favourite room if there are more than one. When they have finished, they should label the objects and areas. Monitor this activity (they may need help with spelling or vocabulary).



**Work in pairs.**

When they finish, encourage them to show their picture to a partner and describe it to them:

*'This is the room in our house. Here we do our homework, and here we cook food. This is the sleeping area, and here my parents sit and listen to the radio.'*

## 5. English Club extension idea

Play alphabet bingo with the beginning letters of house vocabulary. Write the first three letters of the alphabet on the board. Ask students to name something you find in the house for these letters. For example:

A – armchair

B – book

C – clothes



**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 thing in the house 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 they are successful, they are the winners.

## 6. Further suggestions for more fun!

If your students enjoyed this activity, or if you want to make it more fun, here is one idea:

### Miming game

Have some learners mime and guess the verbs related to each part of the house (e.g. cooking, sleeping, washing). When they mime, the other students must guess the action, and the room or area:

*'You are watching TV in the living room/area.'*

# Unit 5: Family Dilemmas

Authors: Yaya Bengaly and Amadou Ouane (Mali)

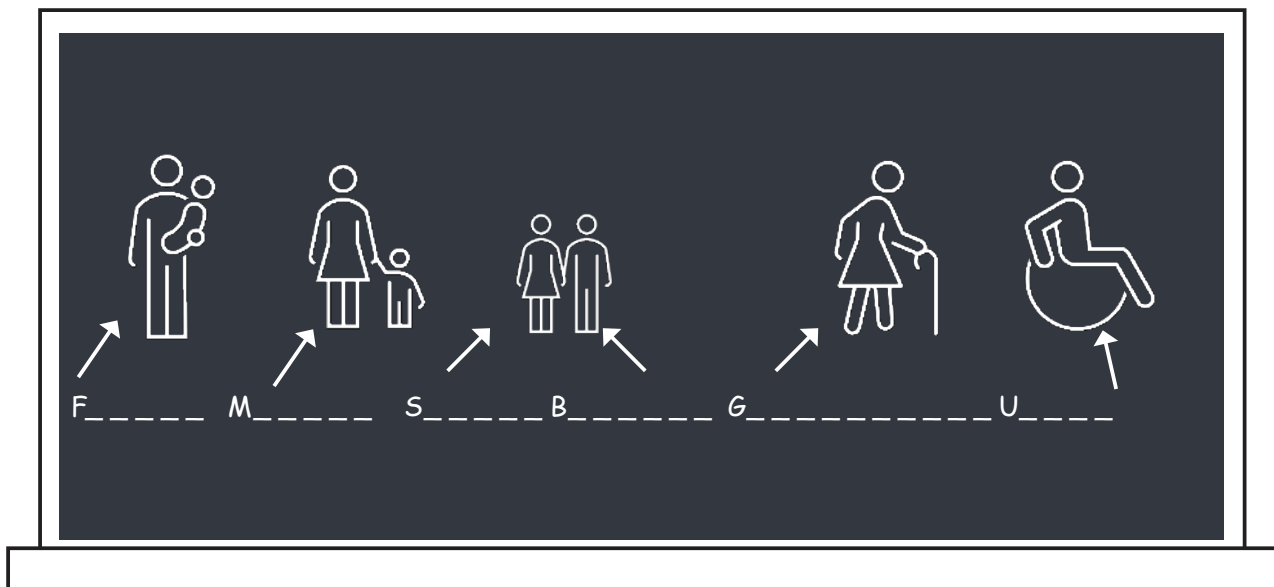
Topic focus:	Family
Language focus:	'Should' for advice, simple present tense
Levels:	Beginner to intermediate
Objectives:	<ol style="list-style-type: none"><li>1. Students will be able to name key family members.</li><li>2. Students will be able to ask for and give advice on important family decisions.</li></ol>
Basic description:	In this unit, students first revise the names of family members. They then think about common family situations and write simple role plays in which advice is given. Students then share their own opinions with class members.

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



**Whole class.**

Draw some simple pictures on the board to represent family members. Write the first letter of the word followed by gaps for the other letters underneath each one. Choose ones that appropriate to your students ability level. Ask students to guess the words, and invite them to the front to spell them:



Teacher: 'The pictures all show members of the family. Can you guess the name of each one? For example, this word starts with 'F'?'

Students: 'Father!'

Teacher: 'Yes, well done. Who can write it here?'

Answers to the example: father, mother, sister, brother, grandmother, uncle.



If you want to encourage more pairwork, you can ask them to discuss the answers first in pairs for a few minutes.

## 2. Main activity: Asking for and giving advice (30 minutes)

### 2a. Preparation



**Whole class.**

Choose one of these situations and write it on the board. If necessary change the names to names your students are familiar with. Write out the start of a short dialogue as an example.

Situation 1: *Zié's Family wants to leave the city for the village. He wants to get advice for his family. He asks his neighbour Sira to give him advice.*

Situation 2: *Jason's brother Jack doesn't want to get married at all. Jason goes to his friend Ansou to get advice for his brother.*

Example dialogue:

Zié: Hello Sira, my family wants to leave the city for the village. I don't want to go. What should I do?

Sira: Hi Zié. I think you should go with them, because...

Zié: But what about my friends? They all live here.

Sira: ... (continue the conversation)

## 2b. Dialogue writing



### Work in pairs.

Now ask students to copy and continue the conversation in their own notebooks, working in pairs. They should create their own situations and complete the dialogue.

While they are working, monitor the pairs and provide help if required. If some pairs finish quickly, tell them to practise the conversation.



Remind them to use expressions for asking and giving advice:

- What do you advise me to do?
- What should I do?
- You should.....
- You should not....

## 3. Feedback to the activity: (15 minutes)



### Whole class, student performances.

Invite pairs to come to the front of the class to perform their dialogues. If you have a large class, they can perform for each other in smaller groups. Some may be in the classroom, others in the school yard.



Encourage the other students to clap each pair after their performance.



## 4. Final closing activity: Dilemma discussions (10 minutes)



**Work in groups of 4-6.**

After role playing their dialogues, the students may enjoy discussing the situations themselves. First they can work in groups, discussing these questions:

- What do you think Zié should do?
- What advice should Ansou give?



**Whole class.**

They can then share their ideas with the whole class.

## 5. English Club extension idea

You can ask your students to write their dialogues carefully on paper, so you can collect them in to make a sketch. They can even use this sketch in a different session, and you can keep it in the English Club box!

## 6. Further suggestions for more fun!

If your students enjoyed this activity, or if you want to make it more fun, here is an idea:

### Circle dialogue

Tell the pairs to write their names on their dialogues, tear the piece of paper and fold it up. Collect all these dialogues in. Tell them to stand in a big circle and say:

*'I will choose one paper and this group will try to remember their dialogue without looking at it. Don't worry if you forget, I will help you. Any groups who are not able to remember will sing a simple rap song based on their dialogue!'*

# Unit 6: Local Foods

Authors: Mame Awa Mbow, Khoudia Ngom, Ababacar Sedikh Niang, Cheikh Amadou Tidiane Niang (Senegal)

Topic focus:	Local foods
Language focus:	Describing foods, naming ingredients, writing a recipe
Levels:	Beginner to intermediate
Objectives:	<ol style="list-style-type: none"><li>1. Students will be able to name vegetables.</li><li>2. Students will be able to write a simple recipe.</li></ol>
Basic description:	In this unit, first the students play a slow reveal game. Then they name and describe foods. Finally, they write a recipe for a local dish.

## 1. Warmer: Slow Reveal (10 minutes)



**Whole class.**

Hold a picture of a local dish, but cover it with a piece paper. Then reveal the picture slowly (see picture) and ask students:

*'What can you see in the picture?'*

NOTE: there is no wrong answer. They may have many good ideas. Praise their creativity!

When the students guess the dish correctly, confirm their answers, show the picture and praise them:

*'Yes, you are right! Well done!'*



Introduce the lesson:

*'Today we are talking about the wonderful local dishes of our country.'*



*If you cannot print a picture of a dish, find one on your phone and cover it with your hand. Tell the class to come closer, and do the same as above.*

## 2. Main activity: Recipe writing (40 minutes)

### 2a. Vocabulary Identification



**Work in groups of 4-6.**

Divide the students into teams (A-B-C-D) and ask each team to choose a local dish of their choice. Ask them to write down the ingredients that their dish is made of.

*E.g. potato, rice, oil, cabbage, eggplant.*

If they are beginners, do one example on the board, and check if students understand the vocabulary.



*If the students have problems with the vocabulary, ask them to give their translation in their L1 or L2.*

Now, tell students in Team A to compare their list to that of Team B and Team C with Team D etc., to see what ingredients they have in common. Then, together, they help complete each other's lists. This helps them to teach vocabulary to each other.

### 2b. Preparation

While the students are working on the above activity, write the beginning of a recipe on the board with some spaces for ingredients and quantities. For example:

### Recipe of Cebbu Jën (Senegal)

To cook Cebbu Jën (rice and fish) we need:

Some fish

2 spoons of .....

1kg of .....

Spices: pepper, .....

..... of oil

You can adapt this dish to your country's local foods by including utensils, local money, quantities, etc.



*Do not write all the recipe. Just write the start and let the students finish it. They may make some mistakes, but the practice is more important!*

## 2c. Demonstration

Now tell the students about the recipe you have written. Explain how you make the dish. Complete the sentences as you do this so that they can learn useful expressions for writing their own dishes:

*'So to make Cebbu Jën, first fry the fish in the pot. Then remove it and fry onion and chillies in the oil. Add tomatoes after a few minutes...' (etc.)*



**Work in groups of 4-6.**

Tell each group to work in groups to write the full recipe of their chosen local dish. Give them 10 minutes to do this:

*'OK. Work in groups to write your recipe. You have 10 minutes. Start!'*


Monitor the group work. Provide help to any groups that need it.

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

Two or three representatives from each group stand up, come to the front of the class and read their recipe to the class. Encourage them to take turns to read one sentence each.



*Students can be nervous in front of the class. If they come and present in pairs or small groups, they feel more confident.*

Give a round of applause  to each group when they finish reporting.

If you noticed any common errors, provide anonymous error correction of mistakes, and give the right pronunciation of some words. Praise the students' hard work:

*'Well done guys! Now you can write recipes in English.'*

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



### Whole class.

Together with the students, create a simple poem about a local food using different types of rhyme. The example below is for Ceebu Jën (Rice and Fish). You can adapt it by choosing another dish:



Ceebu jën (Fufu, Eba, Mafe, Amala) our national dish.

Rice and fish at noon



Oh! Where is my spoon?

Rice and fish! Oh! I am over the moon.

Rice and fish here and there,



Rice and fish everywhere.

Please mum, do cook our national dish,

With some big fish

What a good dish!



Yum!

## 5. English Club extension idea

Tell the students to think of a country they would like to visit and write a recipe of a dish from their chosen country. Ask them to do research. They can use the internet (if available), a local library or ask their parents for help.

Example: Moussa wishes to visit Ghana, so he is going to write about their national dish: Fufu. They will use a sheet of paper and complete like the illustration below

**Country:** Ghana

**Food:** Fufu

**Recipe:**





*The materials produced by students can be kept in the English Club box as resources for future sessions.*

## 6. Further suggestions for more fun!

If your students enjoyed this activity, or if you want to make it more fun, here's an idea:

### 6a. Four lines game.

Divide the class into four groups. Tell each group to stand in a line. Ask questions about foods to each member of the group:

*Teacher: 'Can you think of a fruit beginning with 'B'?*

*Student: 'Banana!'*

*Teacher: 'Good! Go to the back of your line.'*

Whoever gives the right answer stays in their group. They go to the back of the line and whoever misses the question, leaves the line.

The team who has more members at the end of the game will be the winner. Give a reward if possible!

# Unit 7: Means of Transportation

Authors: Abdourahman Ali, Hibo Hassan Elmi, Ali Farah Warsame (Djibouti)

Topic focus:	Transport, destinations
Language focus:	Asking and answering questions about journeys
Levels:	Beginner to intermediate
Objectives:	<ol style="list-style-type: none"><li>1. Students will be able to talk about their holidays.</li><li>2. Students will be able to ask and answer questions for buying a travel ticket.</li></ol>
Basic description:	In this unit, students play Slow word reveal as a warmer. For the main activity they role play a dialogue in pairs, asking and answering questions about holiday destinations, then students play a game 'Coming to the middle' as the final activity.

## 1. Warmer: Slow word reveal (10 minutes)



**Whole class.**

Introduce the lesson:


*'Today we are going to talk about places we visit when we travel.'*

On the board, write the first letter of a mystery word followed by dashes (for each letter). Choose useful words for the lesson related to transport.

Example: T \_ \_ \_ \_

Ask learners to suggest the missing letters:

*'Who can tell me a letter that you think is in the word?'*

In the example, the word is "TRAIN". If they guess a letter correctly, praise them and add it on the board. Add one letter at a time. Soon someone should guess the word. Congratulate them and praise them for their efforts.  Target words may include: train, plane, car, van, bus, taxi, bicycle and boat (depending on your learners)

## 2. Main activity: Role play (30 minutes)

### 2a. Preparation



**Whole class.**

Write the beginning of a conversation about holiday destinations on the board with some spaces for places, transport and times, as shown in the example:

A : Where do you want to go on holiday ?

B: I want to go to .....

A: How do you travel to.....?

B: I travel by .....

A: How long does it take?

B: It takes ..... and you?

(continue)



*Do not finish the conversation - encourage your students to improvise the rest of the conversation.*

Check students understand the questions and answers. This will also help with pronunciation:

*'Who can read the first question?'*

*'Who can translate it?'*

*'Who can complete the first answer?'*

## 2b. Demonstration

Ask two confident students to come in front of the class and perform the demonstration.

## 2c: Pair work: Role play



**Work in pairs.**

Now tell all the students to work in pairs. Tell them to imagine that they are in an English-speaking country and to improvise a conversation similar to the demonstration:

*'OK. Now work with your partner. Imagine you are in an English-speaking country. Have a conversation like this one. Continue it with your own ideas.'*

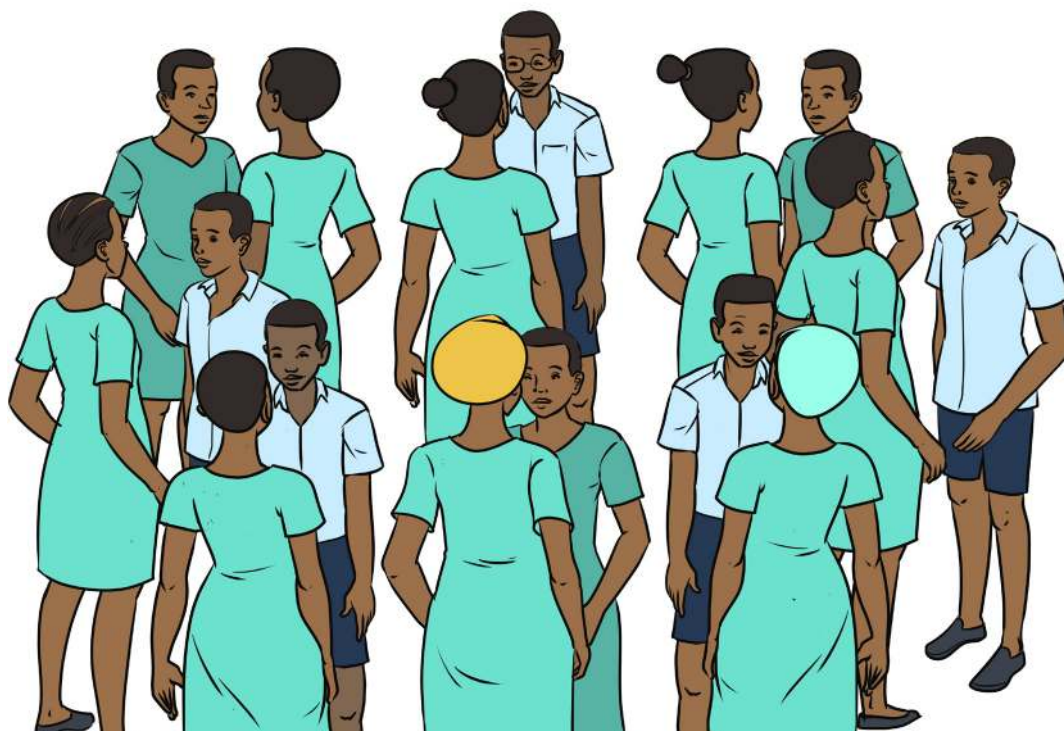
Monitor their pairwork by moving around the classroom. Offer help if any need it, but avoid interrupting the pairwork.

## 2d: Inside outside circle (onion rings)



**Whole class.**

Divide the class into two groups (A and B). Ask Group A to form a circle facing outwards, and Group B to form a circle, facing inwards around A's circle. Ask As to turn and face Bs so everyone has a partner (see picture). If necessary, you can do this outside.



In each pair, A will ask the questions and B will give the answers. Write this dialogue on the board.

A: Which means of transportation do you like the most?

B: I like planes.

A: Why?

B: Because a plane is fast and comfortable. What about you?

A: I like... (continue)



Encourage students to feel free to change the questions or answers to their own ideas.

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



**Whole class.**

Praise everybody for their contributions. Encourage a round of applause. 

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

*‘Somebody said they liked cycling because it is green and healthy. Great idea!’*

Then tell them about two mistakes that you heard several times. Keep it anonymous

*Teacher: ‘One small mistake that I heard several times: “I travel with plane” Who can improve it?’*

*Student: ‘I travel by plane.’*

*Teacher: ‘Good, give her some applause! We say by plane, by car, by boat.’*

Then give them one suggestion for the future:

*‘I recommend you learn the dialogue by heart for the next lesson.’*

## 4. Final closing activity: Coming to the middle (10 minutes)



**Work in groups of 8-12.**

Ask students to make a large groups of 8-12 students. Tell each group to stand in a circle (they may need to go outside). Put one student in the middle of the circle. The student in the middle should say 'Come to the middle if...'. For example:

*"**Come to the middle...** if you like travelling by bus."*

Any students for whom this fact is true should stand in the middle. The student who said the sentence can take one of their places. Now all students who are in the middle must look for an empty place different to his or her initial place. The last one remaining in the middle has to say the next sentence: "Come to the middle if..."

Encourage students to say whatever they want. Example ideas:

- *appearance: ...if you have long hair. ...blue shorts.*
- *preferences: ...if you like chocolate. ...traditional music.*
- *family: ...if you have only one sister.*
- *possession: ...if you have an English dictionary.*



*This game requires a wide space; it's better to be played in an open field.*

## 5. English Club extension idea



**Work in pairs.**

Pair work activity: Create your own conversation.

Give a situation written on flash cards to the students. Ask them to write a dialogue together. For example:

### Student A

You are planning to travel on holiday outside of the country. You are in a travel agency, and you want to buy a ticket (air, bus, boat or train). Ask questions to the agent.

### Student B

You are a travel agent. You work in a travel agency, organising holidays for customers. Answer the questions of the customer (Student A).

## 6. Further suggestions for more fun!

If you want to make the activity more fun, here are some ideas:

### 6a. Miming Activity



**Work in groups of 5-6.**

Divide the class into groups. Tell each group to improvise a miming game:

One student makes a sound or gesture to describe one of the means of transport and the others in the group should guess which one. For example:

*Student A: (holding hands tight in front of her, lifting knees) 'Tring, tring.'*

*Student B: 'You are... a motorbike.'*

*Student A: 'No, no. Tring, tring. This is hard work. I'm hot.'*

*Student C: 'I think you are a bicycle.'*

*Student A: 'Yes, a bicycle!'*

# Unit 8: Clothes and Fashion

Authors: Logon Menan Aquilas, Yao N'guessan Séraphin (Cote d'Ivoire)

Topic focus:	Clothes and fashion
Language focus:	Describing items of clothing, asking for and giving reasons
Levels:	Intermediate to advanced
Objectives:	<ol style="list-style-type: none"><li>1. Students will be able to describe what people are wearing.</li><li>2. Students will be able to ask for and give reasons for choices.</li></ol>
Basic description:	In this unit, students first review useful vocabulary for a skit writing activity on the topic of clothes and fashion. Then, working in small groups, they write their own skits on this topic, perform them, and vote for their favourite skit.

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



**Work in groups of 4-6.**

Play 'Sort the words' to review vocabulary for writing the skit. Prepare the board with some useful words and two columns as shown below. If necessary, change the names of the traditional clothes to include items well known in your country:

shirt, dress, tights, boots, raincoat, jacket, fur coat, kita cloth, tapa cloth  
tie, kamanje cloth, bubu, Baoulé cloth, agbada cloth, trousers, indigo cloth,  
bazin cloth

traditional clothes

modern clothes

Tell students to work in groups of 4 to 6. One student should copy the two columns onto a piece of paper. For each word, they should decide: Is this a traditional or a modern item of clothing? After they have decided, they should write it in the correct column.

Do one example:

*Teacher: “Kita cloth” – is it traditional or modern?*

*Student A: ‘It is a traditional.’*

*Teacher: ‘Do you all agree?’*

*Students: ‘Yes!’*

Give them five minutes. Monitor their groupwork and give help to any groups who find it difficult.



*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 disagreement but encourage them to decide for themselves.

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

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



**Whole class.**

Write one or both of the following situations on the board. If necessary, change the names of the characters to ones that are common among your students:

Situation A: One day John visits the local market on his way home from school and is surprised to see a variety of traditional and modern clothes. He wants to know the reasons why people wear these different types of clothes! Start like this:

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

*John: 'Wait ... why do people wear it?'*

*Seller: 'People wear kamanje cloth because they want to look unique.'*

*(continue the skit)*

Situation B: Bob is your American pen friend. For his future presentation on African traditions and dressing styles, he wants some reasons why different groups of people like their clothes, both traditional and modern clothes in your country. Start like this:

*Bob: 'Hi! Would you like to tell me: What do Agni people like wearing?'*

*You: 'Agni people like wearing kita clothes.'*

*Bob: 'why do they like wearing Kita clothes?'*

*(continue the skit)*



*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.



*If you think your students will find it difficult to write their own skit, give them some sentences that they may find useful. For example, for Situation A, you could write these sentences on the board:*

- *Why do ..... people like wearing ..... clothes?*
- *Why do ..... people prefer wearing .....?*
- *They want to look different*
- *They want to be on fashion*
- *They like wearing ..... because .....*

### 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, 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. After all the groups have performed, organise the vote. Remind each student that they cannot vote for their own group's performance.

### 4. Final closing activity: Four corners (10 minutes)



#### Whole class.

Write the following phrases on four separate pieces of paper (see Figure 6):

- strongly agree
- agree
- disagree
- strongly disagree

Put one of these pieces of paper in each corner of the room.



**Figure 6.** Agreement/disagreement cards.

Tell the learners you will say a phrase and they should go to the corner that reflects their opinion about the phrase (e.g., if they disagree, they should go to the ‘disagree’ corner).

Now say a statement about clothes, for example:

*‘Africans like modern clothes.’*

Tell the learners to choose their corner. When they get there, they should talk with the other learners about why they went to that corner. Repeat with another phrase. Example phrases:

*‘Traditional clothes are more practical in hot weather.’*

*‘Western clothes are better for business meetings.’*

*‘People should wear whatever they want to weddings.’*

*‘School uniforms should make use of traditional clothes.’*

After a few minutes, ask the people standing in each corner to explain their opinion and why they have it.



For a low-resource version simply indicate which corner is which without using the pieces of paper. You can also give each corner a different word (e.g. trousers, tights, kita cloth, tie).

## 5. English Club extension idea

To develop the learners’ listening skills, you could include a dictation activity. Here’s how:

Tell the learners to take a pencil or pen and some paper. Tell them that you are going to dictate a simple reason for an answer to one of the Four Corner statements. They should try to write it down.

For example:

*'Many Africans actually like traditional clothes, because they are beautiful, easy to clean and practical to wear.'*

Give them a few minutes to finish writing and to compare what they have written in groups. Then have different learners write the answers on the board to check spelling.

## 6. Further suggestions for more fun!

If your students enjoyed this activity, or if you want to make it more fun, here is an idea:

Group discussion / debate

Use the ideas from the four corners activity to lead into a group discussion or debate. Note: You can use different statements about different topics depending on the level of the group and their interests.

# Unit 9: Health and Lifestyle

Authors: Narcisse Noutai, Marcel Simplicite Aballo (Benin)

Topic focus:	Health and lifestyle
Language focus:	Asking questions and describing health
Levels:	Intermediate to advanced
Objectives:	<ol style="list-style-type: none"><li>1. Students will be able to talk about malaria (causes, symptoms, cure, prevention).</li><li>2. Students will learn how to avoid malaria.</li></ol>
Basic description:	In this unit, student learn important facts about malaria. They learn how to describe causes, symptoms, prevention and treatment of illnesses, with malaria as the example. They role play a conversation between a doctor and patient and write messages for a sensitisation campaign.

## 1. Warmer: Learning about mosquitoes (10 minutes)



### Whole class.


Introduce the lesson topic, and ask a few questions to check and build on their knowledge:

*Teacher: 'What insect gives people malaria?'*

*Students: 'Mosquitoes!'*

*Teacher: 'What do you do when you see a mosquito?'*

*Students: 'We kill it!'*

Teacher: 'Good. Now let's kill mosquitoes like this (the teacher makes the gesture clapping into the air  to kill mosquitoes). Everybody stand up and let's kill the mosquitoes!'

Make sure everybody is participating, make sure it's fun, make sure it's exciting and safe.

### Cultural note



It's very popular in Africa to kill mosquitoes flying around with bare hands and clapping.

## 2. Main activity: Role play at the doctor's (30 minutes)

### 2a. Building vocabulary



**Work in groups of 4-6.**

Put students into groups of 4-6. Write the following questions on the board and tell the students to discuss them in groups and make notes on their answers:

#### Malaria discussion

- a. How do people catch it?
- b. What are its symptoms?
- c. Can it kill people?
- d. Can it be healed?
- e. How can we prevent it?



*During the groupwork, walk around the groups to give advice, encourage less confident students, congratulate good ideas (in low voice), make sure every student is building vocabulary to meet the objectives.*

### 2b. Feedback to board



**Whole class.**

Gather ideas from the students, and write in a table on the board. If necessary, you can also provide some information, but try to get it from the students first.

How do people catch malaria?	What are its symptoms?	Can it kill people?	Can it be healed?	How can we prevent it?
<ul style="list-style-type: none"> <li>• mosquito bites</li> </ul>	<ul style="list-style-type: none"> <li>• headache</li> <li>• fever</li> <li>• vomiting</li> <li>• loss of appetite</li> <li>• dizziness</li> <li>• tiredness</li> <li>• loss of weight</li> </ul>	<ul style="list-style-type: none"> <li>• Yes, it kills many people</li> <li>• Every two minutes a child under 5 dies of malaria.</li> </ul>	<ul style="list-style-type: none"> <li>• Yes.</li> <li>• Modern medicine from doctor.</li> <li>• Also rest, water, food.</li> <li>• Traditional methods include herbal tea, hot bath, sleep.</li> </ul>	<ul style="list-style-type: none"> <li>• Sleeping under mosquito nets.</li> <li>• Reducing weeds.</li> <li>• Avoiding stagnant water near the house.</li> </ul>

When you have completed the boardwork with appropriate ideas, take a few minutes to check pronunciation and meaning of any new or difficult terms (e.g., stagnant, weeds, vomit). Give the students a few minutes to take any notes they need.

## 2b. Preparation



### Work in pairs.

Tell students to work in pairs to write a conversation between a doctor and a patient suffering from malaria. Provide a simple framework on the board, but let students think of the answers to the questions as they write. The framework you provide will depend on the level of the students. This is for a low intermediate class:

Patient: *Good morning doctor.*  
 Doctor: *Good morning madam. What's the problem?*  
 Patient: \_\_\_\_\_.  
 Doctor : *I see. Please tell me your symptoms.*  
 Patient : \_\_\_\_\_.  
 Doctor: *OK. I think you have malaria.*  
 Patient : *Can it be healed?*  
 Doctor: *Yes. \_\_\_\_\_.*  
 Patient: *Thank you. How can we prevent it in future?*  
 Doctor: \_\_\_\_\_.



*During the pair work, walk around to give advice, encourage less confident students, congratulate good ideas (in low voice), make sure every student is building vocabulary to meet the objectives.*

As students finish, encourage them to practise reading out their role play.


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



**Whole class, student performances.**

Ask two students to come in front to perform their role play. Confident students may be able to do it without their notes, but allow them to use notes if they want to.



*It is important not to interrupt students to correct mispronunciations. Write them in your notebook and correct them with the whole class later without mentioning the names of students who mispronounced. Start with confident student first. Always remember to praise the students' efforts.* 

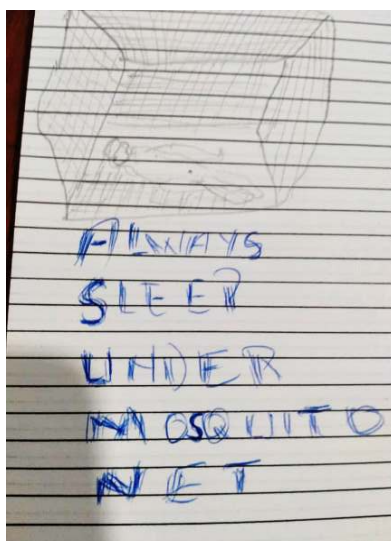
Congratulate their effort, show them how awesome they have been so far. When they have all finished, remember to correct any errors that you've noticed several times. Encourage the students to give their opinion about the activities.

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



**Whole class.**

Tell the students that your town/village is going to start a new sensitisation campaign against malaria in the community called: 'Kick back malaria!' The organisers need some posters and messages to advertise the campaign. Ask students to take a piece of paper and write short messages or draw pictures for the campaign (see Figure 7).



**Figure 7.** Example malaria campaign message.



The messages can be kept in the English club box or put on the walls to raise awareness.

At the very end ask all the students in the room to give themselves a locomotive applause (clapping raises gradually in terms of sounds).



## 5. English Club extension idea

Encourage students to continue the sensitisation campaign about malaria by going to their friends in the school or to their school administration using the language they develop. It may even bring more members to the club!

## 6. Further suggestions for more fun!

### 6a. Discussion about malaria

In higher level classes, encourage the students to work in groups and tell their classmates about the last time they went to a doctor (modern/traditional) for malaria or other illnesses.

### 6b. Malaria skit

Students may write skit for fund raising activities to provide free mosquitoes nets to people in rural areas. This maybe performed on special occasions.

## Unit 10: Mobile Phones in Schools?

Authors: Elsie Enanga, Djoukouo Talla Christelle Gernique, Zih James Kum (Cameroon)

Topic focus:	ICT in education/mobile phones for educational purposes
Language focus:	Giving opinions, examples and explanations
Levels:	Intermediate to advanced
Objectives:	<ol style="list-style-type: none"><li>1. Students will be able to express their opinions on the use of mobile phones in schools.</li><li>2. Students will be able to agree and disagree using appropriate expressions.</li></ol>
Basic description:	In this unit, students first review the uses of mobile phones. They then prepare ideas for the debate in small groups, then take part in the debate itself and summarise the main ideas afterwards.

### 1. Warmer: Board game in pairs (10 minutes)



**Work in pairs.**

Students play a board game focusing on the various uses of mobile phones. First draw this grid on the board with 9 uses of mobile phones. Tell students to copy it into their notebooks:

1. phone calls	2. text messages	3. clock
4. calendar	5. calculator	6. digital camera
7. audio/video recorder	8. music player	9. internet access

Tell students that they will work in pairs. Student A chooses one use for mobile phones from the grid. Student B must explain this function of mobile phones. Do one example for your students to follow:

*'For example, number six - digital camera. Mobile phones can be used as digital cameras, which help us to take photos and save or transfer them to others.'*

Students score one point if their partner thinks they have explained the function well. Give them ten minutes. Give help to any pairs that have difficulties.



If your students know the game 'noughts and crosses' (also called 'tic-tac-toe'), they can use the grid to play this game. Each time they explain one use of mobile phones, they draw a 'O' or a 'X' on the use. The first student to draw three in a row wins!

## 2. Main activity: Mobile phone debate (30 minutes)

### 2a. Preparation for the debate:



**Whole class.**

Write the following sentence on the board:

**Mobiles phones should be authorised in the school environment.**

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, give learners 10 minutes to prepare their ideas and arguments.

Provide one example argument for each team. Draw two columns on the board. Write 'for the motion' on the first column and 'against the motion' on the other column, and add your two example arguments:

Mobiles phones should be authorised in the school environment.

For the motion	Against the motion
Students can use a dictionary app to check new words in English.	Some students who don't have mobile phones feel left out.



### Work in groups of 4-6.

After discussing the example arguments with students, tell them to sit in groups of four with one student acting as a 'secretary'. The secretary will be in charge of taking notes during the activity.



*Unlike large groups in which only a few students participate actively, smaller groups will encourage more students to contribute ideas. This is very useful when students are still brainstorming and generating ideas in preparation for the debate. However, give them the opportunity to work together as a 'team' during the debate as this will make the debate more interesting.*

During the preparation stage, give your students 10 minutes to discuss their ideas in groups. While they are discussing, move round and provide help to any group facing difficulties. If you hear students speaking other languages, don't criticise them but rather praise their ideas. However, it is very important to encourage them in a friendly manner to transfer their ideas into English:

*Great! Very good idea but can you say it in English? Is there any volunteer to help him/her?*

## 2b. The debate

Tell the two teams to face each other and give them some useful rules to encourage active participation:

- Rule 1.** No student should speak more than twice.
- Rule 2.** Students should listen attentively so as not to repeat the ideas of others.
- Rule 3.** Don't interrupt others even if their ideas are contrary to yours. Simply wait to be given the floor before speaking.

Use a coin to decide which team should begin, just like in a football match so that students do not argue over which team should be given the floor first. The conversation might progress like this (example only):

Student A: 'Mobile phones are very useful in the school environment because we can easily do research in class and have better results.'

Teacher: 'Great! Those against, do you agree with him?'

Student B: 'Not at all! Mobile phones rather distract students in class thereby making it difficult to concentrate on their studies.'

Student C: 'Mobile phones are very useful in school for emergency purposes. For instance, if there is an accident in school, it is necessary to contact the student's parents.'


Student D: 'Mobile phones in school will aggravate theft in the school milieu. Many students complain of stolen textbooks all the time, imagine if they start bringing mobile phones to school!'

Student E: 'Another problem with the use of mobile phones in school is that some students use it to cheat during exams.'

Students continue debating up to the end of the time allocated. Listen attentively for any repetition as they are not supposed to repeat the ideas of others. Make a note of some good ideas and common mistakes that you hear but don't interrupt learners. Allow them to finish their debate before highlighting some of the common mistakes that you heard but do this anonymously and in a friendly manner so that students don't feel frustrated.

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

#### Whole class

After the debate, praise all the students for their contributions and encourage them to give themselves a round of applause for a job well done . Provide balanced feedback (you can identify three good ideas, two mistakes and make one suggestion for improvement). For instance:

*'Team A said that mobile phones are very useful for research in class and so they can improve students' performance. I strongly agree. Great point!'*

After that, you can tell them about some mistakes that you heard, but make sure this is kept anonymous to avoid embarrassing some students. For example:

*Teacher: 'I heard this mistake from some students, "I no agree." Who can tell us the correct expression in English?'*

*Students: 'I don't agree.'*

*Teacher: 'Wonderful!'*

Finally, give them one suggestion for the future:

*Teacher: 'Some of you spoke loudly enough and your ideas were convincing. I encourage all of you to always do this.'*

## 4. Final closing activity: Summarising the debate (10 minutes)



### Work individually.

Students work individually first. Ask students to use an A4 paper each and divide it into two columns. They should summarise the debate by writing 'for the motion' in the first column and 'against the motion' in the other column. This activity will help them to remember the arguments raised during the debate so as to write an argumentative essay as homework.



### Work in pairs.

Ask them to exchange their papers with their partners and add any points their partner has omitted.

## 5. English Club extension idea

At the end of the debate, tell your students to write an essay on the topic:

### Should mobile phones be authorised in schools?

Give them the structure of a model presentation such as:

Introduction:	State the topic, make general statements about it and announce the two parts of the essay.
Part 1:	Provide several arguments for the motion using many concrete examples.
Transitional paragraph:	Make a reference to the arguments for the motion and show a link with those against the motion.
Part 2:	Using concrete examples, provide several arguments against the motion.
Conclusion:	Provide a summary of the arguments for and against before stating your own opinion on the topic at the end.

Tell your students to come to school with their essays the following week and put them in the English Club Box for other students to read.

Select the best essays and display them on your English Club noticeboard. Inform them about this in advance to encourage competition and more seriousness.

## 6. Further suggestions for more fun!

If your students enjoyed this activity, or if you want to make it more fun, here is an idea:

Ask them to create a questionnaire for their parents with the following information:

Parent's/guardian's name: .....

Profession: .....

Do you have a mobile phone? Yes ☐ No ☐

Do you use the Internet? Yes ☐ No ☐

What do you use for communication? Tick all that apply.

Mobile phone ☐ Fixed phone ☐ Letters ☐ Computer ☐

Others: .....

What do you use your mobile phones for? Tick all that apply?

Calls ☐ Photos ☐ Calculations ☐ Messages ☐ Music ☐

Others: .....

In your opinion, should mobile phones be authorised in schools? Justify your answer.

.....

If mobile phones were permitted in schools, would you allow your children to take them to school?

.....





English Club Resource Book

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