



# Essential materials for new TEFL teachers

**The TEFL Resource Pack**  
*by Sharon Turner*

# The TEFL Resource Pack

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# 1

# How to Use the Resource Pack

Activities are an excellent way to help learners to experiment or expand what they know in a non-threatening and focused way. Activities also help bring variety to the classroom and to learning, which will increase the motivation of your learners. The activities in this resource book are aimed to help you not only to vary your classes, but also at the same time to give you ideas to begin adapting and creating your own material.

## 1 - The Sections

The resources in this pack are split into seven sections:

- Section 1: Learner training
- Section 2: The emergency box
- Section 3: Grammar and discourse
- Section 4: Topical discussions
- Section 5: Presentations
- Section 6: Webquests
- Section 7: Activities for working with children

Each section has a selection of materials for you to use. The materials cover a range of skills and language points. How they have been laid out is explained below.

## 2 - Explanation of the Activity Layout

When you look at each activity, you will find it has a teacher's guide and in some cases materials that you can photocopy. In the teacher's guide, you will find all or some of the following to help you understand the activity:

### A. Activity Code:

Each activity is coded. The main element of the activity is coded with a larger font. Secondary language aims are presented in a smaller font. An example is given below:

PR Gr Sp

The main aim of this activity is pronunciation, but it will also cover grammar and speaking.

Here is a list of the codes used:

- Dis = discourse (This means coherence and cohesion here.)
- Gr = grammar
- Lst = listening
- Pr = pronunciation
- Re = reading
- Sp = speaking
- Wr = writing
- Vcb = vocabulary

**B. Aim:**

This is to help you know the main focus of the activity.

**C. Group Dynamic:**

This will help you manage the classroom. It will tell you the main group formations that you need.

**D. Level:**

This should help you identify which language level or age group this activity is appropriate for.

**E. Time:**

Although all of these activities have been classroom tested, approximate times are given. Every classroom is different. It is quite possible that some classes might finish quicker, while others might need more time. Once you get to know your students and their needs, you can adapt the timings where appropriate.

**F. Explanation:**

In some of the teacher's notes, there is a further explanation of the activity to help you understand it better.

**G. Materials and Preparation Needed:**

This will list the materials any preparation needed before the activity begins.

**H. Procedure:**

This is to help you through all the steps of the activity like a recipe. However, as you gain in more confidence, you might want to change the procedure to suit your students better. This is highly encouraged.

#### **I. Activity Variation:**

This explains a different way of doing the activity. For example, if it is a speaking activity, we explain how you can turn it into a written activity.

#### **J. Activity Extension:**

This section explores how you can continue or extend the activity in the classroom or for homework.

#### **K. Alternative Activities:**

For some of the activities in the book, there is more than one way to do them, or there are other ways that you can adapt them. To make the activities as flexible as possible, other ways of using them are included.

#### **L. Materials to Photocopy:**

Some of the activities have materials or worksheets to use in the classroom.

## **3 - Giving Instructions**

How you explain the activity is crucial for learners. If you give too little information about the overall aim, learners will feel confused about why they are doing the activity. However, if you give too much detail, in one go, about the steps that they need to go through, chaos will ensue. That is why for each activity we have procedural notes to help you navigate setting up and executing the activity.

## **4 - Dividing Learners into Groups**

There are many different ways that you can divide learners into groups – from the simple to the more interesting or advanced. Using a variety of methods can help learners pay attention, and give an element of fun to moving around. It is vital to note here that learners do not naturally pay attention, even if they are adults, when you are putting them into groups. Therefore, it is important to signal to them that you are going to do this, and that they need to pay attention to the groupings. Here are various ways to put learners into groups:

- Pairs:**

- a) Go around the classroom, point at each pair while numbering them as one and two, and then indicating one more time that they are together. You can also use letters such as A, B, C to split them into groups.
- b) Divide the number of students in the room by two. So if you have 10 students you divide the 10 by 2 to make five pairs. You explain to the students that they are going to find the partner with the same number. You count out the first five students, and count from 1 to 5 again to number the remaining five students. The students now need to get up and find their partner with the same number, by asking, “Are you number one?” Once they have found their partner, they sit down together.

- c) Alternatively, you can use the same method but instead of using numbers, you can use words or phrases. For example, for a higher-level group doing a lesson on the environment, the first five might be given a form of pollution:

Student 1: air pollution

Student 2: car emissions

The words are then repeated for the next five students, and once again they find their partners. This technique often produces maximum attention as the learners find this quite quirky or comical.

- **Groups**

- a) The same techniques can be used for group formation. However, with group formation you also need to take into consideration two more aspects:

1- ***Physical placement of the groups:*** You need to indicate to each group the physical place in the classroom that they need to go. If you have split them via number, you would clearly indicate to the learners the following:

Group 1- you will go to the back of room

Group 2- you will go to the left side

- b) You also need to get them to sit so that they are facing each other in a group formation. They will often sit in a line together, so you need to move around the room and get them create physical groups. Eventually the learners will become used to group formation, and after 2-3 weeks they will know exactly how to form their groups.

## 5 - Deciding Who Goes First

When starting a pair or group activity, instead of saying A goes first or decide who goes first, you can actually produce a conversation moment in English. If you ask the learners to find the person who went to bed the latest, they need to communicate in English by saying “What time did you go to bed?” Once they have found the person who went to bed the latest, that person goes first.

## 6 - Material Preparation

If you want an activity to work well, you should prepare it well in advance. This means photocopying the worksheets and cutting up anything before the class. It looks highly unprofessional if you are still cutting pieces up or organising them in front of your students during the lesson. It also usually means that you will make mistakes in how you set up the activity, as you will now be under performance stress.

## **7 - Alternatives for Dice and Counters**

In this resource book and in others, you will sometimes need dice and counters for learners to play board style games. You might not have any of these available to you, but there are alternatives for these two items.

For counters, you can ask learners to rip a small piece of paper and put their initials on it, or use their pen lids. For the dice, you can use a coin. In every country there is a front and a back on a coin that are different. Learners can flip a coin to move. If they get the front of the coin, they move 2 places; and if they get the back of the coin, they move one space. Although the game goes slower, there is an added benefit of more language practice.

## **8 - Dealing with Electronic Devices**

In some of the activities in the book, you will need to use electronic devices such as laptops, mobile devices, iPads and so on. It is essential that you experiment with the device you are going to use and do that activity before the class for yourself. This will help you iron out any problems that the learners might encounter and to be ready with any solutions they might need.

The other issue you need to consider with electronic devices is how you maintain your learners' focus. You need to give clear directions and get them to look at you when giving instructions rather than the computer screen.

The other factor you need to consider is the distraction factor of the Internet. Learners will not only be online for your activity, but emails will also come in, and they will get Facebook alerts and Skype pop ups. You have to decide how to deal with this. One of the biggest distractions is Facebook. I have found that incorporating Facebook in a lesson, by having all the learners in a group where they can pick up links or write feedback on the group wall actually stops the distraction because Facebook is no longer forbidden. You can also get learners to appear offline so that no one contacts them.

## **9 - Regaining Learners' Attention**

If an activity is going well and the learners are absorbed in it, it can be difficult to get them to come back and focus. There are a variety of techniques you can use to save your voice and get the group to stop what they are doing. Here are a few:

- 1 - Flick the lights in the room.
- 2 - Start playing music so that they look up and to the front of the room.
- 3 - Have a bell or an alarm that indicates that the time is up.

# 2

## Activity Overview

This part will provide you with a complete overview of all the activities in the resource pack to help you find what you need as quickly and as efficiently as possible. The activity overview will tell you:

- 1 - the type of activity
- 2 - the level
- 3 – the language and skills area

Section 1: Learner Training			
Number	Activity	Level	Language / skills area
Activity A	Internet Dictionaries	Intermediate +	Vocabulary
Activity B	Pass the Ball	Intermediate +	Vocabulary

Section 2: The Emergency Box			
Number	Activity	Level	Language / skills area
Activity A	Back to the Board	All levels	Grammar + Vocabulary
Activity B	Word Stories	All levels	Writing + Vocabulary
Activity C	Miming	Beginner-Intermediate	Grammar + Vocabulary
Activity D	Role Play Review	All levels	Listening + Speaking
Activity E	Difficult Word Medley	All levels	Vocabulary
Activity F	Collective Folds	All levels	Discourse + Writing
Activity G	Running Dictation	All levels	Grammar + Vocabulary + Writing
Activity H	Buzz Game	All levels	Grammar + Vocabulary
Activity I	Talk for a Minute	All levels	Discourse + Speaking
Activity J	Dash for the Board	All levels	Pronunciation + Listening

Section 3: Grammar and Discourse				
Number	Activity	Level	Language Focus	Skills Area
Activity A	Ask a Question	Elementary	Wh- Questions	Listening + Speaking
Activity B	My Life	Elementary +	Simple/Past Tenses	Speaking + Writing
Activity C	Tell me a Story	Pre-Intermediate +	Past Tenses	Listening + Speaking
Activity D	Agony Aunts	Pre/Intermediate	Modals for Advice	Writing
Activity E	Picture Speculation	Pre/Intermediate	Modals for Speculation	Listening + Speaking
Activity F	Arranging to Go Out	Pre-Intermediate	Future Tenses	Listening + Speaking
Activity G	Predicting your Partner's Future	Pre-Intermediate +	Future Tenses	Listening + Speaking + Writing
Activity H	Talking about Experiences	Pre/Intermediate	Present Perfect for Experiences	Listening + Speaking
Activity I	Applying for a Job	Upper Intermediate/ Advanced	Mixed Tenses	Listening + Speaking
Activity J	Link-a-Thon	Upper Intermediate/ Advanced	Linking Words	Listening + Speaking

Section 4: Themed Activities: Current Topics			
Number	Activity	Level	Language / skills area
Activity A	Gender Role Play	Intermediate +	Listening + Speaking
Activity B	Hot Topics	Intermediate +	Listening + Speaking
Activity C	Improving your Local Environment	Intermediate +	Listening + Speaking

Section 5: Presentations			
Number	Activity	Level	Language / skills area
Activity A	A Presentation Cycle	Intermediate +	Speaking

Section 6: Webquests			
Number	Activity	Level	Language / skills area
Activity A	Your Life Philosophy	Upper Intermediate +	Listening + reading + speaking + writing
Activity B	The Constant Gardener	Upper Intermediate +	Listening + reading + speaking + writing

Section 7: Activities for Children			
Number	Activity	Level	Language / skills area
Activity A	Robots	Elementary	Grammar + Vocabulary + Listening + Speaking
Activity B	Simon Says	Elementary	Grammar + Vocabulary + Listening + Speaking
Activity C	Animals and their Sounds	Elementary	Listening + Speaking
Activity D	Dash to the Wall	Elementary	Listening + Speaking
Activity E	Colour Bingo	Elementary	Vocabulary + Listening
Activity F	What's in the Bag	Elementary	Vocabulary + Listening + Speaking
Activity G	Flat Stanley	Elementary	Reading + Writing

## Section One

# Learner Training

This section will tackle the following vocabulary-learning activities:

- 1 – Using English-English Internet Dictionaries
- 2 – Pass the ball – Effective recoding of vocabulary



## Activity 1A

### Internet Dictionary

(Vcb)

<b>Aim:</b>	To experiment with using an Internet dictionary.
<b>Group dynamic:</b>	Individual and pairs
<b>Level:</b>	Suitable for all levels
<b>Time:</b>	40 minutes
<b>Materials and preparation:</b>	<ul style="list-style-type: none"><li>• Electronic devices</li><li>• Internet connection</li><li>• Worksheet 1A for each learner</li></ul>
<b>Explanation:</b>	If learners want to record the words they have looked at, they will need to sign up for an account and confirm it through their emails. You will need to allow 20 minutes extra for this.
<b>Procedure:</b>	1 - Once the electronic devices are on and the Internet connection has been established ask learners to go to the following link: <a href="http://www.learnersdictionary.com/">http://www.learnersdictionary.com/</a> and log in.

<b>Procedure:</b>	<p>2 - Now step by step, as a whole class, get the learners to do step 1 and 2 from worksheet 1A with you at the same time.</p> <p>3 - In part 3 of setting up, give the learners about 10 minutes to answer the questions.</p> <p>4 - Once the 10 minutes are up, go over the answers using your projected computer screen if you are able to.</p> <p>5- Set the mini challenge to see if the learners have understood how the dictionary works. Give them about 10 minutes to complete the task and then check the answers as a whole class.</p>
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## Worksheet 1A - Learner Training: Internet Dictionary

### A: Setting up

1 – Go to the Merriam-Webster Learner's Dictionary at <http://www.learnersdictionary.com> and log in.



The screenshot shows the homepage of the Merriam-Webster Learner's Dictionary. At the top, there is a navigation bar with links for 'Ask the Editor', 'Word of the Day', 'Quizzes', 'Core Vocabulary', 'Most Popular', 'My Saved Words', and a prominent 'LOG IN' button. Below the navigation bar, the site's logo 'Merriam-Webster' is displayed next to 'AN ENCYCLOPÆDIA BRITANNICA COMPANY'. The main title 'Learner's Dictionary' is centered above a search bar. To the left, there are large letters 'Q' and 'A' with associated text. The letter 'Q' discusses the difference between 'forest' and 'jungle', while the letter 'A' discusses the difference between 'forest' and 'jungle'. Below these are sections for 'WORD OF THE DAY' (gourd), 'QUIZZES' (How Strong Is Your Vocabulary?), and 'MOST POPULAR LOOKUPS' (listing 'grant', 'acceptance', 'take', 'person', 'get', and 'child'). An advertisement for 'Nglish Learn English on the' is visible on the right side of the page.

2 – Type *consider* into the search box and search.

The screenshot shows the Merriam-Webster Learner's Dictionary homepage. At the top, there is a navigation bar with links to 'Ask the Editor', 'Word of the Day', 'Quizzes', 'Core Vocabulary', and 'Most'. Below the navigation bar is the title 'Learner's Dictionary'. A search bar contains the word 'consider', which is highlighted with a black arrow. To the right of the search bar is a magnifying glass icon. The main content area features a large red letter 'Q' followed by a question about the difference between 'forest' and 'jungle'. Below this is a large red letter 'A' followed by a definition of 'forest'. To the right of the definitions is a section titled 'WORD OF THE DAY' for the date 5/28/2019, featuring the word 'gourd' with a speaker icon, its definition, and a photograph of various gourds.

**3 - Looking at the consider screen, answer the following questions:**

A: Is ***consider*** a noun, verb, adjective or adverb?

B: What are the three word forms given for *consider*? 1.

2.

3.

C: What is the first meaning given for *consider*?

D: Give an example sentence for this first meaning from the dictionary:

E: How many different meanings are given for *consider*?

F: In 1.a the phrase **considered the possibility** is given in bold. Why is this?

G: Find the other four phrases in bold and write them below:

1.

2.

3.

4.

4 – In the feedback stage, go over the answers using the projected computer screen.

## Answer Key

Questions	Answers
A. Is <i>consider</i> a noun, verb, adjective or adverb?	✓ verb
B. What are the three word forms given for <i>consider</i>	✓ considers ✓ considered ✓ considering
C. What is the first meaning given for <i>consider</i> ?	✓ 1 a : to think about (something or someone) carefully especially in order to make a choice or decision [+ obj.]
D. Give an example sentence from this first meaning: Any one of the following:	✓ We are considering you for this job. ✓ She refused to consider my request. ✓ He seriously considered changing careers. ✓ The jury has considered the evidence and reached a verdict. ✓ The policy was well reached and well considered. ✓ Please consider what I've said. ✓ He paused a moment to consider before responding.
E. How many different meanings are given for <i>consider</i>	✓ 5
F. In 1.a the phrase <b>considered the possibility</b> is given in bold. Why is this?	✓ This phrase is a collocation.
G. Find the other four phrases in bold and write them below.	✓ consider the fact ✓ consider yourself lucky/fortunate ✓ all things considered ✓ consider it done

5 - Now click on the star icon and add the word to your dictionary.

The screenshot shows a dictionary interface for the word "consider". At the top, it says "5 ENTRIES FOUND:". Below that, there are three entries listed: "consider (verb)", "considered (adjective)", and "considering (preposition)". In the main search area, the word "consider" is shown again with its phonetic transcription "/kən'sɪdə/", a speaker icon, and the part of speech "verb". Below this, the word "considered" is listed with its plural form "considers; considered; considering". To the right of the word "verb", there is a "Save" button with a red star icon, which is highlighted by a large black arrow pointing towards it.

6- Set up the mini challenge, give your students 10 minutes to answer the questions, and then go over the answers with the entire class.

## A Mini Challenge

***Complete the following task as quickly as you can.***

- 1 - Look up *happen*.
- 2 - Is it a noun, verb, adjective or adverb?
- 3 - What is the first meaning of the word?
- 4 - Find and note the collocations for *happen*.

1.                   2.                   3.                   4.

## Mini Challenge Answer Key

Questions	Answers
- Is it a noun, verb, adjective or adverb?	✓ verb
What is the first meaning of the word?	✓ to take place especially without being planned
Find and note the collocations for happen.	✓ Happen along ✓ Happen into ✓ Happen on /upon ✓ Happen to

## Activity 1B

### Internet Dictionary

(Vcb)

<b>Aim:</b>	To experiment with recording vocabulary.
<b>Group dynamic:</b>	Individual
<b>Level:</b>	Intermediate +
<b>Time:</b>	60 minutes
<b>Materials and preparation:</b>	<ul style="list-style-type: none"><li>• Electronic devices</li><li>• Internet connection</li><li>• Vocabulary sheet, either printed or electronic</li><li>• The following websites:<ol style="list-style-type: none"><li>A- Merriam-Webster Learner's Dictionary at <a href="http://www.learnersdictionary.com">http://www.learnersdictionary.com</a></li><li>B- Collins English Thesaurus: Synonyms and antonyms at <a href="http://www.collinsdictionary.com/english-thesaurus">http://www.collinsdictionary.com/english-thesaurus</a></li></ol></li></ul>
<b>Explanation:</b>	<p>Pass the ball is an activity that encourages learners to record their vocabulary on a pre-prepared vocabulary sheet. It also encourages them to:</p> <ol style="list-style-type: none"><li>1. move from a solely memorization-based vocabulary learning system to a more active approach.</li><li>2. move towards actively learning vocabulary using website resources.</li><li>3. activate different learning senses: visual, and kinaesthetic (movement through typing).</li></ol> <p>When introducing this to learners, it is necessary to ensure that they have had in-class practice before setting it for any future homework.</p>
<b>Procedure:</b>	<p>1 - Get the learners to pick 10- 15 words that they have learnt in their lesson.</p> <p>2 - Tell learners to type or write those words in the worksheet.</p>

<b>Procedure:</b>	<p>3 - Using a bilingual dictionary, they can write the meaning in their own language.</p> <p>4 - Using the Merriam Webster Learner's Dictionary, the learners should fill in the collocation and word building sections.</p> <p>5 - Using Collins English Thesaurus, learners should find the synonyms and antonyms.</p>
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## 1B: Pass the Ball

SN	Memorization		Activation Collocation in text	Word Building							
	Word	Meaning		Verb	Noun	Adjective	Adverb	Negative	Positive	Synonym	Antonym
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
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16											
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18											
19											
20											
21											
22											
23											
24											
25											

## Section Two

# The Emergency Box

In the emergency box you will find activities that take minimal preparation on your part and that you can literally pull out in an emergency. The reason for the next ten activities is that sometimes teachers can find themselves in an unexpected situation such as the majority of the class are late, the teacher has run out of material for the day, the photocopier broke down or the electronic equipment is on the blink. With these situations in mind, these activities use materials that can be found in the classroom, and most of the content is generated from the learners' heads.



## Activity 2A

### Back to the Board

(Gr, Vcb)

<b>Aim:</b>	To review, recycle vocabulary and sentence level collocations.
<b>Group dynamic:</b>	class divided into two teams
<b>Level:</b>	Suitable for all levels
<b>Time:</b>	10-30 minutes (depending on how long you want the activity to last)
<b>Materials and preparation:</b>	<ul style="list-style-type: none"><li>• White Board and Markers</li><li>• Two Chairs</li></ul> <p>Place the two chairs in front of board so that the team representatives can sit on them.</p>
<b>Procedure:</b>	<ol style="list-style-type: none"><li>1 - Divide the class into two teams</li><li>2 - Invite a member of each team to sit on the chairs with their back to the board. On no account are they to look at the board.</li><li>3 - Write a word on the board that the learners have been studying.</li><li>4 - The rest of the class have to describe the word in English without saying it or using any other language than English.</li></ol>

<b>Procedure:</b>	<p>5 -The person on the chair who guesses first gets a point for their team.</p> <p>6 - The person who guesses correctly then has the opportunity to win a bonus point if they can use the word correctly in a sentence without the help of their team mates.</p> <p>7 – The person on the chair stands up and chooses a team mate to replace them. The cycle then begins again.</p>
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## Activity 2B

### Word Stories

(Vcb, Wr, Dis, Gr,)

<b>Aim:</b>	To review, recycle vocabulary and sentence level collocation as well as paragraph cohesion.
<b>Group dynamic:</b>	Pairs or small groups
<b>Level:</b>	Suitable for all levels
<b>Time:</b>	20 minutes
<b>Materials and preparation:</b>	<ul style="list-style-type: none"> <li>• White Board and Markers</li> </ul>
<b>Procedure:</b>	<p>1 - Ask the class for 7-8 words that they want to review.</p> <p>2 - Write the suggestions on the board.</p> <p>3 - Tell the learners they are going to make a story using the words. To make it more fun, ask them for a topic and a genre, such as romance, thriller, action, etc.</p> <p>*If you want add an extra twist, you can also ask them for:</p> <ul style="list-style-type: none"> <li>a) the time: past, present, future.</li> <li>b) the characters in the story.</li> </ul> <p>4 - Learners in pairs or small groups of three students write their short stories.</p> <p>5 - When they finish, get the pairs to exchange stories and peer correct the vocabulary, grammar, spelling, and cohesive devices.</p>

## Activity 2C

### Miming (Charades)

(Gr, Vcb)

<b>Aim:</b>	To review and recycle vocabulary or sentence-level collocation/grammar.
<b>Group dynamic:</b>	Class divided into two teams
<b>Level:</b>	Elementary to pre-intermediate
<b>Time:</b>	10-30 minutes
<b>Materials and preparation:</b>	• Word lists (see the example below)
<b>Explanation:</b>	This activity usually works best with actions, professions, emotions. Yet, it may also work well with abstract words.
<b>Procedure:</b>	<p>1 - Get one learner from the class to mime an action to the class, such as drawing. You can whisper the word to the learner.</p> <p>2 - The rest of the class has to guess the action.</p> <p>3 - Once the class has guessed correctly, the person who mimed the action should choose the next person to come and mime.</p>
<b>Activity Variation:</b>	Another nice variation on this activity is getting learners to mime what they did yesterday. The learners have to think of 5 things they did. In groups or as a whole class, they have to guess the five actions to complete the phrase, 'Yesterday, I.....' It can become quite hilarious as learners get into it.

### Examples of possible word lists

I like + action (beginner/elementary)	Professions	Emotions
playing tennis	doctor	happy
playing the guitar	dentist	sad
going to the cinema	teacher	excited
studying	nurse	bored
drawing	business man /woman	angry
listening to music	computer engineer	calm
doing sport	scientist	depressed
going out with my friends	artist	fine

## Activity 2D

### Role Play Review

(Lst, Sp, Dis, Gr, Pr, Vcb)

<b>Aim:</b>	To review any phrases or role play scenarios you have been practicing in the class.
<b>Group dynamic:</b>	In pairs or small groups depending on the scenario
<b>Level:</b>	Suitable for all levels
<b>Time:</b>	As long/or short as you wish
<b>Materials and preparation:</b>	Situations that the students have previously studied.
<b>Explanation:</b>	This warm-up or wind-down activity has the least preparation needed on your part. It gives learners the opportunity to use the target language in real-life contexts.
<b>Procedure:</b>	<ol style="list-style-type: none"><li>1 - Pick a scenario that the learners have studied, such as making a telephone call, booking a hotel, going through immigration, buying something at the shop, etc.</li><li>2 - Decide how many people are needed. If it needs pairs put the learners into pairs and label them A and B. If it requires 3 or four people, make sure you designate everyone with a letter so that it is quick and easy to give out the roles.</li><li>3 - Explain the scenario and distribute the roleplay cards or write the details of each role on the board.</li><li>4 - Give the learners 5 minutes to prepare and review any phrases that they might want to use.</li><li>5 - Get them to do the role play. After 6-7 minutes stop the students and feedback on the good uses of language you have seen and also give constructive feedback on anything that could be improved.</li><li>7 - Get learners to swap roles and follow the same steps again. You can pick pairs to perform the roleplay in front of the class.</li></ol>

A, you are a doctor.  
You will give advice to  
the patient.

**Roleplay  
Sample**

B, you are the patient.  
You need to describe  
your symptoms to the  
doctor.

## Activity 2E

### Difficult Word Medley

(Vcb, Gr)

<b>Aim:</b>	To review any difficult vocabulary that the class has been studying
<b>Group dynamic:</b>	Pairs or small groups
<b>Level:</b>	Suitable for all levels
<b>Time:</b>	As long/or short as you wish
<b>Materials and preparation:</b>	Word lists prepared by learners
<b>Explanation:</b>	The aim of this activity is to get learners to review the words they find the most difficult while preparing the game. They do not realise that this is the aim which gives it the added bonus of relieving their anxiety around these difficult words. It is also a great extension of the <b>Learner Training Activity 1B: Pass the Ball</b> as it utilizes everything they have been studying.
<b>Procedure:</b>	<p>1 - Get learners to review their own notes and pick the 10 most difficult words they have encountered during the course so far.</p> <p>2 - Question preparation: Get the learners to prepare questions for another student around these words. They have several options:</p> <ul style="list-style-type: none"><li>• describe the meaning of the word for the other student to guess.</li><li>• ask the student to provide a synonym.</li><li>• ask the student to provide an antonym.</li><li>• ask the student to build the word, giving the noun, verb, adjective and adverb.</li><li>• ask the student to make a correct sentence using the word.</li></ul> <p>3- While preparing the questions for their partners, students will also need to know the answers themselves. For example, if they ask the question, “What is the synonym of <i>expand</i>?”, they have to look up the answer for themselves or ask you or a classmate. Please note that the first time you do this with the class it will take a while to set up, but once they have the idea, this becomes a very easy and enjoyable activity.</p>

<b>Procedure:</b>	<p>4- Once the words are ready, get the learners into groups of four, and then they challenge each other with the words. The person who goes first asks the person on the right the first question. If they get it right, they win a point. If they get it wrong, they lose a point. If the learner being questioned doesn't know the answer, another person in the group can answer and gain the point.</p> <p>5 - Once the first question has finished, the next student on the right asks their question, and so on. It is also important that you walk around and are available during the game to help if any of the groups need to clarify an answer.</p> <p>5 – At the end of the allotted time, the person with the most points is the winner.</p>
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<b>Sample Questions</b>	
<b>Describe the word using the meaning</b>	Which word means <i>to get bigger</i> ?
<b>Synonym</b>	What are the synonyms of <i>expand</i> ?
<b>Antonym</b>	What is the opposite of <i>expand</i> ?
<b>Word building</b>	What is the noun form of <i>expand</i> ?
<b>Make a correct sentence</b>	Please make a sentence with <i>expand</i> ?

## Activity 2F

### Collective Folds (Consequences)

(Dis, Wr, Gr, Vcb)

<b>Aim:</b>	To collectively create a story using past tenses
<b>Group dynamic:</b>	Whole class
<b>Level:</b>	Suitable for elementary to upper intermediate
<b>Time:</b>	15 -30 minutes depending on the level
<b>Materials and preparation:</b>	Blank paper
<b>Procedure:</b>	<p>1 - Explain to the learners that they are going to create a collective story. You are going to ask them some questions, and they are going to write sentences in response. You need to remind them that the story will be folded as they go along, so they need to write directly at the top of the paper after the fold.</p> <p>2 - You ask the learners a series of questions (as in the example below). The learners write a sentence to answer the question. The learner hides their answer by folding the paper and then they pass their paper to the student on the right. Each time a question's answer has been written, they pass and fold.</p> <p>3- Finish and Unfold: The learners then unfold the story which usually ends up being really comical. They need time here to read each other's responses.</p>
<b>Activity Extension:</b>	The learners can work on coherence and cohesion by attempting to create a better connected text. This can be done in class or as a homework. They are allowed to add sentences, but they must include the original sentences.
<b>Alternative activity for young learners:</b>	You can follow the same procedure, but instead of writing they can draw pictures. One that they really enjoy is monster or alien folds to review parts of the body or adjectives. There are two ways to do this: <ol style="list-style-type: none"><li>a) You can describe a monster. For example for the first fold you can tell them," the monster had big eyes". They draw the eyes and then fold.</li><li>b) You can create a situation where they have seen a monster and you ask them for the first fold, "What were his eyes like?" and they draw.</li></ol>

## Sample Collective Folds

Question 1: Where did the story happen?

The story began in Paris.

**FOLD and PASS**

Question 2: When did it happen?

It was the winter of 1999.

**FOLD and PASS**

Question 3: Who were the main characters in the story? Give as much description as possible.

Paulo and Frederic had left Berlin and were travelling through France. Paulo was an IT specialist and Frederic was his brother. They had not seen each other for years. Paulo was easy going enjoyed adventure, but Frederic was reserved. However he had amazing blue eyes that always analysed what was going on. They had both been born in Berlin.

**FOLD and PASS**

Question 4: What happened in the story?

As they were walking down the street, a man came towards them. He looked nervous. Can you help me he said, "I have just been robbed and a man has taken all of my money. Could you help me?" They immediately said of course and gave the man 50 dollars to get back to his hotel. However, when they came around the corner they saw that the same man was now doing the same thing to other tourists.

**FOLD and PASS**

Question 5: How does the story end?

They go to an art gallery and look at the pictures.

## Activity 2G

### Running Dictation

(Gr, Vcb, Wr, Lst, Sp)

<b>Aim:</b>	To focus on spelling, words, sentences and paragraph structure
<b>Group dynamic:</b>	Pairs
<b>Level:</b>	Suitable for all levels
<b>Time:</b>	As long/short as you wish
<b>Materials and preparation:</b>	Previous texts that the learners have seen before or a new short text that you would like to work on later.
<b>Procedure:</b>	<p>1 - Put copies of the text away from the students either stuck to the white board, or on the walls of the room. Make sure that each text has been split in two and marked at the half way point with a dot. If you are using the class textbooks, you can also use a post-it note on the text to mark the half way point.</p> <p>2 - Divide the class into pairs (student A and student B) and position them as far away from the text as possible. A is the writer and B is the runner.</p> <p>3 - Explain to the students that A has to stay at the desk while B has to run, read the text, remember it and go back to dictate A. A has to listen to B and write down what he/she says. The aim is to completely reproduce the text.</p> <p>4 - The learners start. When student B reaches the dot in the text, A and B swap roles. B becomes the writer and A becomes the runner.</p> <p>5 - When the first pair finishes they are awarded 100 points. They then can go and check their copy against the text. For every error, the learners have to deduct 2 points from their finishing score. The learners total their errors and deduct it from their finishing score. So a team who finishes with a hundred points but ends up with 10 mistakes, minus 20 points from the hundred to be given a final score of 80.</p> <p>6 - Each time a team finishes you award the finishing points as two less, so the 2nd team is awarded 98 points, the third 96 and so on.</p>
<b>Activity variation:</b>	Instead of swapping roles, you can let each pair decide who will be the runner and who will be the writer. That way you can cater for different learning style preferences.

## Activity 2H

### The Buzz Game

(Gr, Vcb)

<b>Aim:</b>	To focus on vocabulary, collocation and sentence structure
<b>Group dynamic:</b>	Small groups or pairs
<b>Level:</b>	Suitable for all levels
<b>Time:</b>	As long/short as you wish
<b>Materials and preparation:</b>	Blank paper and suitable vocabulary lists
<b>Procedure:</b>	<p>1 - Learners pick 6-7 words they need to practice.</p> <p>2 - Learners create a sentence or two with the word, ensuring that they have a clear context and underline the word. Learners need to keep their sentences hidden from their partner or group.</p> <p>3 - Learners form small groups. They do not show their sentences to their group members but read them out loud. Where they have the underlined word, they replace it with the word buzz. The other learners in the group have to find the word from the context.</p>

## Activity 2I

### Talk for One Minute

(Sp, Dis, Gr, Vcb)

<b>Aim:</b>	To focus on spoken fluency and linking longer pieces of speech
<b>Group dynamic:</b>	Pairs
<b>Level:</b>	Suitable for all levels
<b>Time:</b>	As long/short as you wish
<b>Materials and preparation:</b>	Topics generated by the learners
<b>Procedure:</b>	<p>1 - Brainstorm as a whole class about 10-15 topics. It can be anything.</p> <p>2 - Split the class into pairs and label each student A and B. Student A chooses a topic for Student B and prepares to time him/her for one minute.</p> <p>3 - When B is ready, he/she has to talk for one minute. When the minute is up, they swap roles and B chooses a topic for A.</p>
<b>Activity extension:</b>	Learners can record themselves during the activity on their phones or electronic devices and then analyse themselves using the analysis chart in worksheet 2I.

## Worksheet 2I: Speaking Analysis

<b>Name:</b>		<b>Date:</b>
<b>Topic:</b>		
<b>Area</b>	<b>Strengths</b>	<b>To improve</b>
Organization		
Pronunciation		
Grammar range and accuracy		
Vocabulary range and accuracy		
<b>Name:</b>		<b>Date:</b>
<b>Topic:</b>		
<b>Area</b>	<b>Strengths</b>	<b>To improve</b>
Organization		
Pronunciation		
Grammar range and accuracy		
Vocabulary range and accuracy		
<b>Name:</b>		<b>Date:</b>
<b>Topic:</b>		
<b>Area</b>	<b>Strengths</b>	<b>To improve</b>
Organization		
Pronunciation		
Grammar range and accuracy		
Vocabulary range and accuracy		



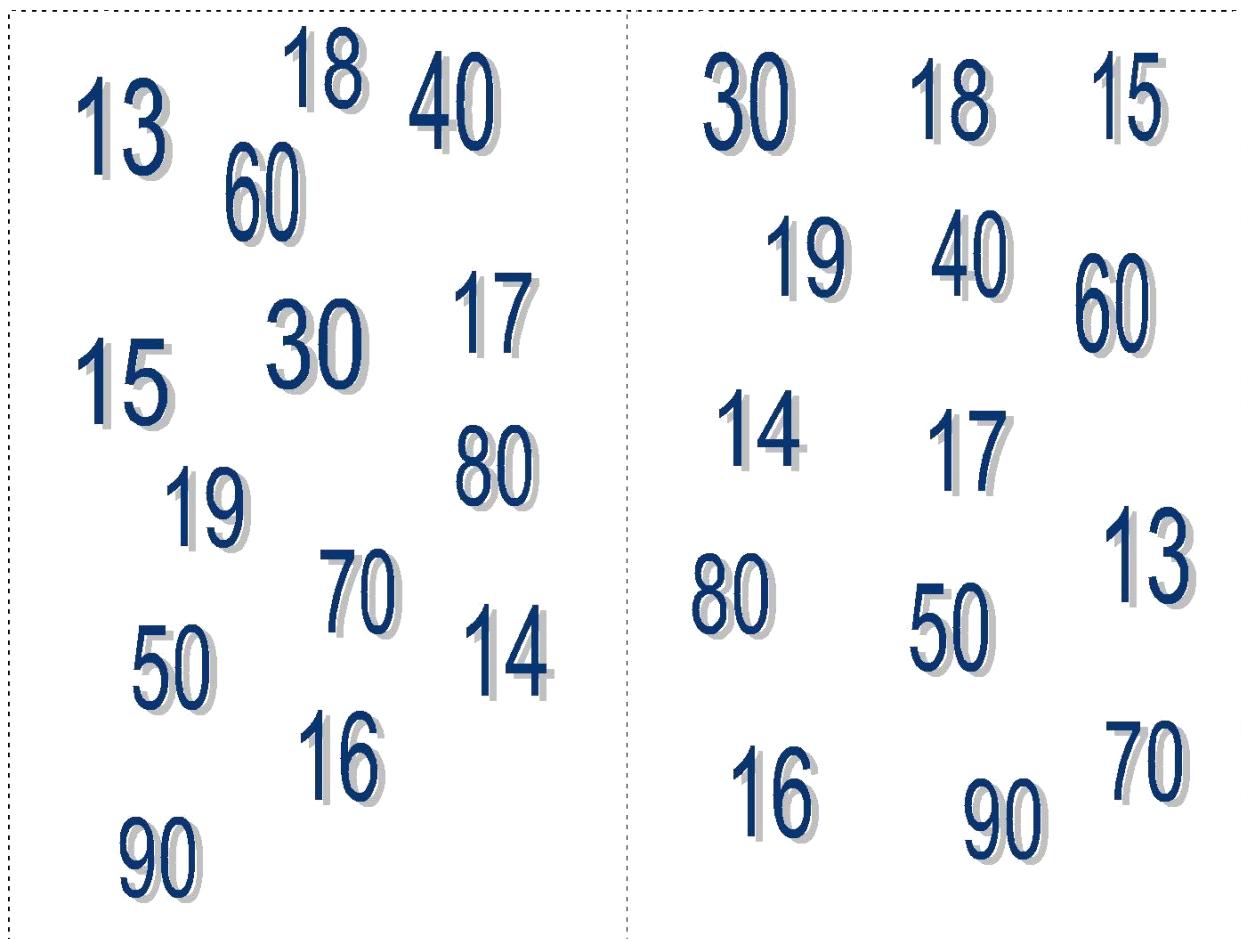
## Activity 2J

### Dash for the Board

(Pr, Lst, Vcb)

<b>Aim:</b>	To differentiate between similar sounds
<b>Group dynamic:</b>	Whole class in 2 teams
<b>Level:</b>	Suitable for all levels
<b>Time:</b>	15-20 minutes
<b>Materials and preparation:</b>	<ul style="list-style-type: none"><li>• A list of the numbers ending in “teen” and “ty”</li><li>• Two board markers</li><li>• A white board divided in half with a line</li><li>• Numbers written on both sides of the white board (see the example below)</li></ul>
<b>Procedure:</b>	<p>1 - Get learners in pairs to practice saying the numbers.</p> <p>2 - Tell the learners that they will be in two teams. Explain that one person from each team will stand at the board with a pen. When you read out the sentences, as soon as they hear the number they have to circle it. If they circle a number incorrectly, they lose a point for their team. If they manage to circle the number first, they can win a point for their team.</p> <p>3 - Split the students into two teams and give the first two students a pen each. Read the first sentence and keep a careful eye on which team circles first to award the point.</p> <p>4 - Get the student who has just played give the pen to another member of their team who has not played yet. The team with the most points wins.</p>
<b>Activity variation:</b>	If you do not want to play this as a whole class, you can create a board template on an A4 piece of paper and the students can race each other in pairs.
<b>Alternative activities:</b>	This simple game can be adapted for other similar sounds, large numbers or even vocabulary that has been studied.

## Board Template Example



## Sentences to be Read Aloud

1. I am going to meet my friend at 9:13 tonight.
2. There were over 50 people in the room.
3. My father just turned 60 yesterday.
4. Last night I read that elephants live to around 80 years old.
5. There are 19 people in my class.
6. She said that she would meet me at 17 Cannon Street.
7. I came to this country when I was 30.
8. 18 is the age in most countries when people can vote.
9. When I was 14, I was really good at sport.
10. The train will arrive at 16:40.
11. My house number is 90.
12. I recently went to a party. There were about 70 people there.
13. They say life begins at 40.
14. I have just eaten 15 strawberries.

# **Section Three**

# **Grammar and Discourse**

In this section, we will focus on some activities that will help you extend and practice your grammar teaching and your students' grammar learning. There is a range of skill activities as well as variation for different levels.



## Activity 3A

## Ask a Question

(Gr, Lst, Sp)

<b>Aim:</b>	To get learners to review their use of WH-questions.
<b>Group dynamic:</b>	Small groups
<b>Level:</b>	Elementary
<b>Time:</b>	40 minutes
<b>Materials and preparation:</b>	<ul style="list-style-type: none"><li>• Board for each group</li><li>• Dice / coin (see introduction)</li><li>• 4x counters per group</li></ul>
<b>Procedure:</b>	<p>1 - Explain to the learners that they are going to practice questions and answers. They are only allowed to use WH-questions.</p> <p>2 - On the board put up one of the boxes and get learners in pairs to brainstorm the possible questions they could ask (as in the example below).</p> <p>3 - Ask some of the questions to the class and get answers from the learners.</p> <p>4 – Next, put the learners into groups of four. Give each group a board, a dice and 4x counters.</p> <p>5 - Tell the learners that they all need to put their counters on start.</p>

<b>Procedure:</b>	<p>6 - Tell the learners to find out in English who got up first this morning. The person who got up the earliest will start. The rest of the players will take a turn one after the other in a clockwise direction.</p> <p>7 - The first player shakes the dice, and moves to the appropriate square. They have a maximum of one minute to think of a question and then they need to ask this to the person on their left. The person on the left answers the question, then shakes the dice and takes turn.</p> <p>8 - The students continue until they all finish.</p>
<b>Activity variation:</b>	<p>This all depends of what your focus is. If you would like to focus on fluency and practice, the activity can stand as it is, but if you want accuracy, you can add two extra rules:</p> <p>1 - If the person makes an incorrect question, he/she misses a turn.</p> <p>2 - If the person who answers the question makes a mistake in the answer, he/she also misses a turn.</p>

### Ask a Question Sample

yesterday

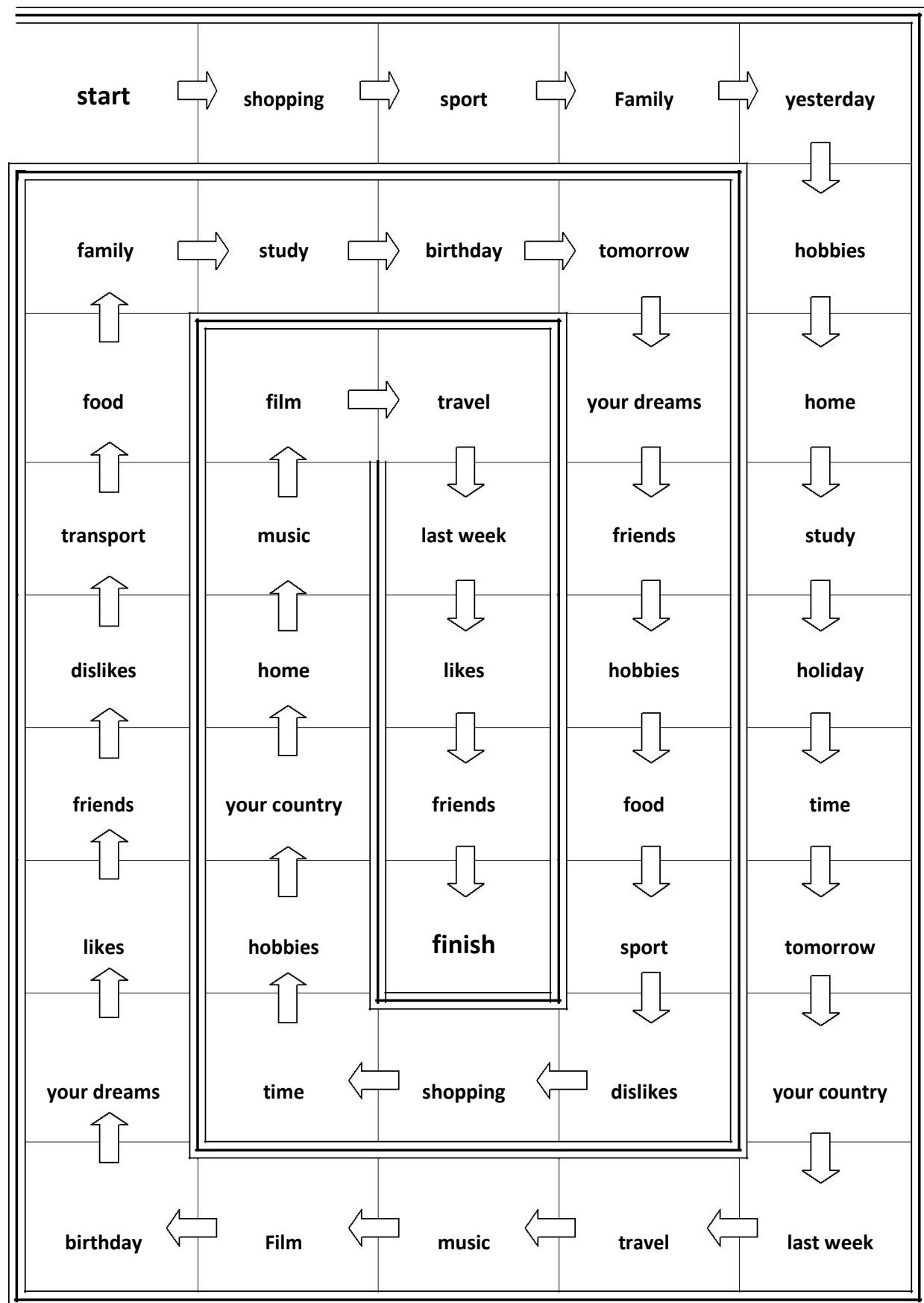
Questions: What time did you get up yesterday?

What did you do yesterday?

Where did you go yesterday?

Who did you meet yesterday?

## Worksheet 3A: Ask a Question Board Game



## Activity 3B

### My Life

(Gr, Sp, Wr, Dis, Vcb)

<b>Aim:</b>	To get learners to review present and past tenses through the creation of a presentation
<b>Group dynamic:</b>	Individual
<b>Level:</b>	Elementary - intermediate
<b>Time:</b>	Part 1: 90 minutes - Part 2: 60 minutes (if done in class)
<b>Materials and preparation:</b>	<ul style="list-style-type: none"><li>• Magazines (learners can bring these to class)</li><li>• A photo of themselves</li><li>• Scissors, glue and coloured pens</li><li>• Large pieces of poster paper</li></ul> <p>This activity happens in two stages, but ends up being a great decoration for the classroom. If you want to do this digitally, this is also possible.</p>
<b>Procedure:</b>	<p><b>Part 1: Preparation and Presentation</b></p> <p>1 -Tell learners that they are going to prepare a project about themselves, and that they will stick it on the wall of the classroom and present it to the class.</p> <p>2 - Brainstorm with the learners the areas that they could explain about their lives. Possible areas are: Family. Hobbies, School, Likes/dislikes, Music, Films, Future Dreams, Daily Routine, Holidays (past/present/future).</p> <p>3 - Explain to the learners that as a first step, they are going to choose 6 categories to explain in more detail. Give the learners about 7 minutes to think about this.</p> <p>4 - Hand out the poster paper, scissors and glue and explain to the learners that they are going to stick their own picture into the middle of the paper and write their name.</p> <p>5 – Next, they are going to decide where their six areas are going to go on the paper.</p> <p>6 - Now give them 20-30 minutes to look for images and stick these to the paper around the 6 areas. If you do not have enough room on the desk in the classroom, you can either use the floor, or use the walls by sticking their papers up around the room to work on.</p>

## Activity 3B (Continued)

<b>Procedure:</b>	<p>7 - Once the learners have stuck all their images on the poster, tell them that they have 15 minutes to prepare a 5-minute spoken presentation about their 6 areas to the members of their group. (This is also a preparation for writing.)</p> <p>8 - Put the learners into groups of 4. The person who got to class the earliest goes first. They speak for 5 minutes and then choose the next person in their group to speak.</p> <p>9 - During the presentation time, go around and listen to see if there are any grammar or vocabulary mistakes. Write these up on the board as you go along. When the learners have finished speaking, draw their attention to the white board and in pairs get them to try and correct the mistakes.</p> <p><b><i>Part 2: Writing</i></b></p> <p>Learners add small written paragraphs to their posters. These can be handwritten or typed on computer.</p> <p>If the writing takes place in class time, they will need about 30-40 minutes of writing time. Alternatively, the paragraphs can be set for homework.</p> <p>You will need about 10 minutes extra for the learners to cut out and stick their written paragraphs on the poster.</p>
<b>Activity variation:</b>	Learners can do the same project using electronic software. (See <b>Section 5: Presentations</b> for more details.)

## Activity 3C

### Tell me a Story

(Gr, Lst, Sp, Vcb)

<b>Aim:</b>	To recycle vocabulary that the students have learnt and review the use of past tenses
<b>Group dynamic:</b>	Whole class/ pairs/ groups
<b>Level:</b>	Pre-intermediate +
<b>Time:</b>	60 Minutes
<b>Materials and preparation:</b>	A list of key words or project key images on the white board in the order that the story appears.
<b>Procedure:</b>	<p><b>Part 1: Whole class listening</b></p> <p>1 - Write all of the key words of your story on the board.</p> <p>2 - Give the learners a minute to read the words and let them check the meaning by asking you, a partner or consulting a dictionary.</p> <p>3 - In pairs learners try to predict what the story is about.</p> <p>4 - Explain to the learners that you are going to tell them a story, and that they are free to either just listen or to take notes. The choice is theirs.</p> <p>5 - Tell them the story.</p> <p>6 - Check to see if they want to listen one more time and repeat if necessary.</p> <p>7 - In pairs get the learners to recreate the story verbally using 'she'.</p> <p>8 - Come back as a whole class and recreate the story together. Focus on any tense mistakes during their feedback.</p> <p>9 - Refresh the tenses, if needed at this stage, by looking at any tense mistakes.</p> <p><b>Part 2: Learner created stories</b></p> <p>1 - Give the learners 10 minutes to think about a story from their own life and make notes.</p> <p>2 - They then produce a list of the key words. A maximum of 10 is usually enough.</p>

<b>Procedure:</b>	<p>3 - When they are ready, put the learners into pairs and label them A and B.</p> <p>4 – Student A gives Student B his/her word list, and B has to predict what the story is about.</p> <p>5 - A tells B the story, and B makes notes next to the key word list.</p> <p>6 - B then retells the story to A. A corrects anything that is wrong in the information.</p> <p>7 - They then change roles, with B telling the story and A making notes. They follow through steps 4-6 again of part 2.</p> <p>*While the learners are talking with each other, you can circulate the room making notes on the use of past tenses. Finally, give whole group feedback based on what you have heard.</p>
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### Story Script (Upper-Intermediate)

One day while I was living in Japan, I decided to go and visit my friend who lived quite far away from me. Because I lived in the mountains, the quickest way to get to her was by train. But this train takes about 15 hours. You need to climb right up to the top of the mountains and then come right down to the sea. Fortunately, the scenery was beautiful. Right at the end of the journey, at the station, my friend was waiting for me. As we left the station, she told me that she had bought a picnic and borrowed a car. We put my bags in the back and off we set for another two-hour drive. We both loved Frank Sinatra, so we sang all the way, while driving right by the sea, until we came to a place where we could sit on the rocks and have our picnic. Because my friend had not had much time to prepare a picnic, the only thing she had been able to buy was a pizza, which was now cold, and some fruit juice. But we sat on the rocks anyway enjoying our pizza. Looking out to the sea, I was watching a boat when I felt something soft hit my head. At first I thought it was my friend playing a joke, but just as I was about to eat my slice of pizza, an eagle came over my head and stole it from my hands. I could hardly speak from the shock. All I could do was point to the sky and say out loud “my pizza”, “my pizza”. Suddenly more eagles arrived out of nowhere looking for pizza, and we had to run to the car and finish our picnic inside the car. I will never forget my encounter with the pizza-stealing eagle.

### Board Template

Japan
mountains
train
sea
friend
picnic
car
music
pizza
eagle

## Activity 3D

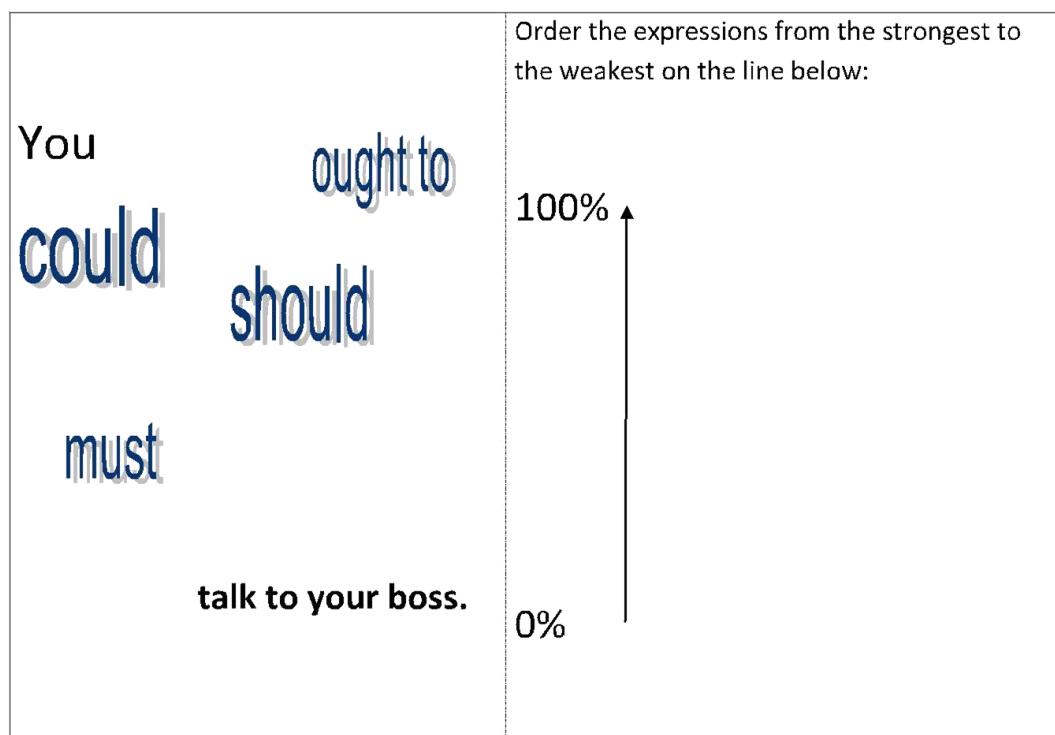
### Agony Aunts

(Gr, Wr, Dis, Vcb)

<b>Aim:</b>	To review, recycle and expand the use of modals for advice and advice expressions
<b>Group dynamic:</b>	Pairs
<b>Level:</b>	Suitable for Pre/intermediate
<b>Time:</b>	60 Minutes
<b>Materials and preparation:</b>	Board review (see the layout below) Blank paper/laptop/iPad (Internet access needed)
<b>Procedure:</b>	<ol style="list-style-type: none"><li>1- Write up the statement 'You [modal verbs] talk to your boss' on the board with the various advice options (see the board plan).</li><li>2- Ask the learners about the function of the words in the middle of 'you' and ' talk to your boss'. Hopefully they will give you the answer 'giving advice'. If you cannot elicit it from them, explain the function directly.</li><li>3- Explain to the learners that each of these words has a different strength based on the advice that they are giving. Look at the right of the board together and pick you 'must'. Ask learners where it goes on the line.</li><li>4- In pairs get learners to position the other advice words on the line. When they are ready, review the answers as a whole class.</li><li>5- Ask the learners for other advice phrases and position these on the line together.</li><li>6- Now explain to the learners that they are going to think of a situation where they need advice. Remember that this will be shared with someone else in the room.</li><li>7- The learners write their names on a small piece of paper and hand them to you. You hand everyone a name. Make sure that the name is not theirs.</li><li>8- The learners will now write their email to the person whose name they have. If you have laptops or iPads, then the learners can actually write these as real emails to each other.</li></ol>

<b>Procedure:</b>	<p>9- The learners spend 10 minutes composing their email. You can go around the room and offer guidance and help where needed.</p> <p>10- After about 10 minutes, the learners pass their email on paper or send it to the named person.</p> <p>11- The person who receives the problem email must now write a reply with advice. Allow about 10 minutes for the learners to generate their ideas. Once the learners have finished, they send the advice back.</p>
<b>Activity Variation:</b>	If you don't want to do this activity as a written cycle, you can still do the same activity as a spoken one, where learners circulate the room telling people their problem and then getting advice. At the end of the speaking rotation, the learners can share the best advice they received.
<b>Alternative Activities:</b>	Before doing this activity, you can actually get a real problem page in a magazine where a person's problem and advice are given. After looking at the magazine for comprehension, learners can locate the advice phrases and then do the strength activity with those phrases.

## White Board Sample



## Activity 3E

### Speculation around Pictures

(Gr, Lst, Sp, Wr)

<b>Aim:</b>	To review, recycle and expand the use of modals of speculation.
<b>Group dynamic:</b>	Pairs
<b>Level:</b>	Suitable for pre-intermediate - upper-intermediate (For intermediate learners, modals of speculation are enough, but for upper learners, you can also use other speculation phrases, such as 'it seems that', 'possibly', 'probably'.)
<b>Time:</b>	20-30 minutes
<b>Materials and preparation:</b>	Images (This works very well if you use images of people you know as students are people who are curious about finding out who this person really is.)  These images can either be projected on the whiteboard or given as a handout.
<b>Explanation:</b>	This activity can be used to see what learners know about modals of speculation before any grammar teaching takes place. It can be also used as a post activity of a grammar lesson.
<b>Procedure:</b>	<ol style="list-style-type: none"><li>1 - Project or hand out the images to the students in pairs.</li><li>2 - Get the learners to brainstorm ideas about the different topics presented around the image. They can make notes in the thought bubbles provided.</li><li>3 - Put two pairs together and get them to exchange ideas. Together they then write their predictions in sentences. For example, <i>She might be a student.</i></li><li>4 – Finally, the groups share their ideas back as a whole class and you confirm any of the predictions that are correct.</li><li>5 - You can fill in anything that they failed to deduce. Learners at this point can listen and make notes.</li></ol>

## Worksheet 3E: Speculation

Look at the picture and try to speculate about the life of the woman in the picture.



## Activity 3F

### Arranging to Go Out

**(Gr, Lst, Sp)**

<b>Aim:</b>	To review, recycle and expand the use of future tenses while trying to arrange to go out with friends.
<b>Group dynamic:</b>	Whole class mingle
<b>Level:</b>	Suitable for pre/Intermediate
<b>Time:</b>	30-40 minutes
<b>Materials and preparation:</b>	1 x Worksheet 3F for every learner
<b>Procedure:</b>	<p>1- Tell the learners that they are going to make arrangements to go out with each other next week.</p> <p>2 - Ask the learners how they can ask someone to make an arrangement in a natural way. They will immediately want to go straight to the question, "What are you doing next week?" Ask them if this is natural.</p> <p>3 - Get them into pairs and tell them that they are going to try to come up with a more natural dialogue. Use Part A of the worksheet 3F to guide them. They can create mini dialogues in the boxes (see the sample dialogue below).</p> <p>4 - Tell the learners to fill in the diary in Part B with 6-7 things that they have planned or intend to do next week.</p> <p>5 - When the learners are ready, they stand up and make plans with their classmates.</p>

### Sample Dialogue

Questions	Your ideas
How would you open the conversation?	<p>A: Hi, nice to see you, how are you?  B: Good, and you?  A: Yeah, good thanks. What have you been up to?  B: Oh not much. You?</p>
How would you try to set up a plan with your friend for next week?	<p>A: Me too. Look it would be nice to go out next week? Are you free?  B: Yes. When?  A: How about next Wednesday?  B: Great. What time?  A: How about 7:00?</p>
How would you finish the dialogue?	<p>A: Ok, see you then.  B: See you.</p>

## Worksheet 3F: Arranging to Go Out

**Part A:** Imagine you see your friend and you want to arrange to do something with them next week. Look at the questions below and try to imagine the conversation you would have. Write your ideas in the boxes below:

Questions	Your ideas
How would you open the conversation?	
How would you try to set up a plan with your friend for next week?	
How would you finish the dialogue?	

**Part B:** a- Now fill in 6-7 plans you have already planned for next week in the schedule below:

Monday	Friday
Tuesday	Saturday
Wednesday	Sunday
Thursday	

b -Try to make plans with other friends.

## Activity 3G

### Predicting your own and your Partner's Future

(Gr, Lst, Sp, Wr)

<b>Aim:</b>	To review, recycle and expand the use of future tenses
<b>Group dynamic:</b>	Pairs
<b>Level:</b>	Pre/intermediate students: basic future tenses such as will, going to  Upper intermediate students: future perfect/future continuous + basic future tenses
<b>Time:</b>	30-40 minutes
<b>Materials and preparation:</b>	<ul style="list-style-type: none"><li>• Board model</li><li>• Your own pre-prepared predictions</li><li>• Worksheet 3G</li><li>• Hints: work, travel, family, career, country, relationships, economic status, house, etc.</li></ul>
<b>Procedure:</b>	<p>1 - Modelling of the activity: On the board write your name and the current year. Get the learners to come up with what they know about you no, and then put up the year in 20 years' time. Get learners to predict what will happen to your life. Now share your own predictions by reading them to the students and see how accurate the learners were.</p> <p>2 - Give out the prediction work sheet to each student. Get them to write their own predictions about themselves and then fold the paper, so it is hidden.</p> <p>3 - Put them into pairs.</p> <p>4 - The pairs look at each other and secretly write a prediction about the other person.</p> <p>5- When they are ready, they should share their predictions in turns. Each partner ticks off how many matched their own prediction. Finally, they share their own hidden predictions with their partner.</p>

## Worksheet 3G: Predictions

What will my life be like in 2030?

FOLD

What will my partner's life be like in 2030?

## Activity 3H

### Talking about Experiences

(Gr, Lst, Sp)

<b>Aim:</b>	To review, recycle and expand the use of present perfect and the question 'Have you ever.....?'
<b>Group dynamic:</b>	Whole class mingling
<b>Level:</b>	Suitable for pre/ intermediate
<b>Time:</b>	30 minutes
<b>Materials and preparation:</b>	1 x Worksheet 3H per student
<b>Procedure:</b>	<p>1 - Model and remind learners of the 'Have you ever...?' question by going around the classroom and asking them, "Have you ever.....?" If they answer 'yes', you ask for more details, such as 'When?', 'Where?', 'With whom?' If they answer 'no', you continue with the 'have you ever' questions.</p> <p>2 - Elicit from the students what have you done: the YES route of asking more questions and the NO route. Write this up on the board in the form of a flow diagram chart, or show them a pre-prepared one from the computer (See the example chart below).</p> <p>3 - Now explain to the students that they are going to interview other students. They need to prepare the interviewing worksheet by writing some 'Have you ever' questions. Give the learners about 7-8 minutes to complete the questions.</p> <p>4 - Once they have filled in the sheet, remind them that they need to:</p> <ul style="list-style-type: none"><li>a) follow the yes/no route you have on the board,</li><li>b) write their partner's name,</li><li>c) tick yes/no</li><li>d) collect some extra information if the person says 'yes'.</li></ul> <p>You could model with one of the students using the worksheet.</p> <p>5- Learners stand up, mingle and interview each other.</p>

**Activity Extension:**

Once the interviewing is over, the learners can either report back to each other in pairs, or they can write a summary of the information they have heard and hand the sentences in to you. You can also get them to peer correct each other's' work.

**Have you ever.....?**

**Yes**

Where? 

When?

Why?

**No**

 Have you ever.....?

## Worksheet 3H: Talking about Experiences

### Have you ever.....?

A: Fill in each question box below with a 'Have you ever.....?' question.

Question	Name	YES/NO	Extra Info
1-Have you ever...			
2-Have you ever...			
3 -			
4 -			
5 -			
6 -			
7 -			

### B: Now interview your classmates

## Activity 3I

### Applying for a Job

(Gr, Lst, Sp)

<b>Aim:</b>	To review, recycle and expand the use of present perfect for previous experience.  To practice interviewing for a job in English.
<b>Group dynamic:</b>	Individual and group work
<b>Level:</b>	Suitable for upper-intermediate and advanced levels
<b>Time:</b>	60 minutes
<b>Materials and preparation:</b>	Worksheet 3I: Job advert
<b>Procedure:</b>	<p><b>Part 1: Brainstorming job interviews</b></p> <p>1 - Get learners to brainstorm the type of questions you would be asked in a job interview. In groups, get them to generate the questions.</p> <p>2 - Come back as a whole group and brainstorm together until you get a logical and ordered list of questions.</p> <p>3 - Discuss with the whole class how an interview is conducted.</p> <ul style="list-style-type: none"><li>a) how you enter the room and what you say.</li><li>b) how you sit</li></ul> <p><b>Part 2: Preparing for an interview</b></p> <p>1 - Hand out <b>Worksheet 3I</b>: Job advert.</p> <p>2 - Get learners to speed read the job advert in worksheet 3I, and then answer the following questions from memory, without looking at the job advert:</p> <ul style="list-style-type: none"><li>a) What job is advertised?</li><li>b) What previous experience do you need?</li></ul> <p>3 - Get learners to turn the texts back over and check their answers, and then check answers with the whole class.</p> <p>4 - Get learners to now look at the advert again and find the qualities of the person they are looking for and then brainstorm more. (They will need these later when they have to do the job interview.)</p>

<b>Procedure:</b>	<p><b>Answers from the advert</b></p> <ul style="list-style-type: none"> <li>✓ Disciplined</li> <li>✓ High-level of creative energy</li> <li>✓ Able to create</li> <li>✓ Excellent communicator,</li> <li>✓ Experienced manager</li> </ul> <p><i>Other possible quality examples:</i></p> <ul style="list-style-type: none"> <li>✓ Dynamic</li> <li>✓ Responsible</li> <li>✓ Organized</li> </ul> <p>5- Now give learners time to work through the interview questions on their own and make notes to think about how they might answer the interview questions in part 1 about this job.</p> <p><b>Part 3: The interview</b></p> <p>1 – Explain to the learners that they are going to take turns interviewing for the Digital Project Manager job.</p> <p>2 - Put the learners into pairs and explain that Student A will interview for the job chosen and B will be the interviewer.</p> <p>3- B interviews A for about 10 minutes.</p> <p>4 -They swap roles and A now interviews B for 10 minutes.</p>
<b>Activity Extension:</b>	<p><b>Writing a cover letter:</b></p> <p>1 - Now get the learners to attempt to write a cover letter for the advert.</p> <p>2 – Once the learners have written their own cover letter, show the learners an example of a cover letter in Worksheet 3I: Cover letter.</p> <p>3- Analyse the cover letter together by answering the analysis questions in <b>part 1</b>.</p>

## Worksheet 3I: Job Advert

### Digital Project Manager

Our dynamic agency creates powerful messages and engaging campaigns for national and global clients. You will be responsible for managing and coordinating projects for various client groups, ensuring their efficient and successful delivery. You will need to be disciplined and have a high level of creative energy.

#### **Key skills / responsibilities:**

- + Extensive experience as a digital project manager covering websites, apps, mobile, online campaigns
- + Be able to create accurate project timelines
- + Proven experience in researching and producing estimates and proposals
- + Experience of managing and communicating with internal and external teams
- + Professional client management and liaison skills
- + Excellent communicator

If you have all of the required skills above, please apply to [Jmorgan@advertenterprizes.com](mailto:Jmorgan@advertenterprizes.com). Applications end on the 30<sup>th</sup> of October.

Adapted from Guardian Jobs (2013) <http://jobs.guardian.co.uk/job>

## Worksheet 3I: Cover letter

**Look at the cover letter and then answer the analysis questions**

Dear Sir/Madam,

I am writing to apply for the position of foreign trade expert.

I have been working in finance, foreign trade and logistics sector for the last 10 years in companies such as EKOL. I am currently managing a department that imports a high volume of goods from all continents and also exports mostly to Europe and the Middle East. As part of my job, I deal with all aspects of export and import procedures, such as transportation and custom clearance. Therefore, I have developed a very high standard of communication and negotiation skills with related parties. I am also highly proficient in dealing with bureaucracy while obtaining import permissions.

Throughout my work experience, I have developed an excellent customer orientated approach and problem-solving skills in a fast-paced business environment, which requires multitasking and working to strict deadlines. I am also extremely knowledgeable in finance as I studied economics and worked for a bank while living in the UK. I am fully conversed in English and Turkish and have a very high standard of computer literacy. I have the ability to lead a team and also operate as part of a team to deliver excellent results within the time frame and agreed budget.

I believe that I can contribute to your esteemed organisation through my knowledge and experience and look forward to meeting with you to discuss this position further.

Yours faithfully,

Mert Yildiz

## Analysis Questions

### **A: Information**

- 1 - What is the job the person is applying for?
- 2 - Underline all of the person's experience.
- 3- Star all of the qualities expressed.

### **B: Organization**

Label the letter with the following components

- 1 - Closing phrase
- 2 - Opening greeting
- 3 - Experience
- 4 - Reason for writing
- 5 - Hopes

### **C: Now compare with your own letter. How could you improve your own?**

## Analysis Answer Key

### **A: Information**

- A - What is the job the person is applying for? **Foreign trade expert**
- B - Underline all of the person's experience. (**See the letter below**)
- C - Star all of the qualities expressed. (**See the letter below**)

### **B: Organization**

Label the letter with the following components (**See the numbers below**)

- 1 - Closing the letter
- 2 - Opening greeting
- 3 - Experience
- 4 - Reason for writing
- 5 - Hopes

**2** - Dear Sir/Madam,

**4** - I am writing to apply for the position of foreign trade expert.

**3**- I have been working in finance, foreign trade and logistics sector for the last 10 years in companies such as EKOL. I am currently managing a department that imports a high volume of goods from all continents and also exports mostly to Europe and the Middle East. As part of my job, I deal with all aspects of export and import procedures, such as transportation and custom clearance. Therefore, \*I have developed a very high standard of communication and negotiation skills with related parties. \*I am also highly proficient in dealing with bureaucracy while obtaining import permissions.

Throughout my work experience, \*I have developed an excellent customer orientated approach and problem-solving skills in a fast-paced business environment, which requires multitasking and working to strict deadlines. \*I am also extremely knowledgeable in finance as I studied economics and worked for a bank while living in the UK. I am fully conversed in English and Turkish and have a very high standard of computer literacy. I have the ability to lead a team and also operate as part of a team to deliver excellent results within the time frame and agreed budget.

**5**- I believe that I can contribute to your esteemed organisation through my knowledge and experience and look forward to meeting with you to discuss this position further.

**1** - Yours faithfully,

Mert Yildiz

### **C: Now compare with your own letter. How could you improve your own?**

- ✓ Now get the learners to compare and contrast the model letter with their own. Feedback on what they need to improve.
- ✓ Get the learners to go to the guardian Job website (<http://jobs.guardian.co.uk/job>), and choose an advert. They can then write a cover letter. This can either be in class or done as a homework.

## Activity 3J

### Link-A-Thon

(Dis, Lst, Sp)

<b>Aim:</b>	To review, recycle and expand the use of linking words.
<b>Group dynamic:</b>	Pairs / small groups (3-4 students)
<b>Level:</b>	Suitable for Intermediate +
<b>Time:</b>	Part 1: 20 minutes  Part 2: 20 – 30 minutes
<b>Materials and preparation:</b>	<ul style="list-style-type: none"><li>• Worksheet 3J (1 per student)</li><li>• Linking word cards (1 set per group)</li><li>• Starting sentence cards (1 set per group)</li></ul>
<b>Procedure:</b>	<p><b><i>Part 1: Linking word review</i></b></p> <p>1 - Tell the learners that you are going to review linking words at the start of sentences.</p> <p>2 - Handout the linking word worksheet, with example sentences and blank boxes. Get learners to read through the worksheet. After they have finished reading, ask if there are any words that they do not understand.</p> <p>3 - Explain to the learners that they are going to fill in the worksheet with similar linking words. Explain that you will give each group cards that have linking words on them, and that they will put the linking words into the correct boxes with the correct meaning. Show one card first and ask the learners where it will go. Everyone writes that linking word into the correct box.</p> <p>4 - Hand out the cards to the learners and let them put them into the correct boxes.</p> <p>5 - When they have finished, check the answers as a whole group</p> <p><b><i>Part 2: Verbal paragraph</i></b></p> <p>1 - Explain to the group that they are now going to use the linking word cards to make a verbal paragraph. They will need to put all the linking words in a pile face down so that they can't see them.</p> <p>2 - You then explain that you will give them paragraph start cards. These will also be put face down in a pile.</p>

<b>Procedure:</b>	<p>3 - Demonstrate the activity to the class, by reading or showing on the white board the first sentence card. Ask someone to continue the paragraph with the linking word 'However'. Ask someone else to continue from the classmate's sentence with the linking word 'For example'. Explain to the learners that they are not allowed to change the sentence start card until everyone in their group has had a turn. (See an example of how this works in step 4.)</p> <p>4 - Learners in groups now decide who goes first. Student A turns over a starting sentence card and a linking word. The students add a second sentence to the 1<sup>st</sup> one by using the linking word. The next student turns over a linking word card and continues on from Student A, using a linking word. Student C then turns over a linking word card and continues with a cohesive sentence following on from Student B. (See the example below.)</p> <p><i>*If a learner turns over a blank sentence card with a star, they can write their own starting sentence.</i></p>
<b>Activity variation:</b>	Instead of a spoken paragraph, the learners can write the paragraph. Each learner is given a different start sentence in the group. The group leader turns over a card with a linking word, and they all need to write the second sentence. The group turns over another linking word and they need to add a sentence with that linking word. They keep passing and writing for up to 6 sentences.
<b>Activity extension:</b>	This activity is an excellent follow-up for any reading that you do. You can get learners to find the linking words from the reading first, and then expand with the linking word cards.

## Link-A-Thon Example

**Student A turns over 'Men and women should be equals' and turns over 'For example'.**

**Student A says:** Men and women should be equals. For example, when they are working, they need to be paid the same amount as men.

**Student B then turns over 'However,' and continues the verbal paragraph,** However, this equality does not always exist in the work place because women find it hard to get a promotion.

**Student C then turns over 'As a result of this'.** Student C continues 'As a result of this, women can feel angry about not being promoted and losing motivation at work'.

## Worksheet 3J

Look at each box and the linking word example. Using the cards, put the linking words with the same meaning into the correct boxes.

Adding	Comparing and Contrasting
<p><i>Many people care about their families. Moreover, they also have similar feelings for their friends.</i></p>	<p><i>People say that they care about the environment. However, people still waste energy or do not recycle their waste.</i></p>
Cause	Effect/Result
<p><i>Because of the number of cars, there are often traffic jams.</i></p>	<p><i>Consequently, people get angry because of the traffic jams.</i></p>
Listing	Example
<p><i>Firstly, the group decided to meet on every Monday at 7:30pm.</i></p>	<p><i>Many people live here from many different countries. For example, there are people from Kenya, France and India all living on the same street.</i></p>
Conclusion	
<p>We have surveyed everyone in the school about the changes that need to be made. <b>In conclusion</b>, we need to talk with the principal.</p>	

## Answer Key for Worksheet 3J

Adding	Comparing and Contrasting
<i>Many people care about their families. Moreover, they also have similar feelings for their friends.</i>	<i>People say that they care about the environment. However, people still waste energy or do not recycle their waste.</i>
<ul style="list-style-type: none"> <li>✓ Furthermore,</li> <li>✓ As well,</li> <li>✓ In addition,</li> </ul>	<ul style="list-style-type: none"> <li>✓ On the other hand,</li> <li>✓ Conversely,</li> <li>✓ Although,</li> <li>✓ Despite this,</li> <li>✓ In spite of this,</li> <li>✓ Similarly,</li> </ul>
Cause	Effect/Result
<i>Because of the number of cars, there are often traffic jams.</i>	<i>Consequently, people get angry because of the traffic jams.</i>
<ul style="list-style-type: none"> <li>✓ Due to</li> <li>✓ Owing to</li> </ul>	<ul style="list-style-type: none"> <li>✓ As a result of this,</li> <li>✓ As a consequence of this,</li> <li>✓ Therefore,</li> </ul>
Listing	Example
<i>Firstly, the group decided to meet on every Monday at 7:30pm.</i>	<i>Many people live here from many different countries. For example, there are people from Kenya, France and India all living on the same street.</i>
<ul style="list-style-type: none"> <li>✓ Secondly,</li> <li>✓ Thirdly,</li> <li>✓ Finally,</li> </ul>	<ul style="list-style-type: none"> <li>✓ For instance,</li> </ul>
Conclusion	
<p>We have surveyed everyone in the school about the changes that need to be made. <b>In conclusion</b>, we need to talk with the principal.</p>	
<ul style="list-style-type: none"> <li>✓ To conclude,</li> <li>✓ On the whole,</li> <li>✓ To sum up,</li> </ul>	

## Worksheet 3J: Linking Word Cards



### 3J: Linking word cards

Furthermore	As well	In addition
On the other hand	Conversely	Although
Despite this	In spite of this	Similarly
Secondly	Thirdly	Finally
For instance	To conclude	To sum up
On the whole	Due to	Owing to
As a result of this	As a consequence of this	Therefore

## Worksheet 3J: Starting Sentence Cards



### 3J: Starting sentence cards

Men and women should be treated as equals.	Humans should care about animals.
We all have a responsibility for the environment.	Free time is as important as work or study.
Learning about history helps us shape the future.	Family is more important than friends.
Learning about other cultures helps bring peace to the world.	Computer games make children more violent.
Social media is helping bring people together.	Older people and younger people have difficulty in understanding each other.
Health is more important than money.	Everyone should be able to have an education.
Fast food should be made illegal.	Governments should stop buying and selling weapons.
A green star-shaped icon with a white outline.	A green star-shaped icon with a white outline.

## Section Four

# Topical Discussions

In this section, we will introduce a few techniques and activities that get learners to discuss topics. Activities here include roleplays and short discussions.



### Techniques for Helping Learners Stay on Task in English

- The activities in this section require learners to speak in English. In a multilingual classroom, this will happen naturally as the common language is English. However, in a monolingual classroom, this type of activity represents an extra challenge as the learners all share a common mother tongue that is not English.
- Interestingly, all of the activities below were developed in monolingual classrooms. The important point is not to force students to speak in English all the time, particularly at the beginning. If you force learners to speak all the time in English, when it doesn't feel natural to them, you might do more harm than good and shut them down completely. On the other hand, if you leave them completely to their own devices, they might only speak in their own language.
- That is why refocusing them between steps can help. If the activity has different parts as in Activity 4A, you can remind them to use English when you move between steps.
- If you know that the learners can only talk in English for 8 minutes in the discussions section in 4B and the roleplay in 4C, limit the spoken part of the activity to 8 minutes – before they start breaking into their own language. In 4B, you can use these discussions to slowly increase the amount of time that they are speaking in English until they can handle communicating for longer stretches. For example, in week one the discussion time might be 8 minutes. In week 2, this would increase to 9-10 minutes and continue slowly increasing until the learners can speak for 15 minutes in English.

## Activity 4A

### Gender Roleplay

(Lst, Sp)

<b>Aim:</b>	To explore the issues around gender identity, role playing in English and fluency practice.
<b>Group dynamic:</b>	Two groups: male and female
<b>Level:</b>	Intermediate +
<b>Time:</b>	25 minutes
<b>Materials and preparation:</b>	None
<b>Procedure:</b>	<p>1 - Split the class into two groups; male and female.</p> <p>2 - Explain to the students that in a while they will come together to discuss the problems about being male and female as a whole group, but that there is one twist. The males will assume the role of females, and the females will become males in the role play.</p> <p>3 - Before the main activity, put the learners into their single-sex role groups to talk about the issues that they have as a male or a female. This means that the male students come together and take on their roles as females. They discuss together the problems that they face about being female. The females do the same activity but as males. This helps the learners to get into character in the whole group role play.</p> <p>4 - When they have had about a 10-minute warm-up, bring both groups together to discuss. You can open the discussion by asking the males playing women what issues they face as women and vice versa. This will spring into a cross discussion between both sides.</p>
<b>Activity variation:</b>	If you have a large class, put the learners in step 4 into smaller groups with an equal number of male and female learners.

## Activity 4B

### Hot Topics

(Lst, Sp)

<b>Aim:</b>	To discuss a range of current affairs in groups
<b>Group dynamic:</b>	Pairs, group, whole class
<b>Level:</b>	Intermediate +
<b>Time:</b>	15 minutes for each topic
<b>Materials and preparation:</b>	Topic cards
<b>Explanation:</b>	<p>Each of these topic cards covers a topic on current affairs. However, it is important to remember that some of the topics may not be suitable for the age group you are teaching or for the cultural context you are in. You need to be culturally sensitive to your situation.</p> <p>Usually the topic of the environment will work everywhere, but in some settings discussing the legalization of drugs is not appropriate. These topics can be added to a unit in which the topic has been introduced.</p>
<b>Procedure:</b>	<p>1 - Decide how you want the learners to discuss. Usually groups of 3 – 4 students work best for this kind of activity. If you want to conduct this topic as a whole group, you will need to consider the number of students. If there are more than eight, usually some learners remain silent.</p> <p>2 - Give the learners preparation time: You are the one who knows how much background knowledge your learners need. Some classes might only need 10 minutes to collect their thoughts, while others might need a class or home time to research before discussing these topics.</p> <p>3 - After learners have had adequate preparation time, put them into the desired group and let them discuss for about 10-15 minutes.</p> <p>4 - Come back as a whole class and ask them to share two interesting points they have discussed in their groups.</p>

## 4B: Topic Cards

### Society

- 1 - In your opinion, how important for you is to be a member of society? Why?
- 2 - Can the individual and society exist together? Why/why not?
- 3 - What responsibilities does the society have towards the individual?
- 4 - When is societal pressure constructive?
- 5 - When is societal pressure deconstructive?

### The Environment

- 1 - What are the main environmental problems in the world today? Thinking about these problems, which do you think is the worst one? Why?
- 2 - Is it possible for people to solve these environmental issues? Can governments make any significant changes? Why/Why not?
- 3 - What is needed to solve these environmental problems?
- 4 - How much change have you made in your own life when faced with these environmental problems?
- 5 - If you could solve one environmental problem without any restrictions, which one would you solve? How would you solve it?

### Men and Women

- 1 - If there was one thing you could change about being a man or a woman, what would it be?
- 2 - How have the roles of men and women changed in the last 50 years?
- 3 - What differences still exist between men and women?
- 4 - Are there jobs/roles that are only suitable for men or only suitable for women? Why/Why not?
- 5 - How can men and women become more equal?

## **Crime**

- 1 - In your opinion, what are the 5 worst crimes a person could commit? What should be the punishment for these crimes?
- 2 - In your opinion, is there more or less crime in the world today? Why?
- 3 - How effective is the legal system in dealing with criminals in your country?
- 4 - Are there any changes you would make in your country's legal system? Why? / Why Not?
- 5 - How appropriate is it to sentence someone to death for a crime?

## **Education**

- 1 - How many different types of education can you think of?
- 2 - Who was the best teacher you ever had? Describe this person and why they were your best teacher?
- 3 - How has education changed in the last 50 years?
- 4 - How relevant is education to your own life?
- 5 - Is it necessary that everyone is educated in a society? Why?/Why Not?

## **Health**

- 1 - What have been the main advances in health in the last 100 years?
- 2 - In our modern culture are we healthier or less healthy than the past? Why/ Why not?
- 3 - What are the main health dangers in our modern society?
- 4 - What are the advantages and disadvantages of living longer?
- 5 - If you could cure one disease in the world, what would it be, and why would you cure it?

## **Globalization**

- 1 - Have a look at what you are wearing or what you have in your bag today? How many globally branded products do you have with you?
- 2 - What does it mean to be a global citizen? Do you consider yourself to be a global citizen? Why or Why not?
- 3 - What has created globalization in your opinion?
- 4 - What are the advantages of globalization?
- 5 - What are the disadvantages of globalization?

## **Social Media**

- 1 - What is your favourite social media platform?
- 2 - How much time do you spend on social media? Do you think you spend too much time or too little time on social media? Why?/Why not?
- 3 - What are the advantages of social media?
- 4 - What are the disadvantages of social media?
- 5 - Has social media changed the way that people think or people's relationships? Why/ Why not?

## **Art**

- 1 - What is art?
- 2 - Is all art worthy of being called art? Why/Why not?
- 3 - How important is it for art to exist in education and in society?
- 4 - What is your favourite genre/piece of art?
- 5 - If there was one piece of art you could create, what would it be?

## **Drugs**

- 1 - List as many drugs as you can. Which are illegal/which are legal?
- 2 - Are there any drugs on your list that should be made illegal? Explain to the group, which ones and the reason why they should be made illegal.
- 3 - What are the advantages of legalizing soft drugs such as marijuana?
- 4 - What are the disadvantages of legalizing soft drugs such as marijuana?
- 5 - How ethical is it to test drugs on other animals other than humans?

## **Poverty**

- 1 - Which are the poorest countries in the world? Why are they poor?
- 2 - Which are the poorest areas in your country? What are the main reasons for this poverty?
- 3 - How effective are charities in dealing with poverty?
- 4 - How much do other countries/or people in your own country have an obligation to help solve poverty?
- 5 - What are the most effective solutions for bringing an end to poverty?

## **The Generation Gap**

- 1 - How is your life different from that of your grandparents or parents?
- 2 - What have you learnt from older generations?
- 3 - In which situations do you experience generational conflict?
- 4 - How can different generations help each other?
- 5 - What do young people have to teach to older generations?

## Activity 4C

### Improving your Local Environment

(Lst, Sp)

<b>Aim:</b>	To experiment with agreeing and disagreeing
<b>Group dynamic:</b>	Pairs, group, whole class
<b>Level:</b>	Intermediate +/ Age 15+
<b>Time:</b>	45 minutes
<b>Materials and preparation:</b>	4C: Roleplay cards
<b>Explanation:</b>	In many resource books, roleplay cards will be given to learners with all the bullet points prepared for them. This does not allow learners to personalise or think creatively or critically, which are essential for deep learning. That is why the role cards (see the example below) allow the learners to create their own meaning by encouraging creative and critical thinking. This means that they will need more preparation time.
<b>Procedure:</b>	<p><b><i>Part 1: Preparation</i></b></p> <p>1 - Explain to the learners that they will be doing an activity where they need to agree and disagree.</p> <p>2 - Get the learners into groups of four and get them to brainstorm agree and disagree phases.</p> <p>3 - Ask the learners to feedback their phrases and record these on the board.</p> <p>4 - Get learners to note down the phrases on their roleplay cards, so that they will use them during their roleplay. Four or five should be enough.</p> <p><b><i>Part 2: The Discussion</i></b></p> <p>1 - Explain to the learners that they are going to have the opportunity to meet together to improve their environment. Explain that each of them has a different role on their card, and that they will need to brainstorm ideas. Use the model one below to show them how to do this (Points have been added to help you direct the brainstorm.)</p>

<b>Procedure:</b>	<p>2 - Give the learners 10 minutes to prepare. You will need to roam around to help the learners generate ideas.</p> <p>3 - Put learners into groups of four and remind them of the activity. Explain that they will have about 10 – 15 minutes to discuss their ideas.</p> <p>4 - When they begin to run out of conversation, stop the groups and tell them that they have 5 minutes to try to come to a solution about what they will do for the area.</p> <p>5 – Finally, get each group to feedback their solution. If they were unable to resolve their situation, do not worry. The product outcome is not important because trying to solve a problem and using the agree and disagree language is the focus.</p>
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## Sample Roleplay Card

<p><b>Scenario:</b> You have been living in your local area for the last five years, and you now have the opportunity to improve one aspect of your local area. You have been invited to a meeting to give your ideas. <b>You would like to see a recycling scheme in your area, but you are against a new bridge being built in the forest.</b> Take some time to brainstorm your ideas below.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 10px; vertical-align: top;"> <p><b><u>Arguments for a recycling scheme</u></b></p> <ul style="list-style-type: none"> <li>1 - Improve the environment</li> <li>2 - reduce the amount of waste</li> <li>3 - Could generate some money to be used in other programmes</li> </ul> </td><td style="padding: 10px; vertical-align: top;"> <p><b><u>Arguments against a new bridge</u></b></p> <ul style="list-style-type: none"> <li>1 - Would destroy an important environmental area</li> <li>2- Families enjoy going there</li> <li>3- It is not just a bridge. Once you have a bridge, you need new roads, which means new buildings and less green space.</li> </ul> </td></tr> </table>		<p><b><u>Arguments for a recycling scheme</u></b></p> <ul style="list-style-type: none"> <li>1 - Improve the environment</li> <li>2 - reduce the amount of waste</li> <li>3 - Could generate some money to be used in other programmes</li> </ul>	<p><b><u>Arguments against a new bridge</u></b></p> <ul style="list-style-type: none"> <li>1 - Would destroy an important environmental area</li> <li>2- Families enjoy going there</li> <li>3- It is not just a bridge. Once you have a bridge, you need new roads, which means new buildings and less green space.</li> </ul>
<p><b><u>Arguments for a recycling scheme</u></b></p> <ul style="list-style-type: none"> <li>1 - Improve the environment</li> <li>2 - reduce the amount of waste</li> <li>3 - Could generate some money to be used in other programmes</li> </ul>	<p><b><u>Arguments against a new bridge</u></b></p> <ul style="list-style-type: none"> <li>1 - Would destroy an important environmental area</li> <li>2- Families enjoy going there</li> <li>3- It is not just a bridge. Once you have a bridge, you need new roads, which means new buildings and less green space.</li> </ul>		

## 4C: Roleplay Cards

<b>Agreeing and disagreeing phrases</b>	
Agreeing:	Disagreeing:
Scenario A: You have been living in your local area for the last five years and you now have the opportunity to improve one aspect of your local area. You have been invited to a meeting to give your ideas. <b>You would like to see a new sports' facility in your area, but you are against any new transport schemes.</b> Take some time to brain storm your ideas below.	
<b>Arguments for a new sports' facility</b>	<b>Arguments against any new transport schemes</b>
<b>Agreeing and disagreeing phrases</b>	
Agreeing:	Disagreeing:
Scenario B: You have been living in your local area for the last five years and you now have the opportunity to improve one aspect of your local area. You have been invited to a meeting to give your ideas. <b>You would like to see a new cultural centre in your area, but you are against any new sports' facilities.</b> Take some time to brain storm your ideas below.	
<b>Arguments for a new cultural centre</b>	<b>Arguments against a new sports' facility</b>



### Agreeing and disagreeing phrases

Agreeing:

Disagreeing:

Scenario C: You have been living in your local area for the last five years and you now have the opportunity to improve one aspect of your local area. You have been invited to a meeting to give your ideas. **You would like to see a new transport system in your area, but you are against any new shopping centres. Take some time to brain storm your ideas below.**

**Arguments for a new transport system**

**Arguments against a new shopping centre**

### Agreeing and disagreeing phrases

Agreeing:

Disagreeing:



Scenario D: You have been living in your local area for the last five years and you now have the opportunity to improve one aspect of your local area. You have been invited to a meeting to give your ideas. **You would like to see a new shopping centre in your area, but you are against any new cultural centre. Take some time to brain storm your ideas below.**

**Arguments for a new shopping centre**

**Arguments against a new cultural centre**

## Section Five

# Presentations

Presentations are a great way to get learners to speak. If you are teaching adult learners, they might be giving presentations at work. If you are teaching students who are 15+, there is usually some presentation aspect in their life.

In this section we will look at ideas for presentation topics, types, components and also the software that learners can exploit. We have also included two worksheets. The first is a brainstorming sheet for the features of presentation, and the second is an evaluation sheet that either you as the teacher or the learners through peer feedback can fill in.



## Presentation Topics

There are a vast array of topics that you can use, based on the level of the learner and the type of English you are teaching:

### A: Young Learners: My family

- 1 - My class
- 2 - My school
- 3 - My hobbies

### B: Teenage Learners:

- 1 - (.....) is my hero because
- 2 - An issue that is important to me
- 3 - Something I would like to change

### **C: General English Topics:**

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- 1 - A place I would like to visit.
- 2 - Things I would like to do before I die.
- 3 - Do we need to do something about global warming?
- 4 - Something important I have learnt in life.

### **D: Business English Topics:**

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- 1 - Product/idea presentation
- 2 - Marketing a company
- 3 - A financial report

## **Presentation Components**

Before learners give a presentation, you can do mini workshops on various areas of presentations. To complete these workshops, you need to find example videos of the type of presentation that you want to explore with the learners. You can also use **Worksheet 5A: Important Features of Presentations**. Here are some areas you could focus on in your presentation lesson to help learners improve their presentations.

### **1 - Organization:**

You can analyse the organization of a presentation by getting learners to analyse the following areas:

- a- Introduction
- b- Main body
- c- Conclusion

### **2 - Delivery and body language:**

Learners could analyse the following areas:

- a- Eye contact
- b- Gestures
- c- Use of space
- d- Speed of delivery
- e- Use of notes

It is also a good idea to find examples of what learners should try to avoid.

### **3 - Visual presentation:**

You can get learners to analyse the following:

- a- The layout of the slides
- b- The visuals on the slides
- c- The presenter's interaction and control of the slide

#### **4 - Software use:**

If you want to use programmes such as Power point or Prezi, it is important to remember that you will need to train the learners to use the software before you begin presentation work. This means that you will need about an hour of class time to go over how these programmes work and to get learners to try them out.

## **Modes of Presentation**

Learners can do presentations in various ways:

- Individually
- Pairs and groups
- In front of the class
- Privately in front of you, but not the rest of the class
- Via a pre-recorded video

## **Activity 5A**

In this section we look at a simple procedure for doing presentations in the Intermediate – advanced classroom:

## **Presentations Procedure**

<b>Procedure:</b>	<p>1 - Explain to the learners that they will analyse a presentation.</p> <p>2 - Give the learners the features of a presentation sheet. Explain that they are going to analyse the important features of a presentation, by watching one. They need to note down the strengths and weaknesses on the features sheet for each area.</p> <p>3 - Give the learners Worksheet 5A and let them have 1-2 minutes to read the sections on the sheet.</p> <p>4 - Learners watch and analyse the presentation.</p> <p>5 - Learners feedback as a whole group. If the learners raise any weaknesses ask them how they would improve the weaknesses.</p> <p>6 - Explain to the learners that they will give a presentation on a topic. (At this point you need to very specific about:</p>
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	<ul style="list-style-type: none"> <li>• your expectations</li> <li>• the length of the presentation</li> <li>• how you expect them to produce the visuals</li> <li>• how you will grade them</li> </ul> <p>7 - Get learners to brainstorm their presentation idea in class, so that you can guide them. They can then work on the presentation content either in class time or at home.</p> <p>8 - Before the presentation lesson, ask learners to send their final presentation slides to you if they are going to project it to the class. That way all of the presentations can be loaded by you to the classroom computer before the presentation session.</p> <p>9 - As learners give their presentation fill in the 5B: The feedback sheet. Give it to the learners at the end of the presentation cycle.</p>
<b>Activity Variation:</b>	At point 9 it is also possible to video the learners so that they can analyse their own performance.
<b>Alternative Activity:</b>	For an example of how to do a lower level presentation for elementary and pre-intermediate see Activity 3B: My Life.

## Worksheet 5A: Important Features of Presentations

Look at the presentation and make notes on the following areas:

Visuals	
Strengths	Weaknesses

Delivery	
Strengths	Weaknesses

Organization	
Strengths	Weaknesses

## Worksheet 5B: Presentation Feedback

Name of presenter(s).....

Topic..... Date.....

Area	Score 1-5	Comments
Task fulfilment	1 2 3 4 5	
Organization	1 2 3 4 5	
Grammar: accuracy and range	1 2 3 4 5	
Vocabulary: accuracy and range	1 2 3 4 5	
Pronunciation	1 2 3 4 5	
Delivery	1 2 3 4 5	
Visuals	1 2 3 4 5	

**Overall comments:**

## Section Six

# Webquests

In this section we will look at activities that encourage learners to search the Internet as part of their learning. One activity will focus on using this information to form the basis of a spoken activity and the other will explore how to use a film as a spring board for a webquest. These two activities are presented as examples to help you eventually design your own web quests.



## Activity 6A

### Your Life Philosophy (Lst, Re, Sp)

<b>Aim:</b>	To enable learners discuss their own life philosophy, explore other philosophies, and use persuasive expressions to persuade their classmates to follow their philosophy
<b>Group dynamic:</b>	Pairs, group, whole class
<b>Level:</b>	Upper intermediate +
<b>Time:</b>	Part 1: 40 minutes Part 2: 50 minutes
<b>Materials and preparation:</b>	<ul style="list-style-type: none"><li>• Worksheet 6A: What is your personal philosophy</li><li>• Worksheet 6A: Philosophy research</li><li>• Internet connection</li><li>• Electronic device</li></ul>
<b>Explanation:</b>	This is a multi-layered activity that needs time to be set aside in the classroom. It is a good activity for a supplementary material day.

<b>Procedure:</b>	<p><b>Part 1: Exploring Philosophy</b></p> <p>1 - Hand out Worksheet 6A: What is my philosophy?</p> <p>2 - Explain to each learner that they are going to be thinking about their own life philosophy.</p>
<b>Procedure:</b>	<p>3 - Learners will need thinking time (7-8 minutes) to come up with their own philosophy, so it is a good idea that you model yours first on the board. (See the example below.)</p> <p>Remind the learners that they will be sharing their ideas with others in the class, so if there is something extremely private, they have the choice not to write it.</p> <p>4 - The same cycle of point 3 should be followed for answering the second question. Remember to model society's expectations and give the learners about 7-8 minutes to think about their ideas.</p> <p>5 - Now get them to think about the conflicts that might arise between their philosophy and society's expectations.</p> <p>6 - Put the learners into groups of four and get them to share their philosophies with each other. They will need about 10 minutes to discuss.</p> <p><b>Part 2: Philosophy Webquest</b></p> <p>1 - Explain that the learners are going to research a philosophy.</p> <p>2 - Get the learners to connect their electronic devices to the Internet for the activity.</p> <p>3 - Explain to the learners that they are going to research the philosophy on the card that you are going to give them (See the <b>Philosophy Webquest Cards</b>) and fill in the notes on their <b>Worksheet 6A: Philosophy Research</b>.</p> <p>4 - Get learners to Google search online.</p> <p>5 - Learners read and fill in their worksheet. They will need about 20-30 minutes to do this well.</p> <p>6 - Get learners to shut their electronic devices and explain to them that they are going to persuade others in the class to follow their philosophy.</p> <p>7 - Learners take 5-10 minutes to prepare themselves.</p> <p>8 - Once the class is ready, they have to speak to as many people as possible in 10 minutes.</p>

9 - At the end, people vote on the philosophy that they want to follow. You can prepare a list of the philosophies on a word document before the class or write it on the board, while they are preparing themselves in point 7. Each learner has one vote.

## Modelling Personal Philosophy

### What is the personal philosophy that you live by?

1 - Loyalty to the people I am closest with

2 - Always tell the truth.

3 - Be true to myself.

4 - Respect and be open to other people.

5 - Analyse what is happening....think

6 - Do one thing every day that scares you.

## Worksheet 6A: What is your personal philosophy?

**What is the personal philosophy that you live by? Make notes**

**What are the expectations of the society that you live in? Make notes**

**Do you experience any conflicts between your philosophy of life and society's expectations? Why? / Why Not?**

## Philosophy Webquest Cards



activism	mysticism	existentialism
globalism	mentalism	realism
surrealism	altruism	positivism
determinism	pacifism	humanism
objectivism	rastafari movement	logicism



## Worksheet 6A: Philosophy Research

**Name of your philosophy:**

When/where it started:

The main ideas of the philosophy:

**Name of your philosophy:**

When/where it started:

The main ideas of the philosophy:



## Activity 6B

### Film Viewing and Post Webquest (Lst, Re, Sp)

<b>Aim:</b>	To listen and read extensively and to think critically
<b>Group dynamic:</b>	whole class + individual
<b>Level:</b>	Intermediate and above
<b>Time:</b>	Film viewing time and 80 minutes post viewing time
<b>Materials and preparation:</b>	<ul style="list-style-type: none"><li>• The film, The Constant Gardner</li><li>• Worksheet 6B 1x per student</li><li>• Access to the internet through an electronic device</li></ul>
<b>Explanation:</b>	This is an example of how you can turn a film into a webquest.
<b>Procedure:</b>	<p><i>Part 1: Preparation for the web quest</i></p> <p>1 - Watch the film the Constant Gardner either in class time or learners are set to watch this as homework.</p> <p>2 - Learners are set the worksheet in class. In section A they are asked to give their reactions to the film. Give them 7-8 minutes to think and take notes and then put the learners into groups to discuss.</p> <p><i>Part 2: Web quest</i></p> <p>1 - In section B of the worksheet; the location, the learners look at the slums where the film was shot. This is a reading comprehension. Let the learners read the questions first and see if they have any questions. Next give the learners 10-15 minutes to answer the questions.</p> <p>Fast finishers can compare with a partner and then move on to section C.</p> <p>2 - In Section C, learners have to research how much the portrayal in the film of drug companies is true in real life. They will need to find evidence to support their answers. This will need the most help from you. They will prepare for a discussion that includes evidence.</p> <p>They will need 20-30 minutes to read and to prepare for this topic. When they are ready they can get into groups of four to complete the task and discuss their ideas.</p>

## Worksheet 6B: The Constant Gardener Webquest

### A: Your Reaction to the Film

1. What did you enjoy about the film most and why?

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2. What surprised or shocked you most in the film?

---

3. Which character did you relate to the most and why?

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### B: The Location:

While the cast and the crew were filming, they used real places and real people living in the slums in Kenya. As a response to what they saw, they set up 'The Constant Gardener Trust'. Click on The Constant Gardener Trust link below and answer the following questions:

<http://www.constantgardenertrust.org/index.htm>

#### Questions:

1. According to the website, why was 'The Constant Gardener Trust' founded?

---

2. What do they want to achieve?

---

3. On the website click on the tab **Who we help**. Click on both locations **Loiyangalani** and **Kibera** and fill in the chart below:

Questions	Loiyangalani	Kibera
What types of places are they?		
What issues does each place have?		

### C: The Issues:

In the film, a great deal of time is spent on looking at the ethics of large pharmaceutical companies which test their drugs in Africa.

#### Questions:

1. In the film, how are drug companies portrayed?

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2. What points does the film raise about testing drugs in Africa?

---

3. In your opinion how does the portrayal of drug companies' activities in the film compare with real life?

---

4. Look at the links below and look for any other evidence to support your answer.

<http://www.bukopharma.de/english/index.html>

[http://www.roche.com/about\\_roche/roche\\_worldwide.htm](http://www.roche.com/about_roche/roche_worldwide.htm)

## Answers for Worksheet 6B

### **B The location:**

#### **1. According to the website, why was ‘The Constant Gardener Trust’ founded?**

*“The film was shot predominantly in Kenya and during filming, the cast and crew decided to set up The Constant Gardener Trust – an organization that initially would help specifically the communities they had met and worked with during the shoot.”*

#### **2. What do they want to achieve?**

*“Our aim is to help improve basic sanitation and education for those that are most in need of our help.”*

#### **3. On the website, click on the tab **Who we help**. Click on both locations **Loiyangalani** and **Kibera** and fill in the chart below:**

Questions	Loiyangalani	Kibera
What types of places are they?	An isolated community sandwiched between Lake Turkana and the Chalbi Desert, and one of the hottest places in Africa.	Kibera is the largest slum in Sub Saharan Africa – located in the centre of Nairobi, Kenya, and home to more than a million and a half Kenyans, although the actual number is hard to calculate.
What issues does each place have?	This area suffers on many levels due to the extreme arid environment and its remote location.	Kibera has little to no sanitation, and life is for most incredibly hard. / water, sanitation and education

### **C: The Issues:**

In the film a great deal of time is spent on looking at the ethics of large pharmaceutical companies which test their drugs in Africa.

#### **Questions:**

##### **1. How does the film portray drug companies?**

- ✓ concerned with money rather than the patients
- ✓ will do anything to protect their interests –including threatening people and murder
- ✓ usually from rich western countries
- ✓ prepared to experiment in the third world on people poorer than them
- ✓ do not use tight regulations in certain parts of Africa

##### **2. What points does the film raise about testing drugs in Africa?**

- ✓ uncontrolled
- ✓ profits are more important than the patients
- ✓ unregulated with proper controls
- ✓ risk people's lives

## Section Seven

# Activities for Children

In this section, we will focus on activities that work with children.

It is important to remember that children have limited concentration span, so there needs to be simple steps, and movement particularly at the younger end of this age range. You will also need strategies for getting the learners focused and bringing the activity to a conclusion. Some suggestions are given below.



### Focusing Children's Attention

Just as we discussed with adults, when wanting to do an activity, it is important that you attract children's attention. You need to bring them together so that you can get through the instructions easily without them losing concentration. A great way to get children's attention right before an activity is to sing with them a song that they know. When the song ends, you will have their attention. You can also use simple activities that get them to copy you in order to make them focused and ready for complicated activities. See **activities 7A** and **7B** for some simple activities that can be used for this purpose.

### Preparation

While it is essential to be prepared and know what you are doing with adults, you really need to be on top of your game with children and think how you are going to get them to do the different steps of the activity before the lesson. This will help you and the children stay on task.

### The Activities

The activities here are a mixture of games, and some childhood classics that have worked all around the world. Right at the end of this section, there is a project that you can do with the learners.

## Activity 7A

### Robots

(Lst, Sp, Gr, Vcb)

<b>Aim:</b>	To review giving instructions and miming certain actions
<b>Group dynamic:</b>	Pairs / whole group
<b>Level:</b>	Elementary
<b>Time:</b>	10 – 15 minutes
<b>Materials and preparation:</b>	None
<b>Procedure:</b>	<p>1 -Ask the students to imagine you are a robot and that they have control of you. Ask them what they would ask you to do.</p> <p>2 - Learners call out answers and you mime what they tell you to do.</p> <p>3 - Put the learners into pairs.</p> <p>4 - Label each pair as A and B.</p> <p>5 - To check that they know who A and B are, get the A's to raise their hands and then ask the B's to raise their hands.</p> <p>6 - Explain that A is going to be a Robot and that B is going to give them instructions.</p> <p>7 - A gives B instructions, and B must mime them.</p> <p>8 - After 5 minutes, they can change roles.</p>

## Activity 7B

### Simon Says

(Lst, Sp, Gr, Vcb)

<b>Aim:</b>	To review parts of the body
<b>Group dynamic:</b>	Whole class pairs
<b>Level:</b>	Elementary
<b>Time:</b>	10 – 15 minutes
<b>Materials and preparation:</b>	None
<b>Procedure:</b>	<p>1 - Ask the learners, what your name is.</p> <p>2 - Explain that when you say your name, the learners have to do what you say. Learners follow your instructions as in the following example:</p> <p><i>Philip says touch your nose.</i></p> <p><i>Philip says touch your head.</i></p> <p><i>Philip says close one eye.</i></p> <p>3 - Explain that when you don't say your name with the instruction, they shouldn't do it.</p> <p>4 - Have a practice run of using your name and not using your name until they get the idea.</p> <p>5 - Now play. When they get an instruction wrong, they sit down until the last person is standing.</p> <p>* This activity becomes really fun when the learners understand the game, and you can go fast.</p>

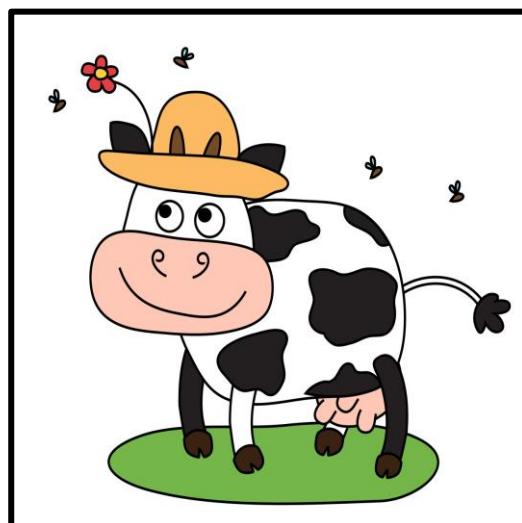
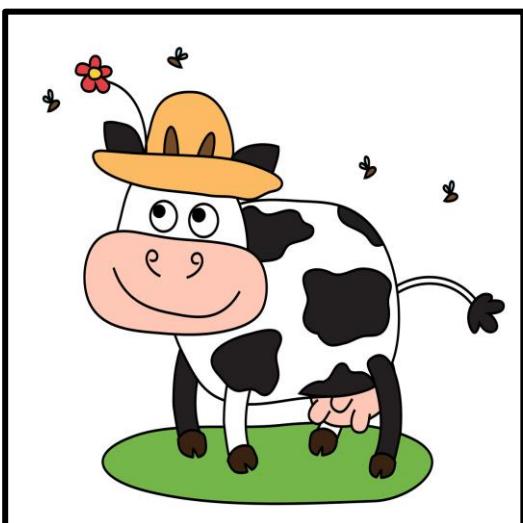
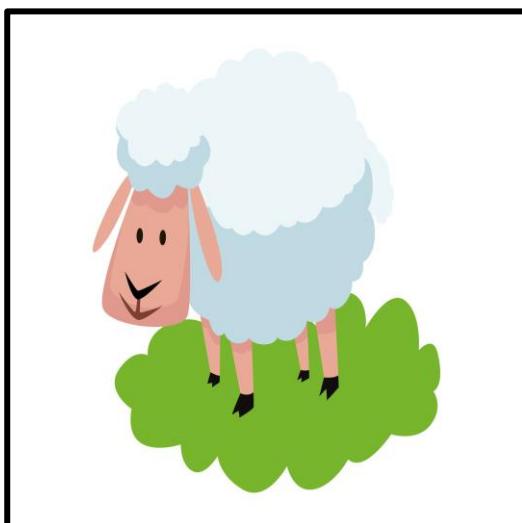
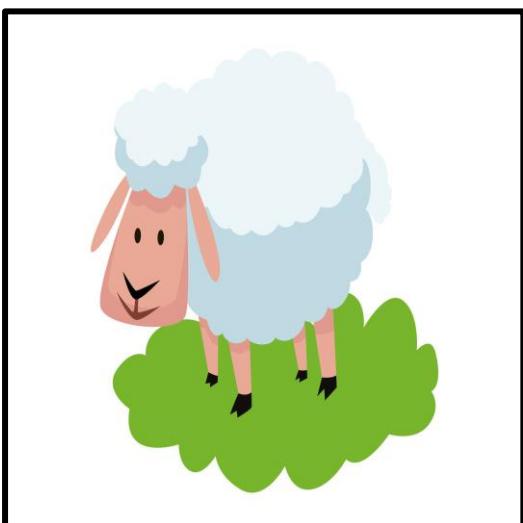
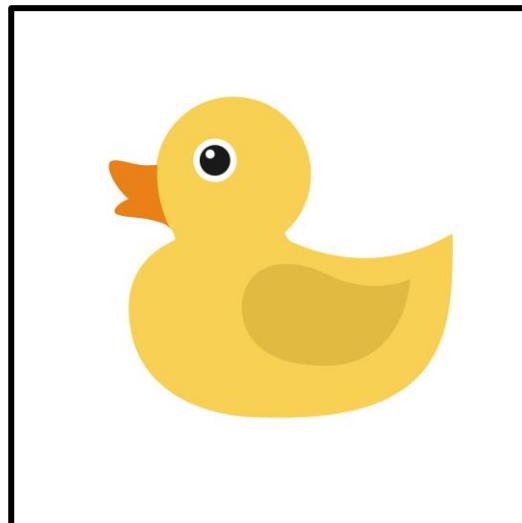
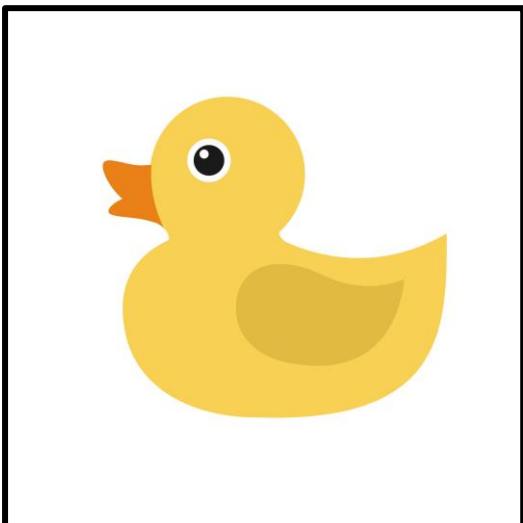
## Activity 7C

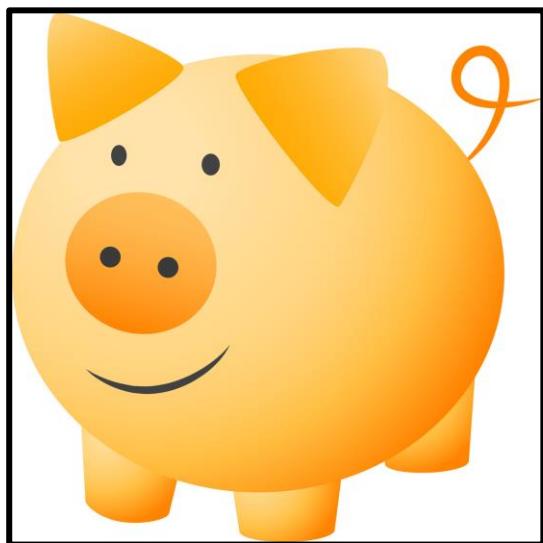
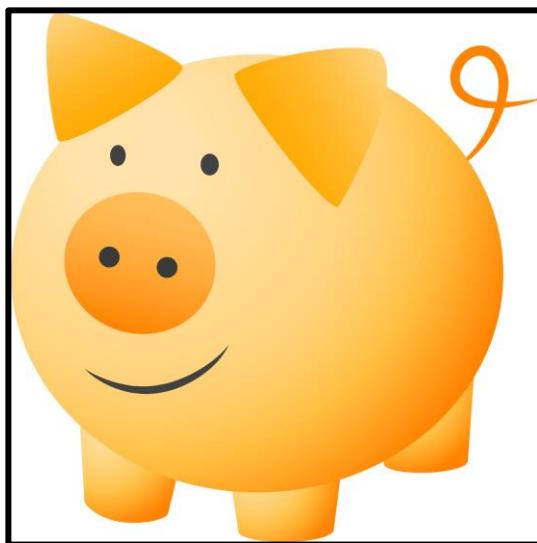
### Animals and their Noises

(Lst, Sp)

<b>Aim:</b>	To review animals and their sounds (Each culture has its own sounds for animals.)
<b>Group dynamic:</b>	Whole group
<b>Level:</b>	Elementary
<b>Time:</b>	20 – 30 minutes
<b>Materials and preparation:</b>	Cards
<b>Procedure:</b>	<p><b>Part 1: Vocabulary review</b></p> <p>1 - Review the 6 animals with the learners by using the pictures. You can also find some animal pictures, put them on a PowerPoint and project them.</p> <p>2 -Now ask the learners what sound they make.</p> <p>3 - Go through each sound and practice.</p> <p>4 - Hand out the cut-up animal noise cards (<b>Sheet 7C</b>), but tell the learners not to show anyone.</p> <p>5 - Learners then have to stand up, make the animal noises, find their partners and sit down.</p> <p><b>Part 2: The song: Old MacDonald had a farm</b></p> <p>Now that the learners are sitting in pairs, you can introduce the song Old MacDonald. When you call out he animals, name the pair that must make the sound:</p> <p><u>Example:</u></p> <p><i>Old MacDonald had a farm and on that farm he had some cows with a MOO MOO here and a MOO MOO there.</i></p>
<b>Activity alternative:</b>	<p>1 - You can use the animal cards to get them into large groups for other activities. Each group has to collect one of each animal.</p> <p>2 – You can also use the cards and do <b>Activity 7D: Dash to the Wall</b>.</p>

## 7C: Animals Noise Cards





## Activity 7D

### Dash to the Wall

(Lst, Sp)

<b>Aim:</b>	To review times and routines
<b>Group dynamic:</b>	Pairs, group, whole class
<b>Level:</b>	Elementary
<b>Time:</b>	20 minutes
<b>Materials and preparation:</b>	Cut-up 7D Time cards
<b>Explanation:</b>	This requires space to play. If you have a hall or a free setup classroom where children can run around, this game will be great for your students.
<b>Procedure:</b>	<p>1 - Stick the time cards, in the order of a clock, around the room.</p> <p>2 - Choose one student from the class to interview and have all the other learners in the middle of the room.</p> <p>3 - Ask the student, "What time do you eat breakfast?" The student answers with the time.</p> <p>4 - The rest of the class has to run to the correct time that they hear.</p> <p>5 - Eventually you can have two students at the front, one asking the questions and one answering to make it more fun. This also means that you can help the other learners reach the correct time.</p>

## 7D: Time Cards

1:00

2:00

3:00

4:00

5:00

6:00





7:00

8:00

9:00

10:00

11:00

12:00



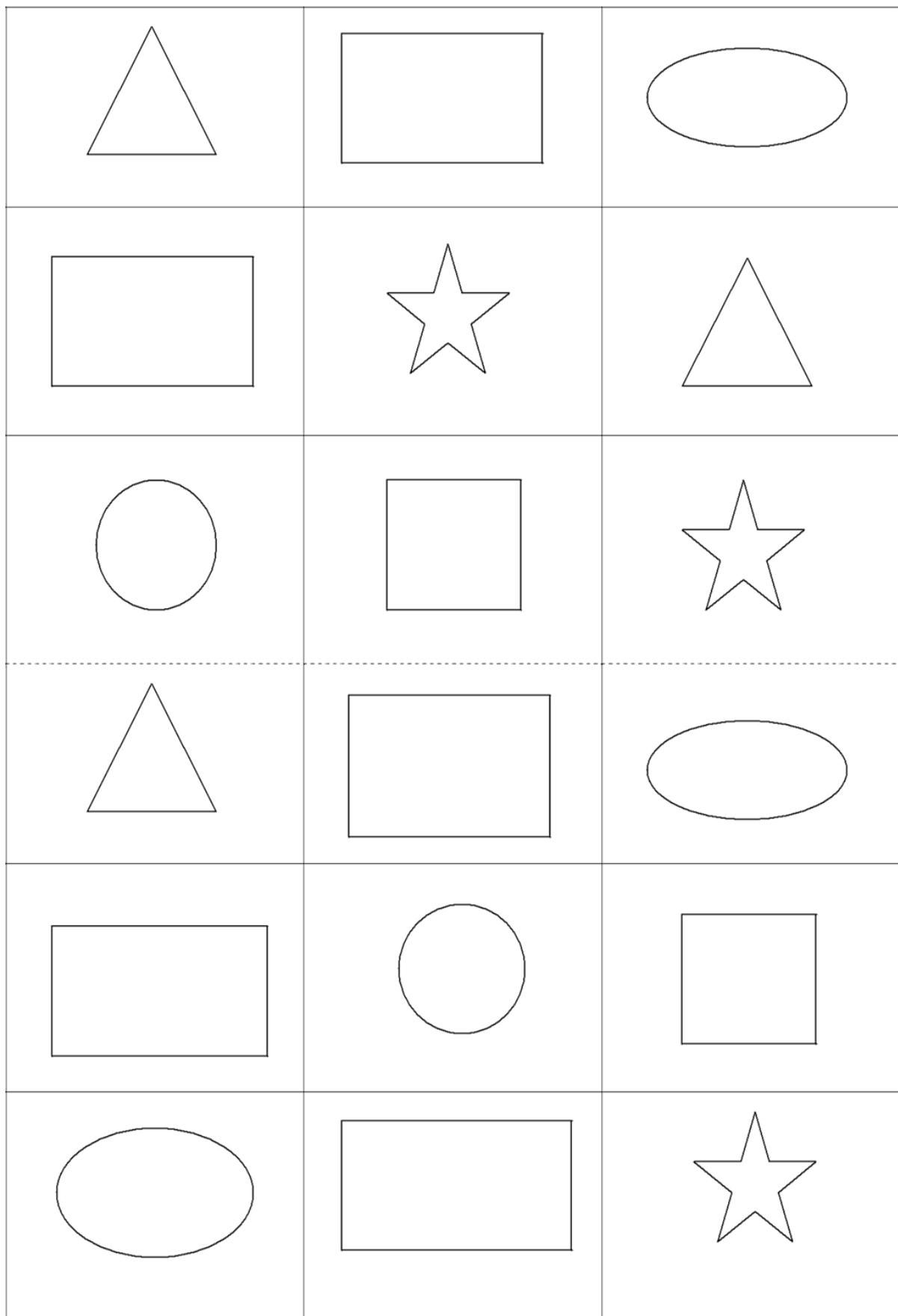
## Activity 7E

### Colour Bingo

(Vcb, Lst)

<b>Aim:</b>	To review colours and shapes
<b>Group dynamic:</b>	Whole group
<b>Level:</b>	Elementary
<b>Time:</b>	20-30 minutes
<b>Materials and preparation:</b>	<ul style="list-style-type: none"><li>• Bingo cards</li><li>• Colouring pens (6-7 pens)</li></ul>
<b>Procedure:</b>	<ol style="list-style-type: none"><li>1 - Review colours by showing learners the various colour pens.</li><li>2 - Review the six shapes with the learners.</li><li>3 - Hand out the bingo cards and the colouring pens.</li><li>4 - Get the learners to colour the shapes.</li><li>5 - Now call out the colour and the shape. If the learner has it on their card, they get to cross it off.</li></ol>
<b>Alternative activity:</b>	You can play the same bingo games with past simple participles, plurals, numbers, countries, etc.

## 7E: Colour Bingo Cards



## Activity 7F

### What's in the Bag?

(Vcb, Lst, Sp)

<b>Aim:</b>	To review basic nouns for everyday objects and determiners (a, an, some)
<b>Group dynamic:</b>	Whole group
<b>Level:</b>	Elementary
<b>Time:</b>	30-40 minutes
<b>Materials and preparation:</b>	<ul style="list-style-type: none"><li>• Objects</li><li>• A bag to put the objects in</li><li>• 1 x copy of Worksheet 7F</li></ul>
<b>Procedure:</b>	<p>1 - Pick some everyday objects that you have been teaching in class.</p> <p>2 - Put the objects in a bag.</p> <p>3 - Explain to the learners that they are going to look at the objects and try to remember them.</p> <p>4 - Take the bag and hold up the objects one by one, asking the learners, "What's this?" If you have a small group of 8-10 children, let them touch the objects as this activity really works with their senses. However, in large groups, this is not always possible.</p> <p>5 - Put everything in the bag and ask the learners in pairs to try to remember what is in the bag.</p> <p>6 - Then ask the learners, out loud, what is in the bag.</p> <p>7 - As learners call out the answers, write the answers into three columns on the whiteboard. The first column is for words preceded by 'a', the second column is for words with 'an', and the last column are words with 'some'. Leave the categories blank. If you are teaching very young learners, you will need to use pictures rather than words.</p>

<b>Procedure:</b>	<p>8 - When all the objects have been remembered and organised in the columns, ask the learners why they are organised into three categories. Elicit from them <i>a</i>, <i>an</i>, and <i>some</i>.</p> <p>9 - Put the learners in pairs.</p> <p>10 - Get the learners to think about six objects that are in their bag.</p> <p>11 - Hand out <b>Worksheet 7F</b> and explain that the learners will draw what their partner tells them.</p> <p>12 - In pairs, B now asks, "What's in your bag?" Student A gives the answer, and B draws what he/she hears.</p> <p>13 - Once A has finished explaining, they swap roles and do step 12 again.</p>
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## Board Layout

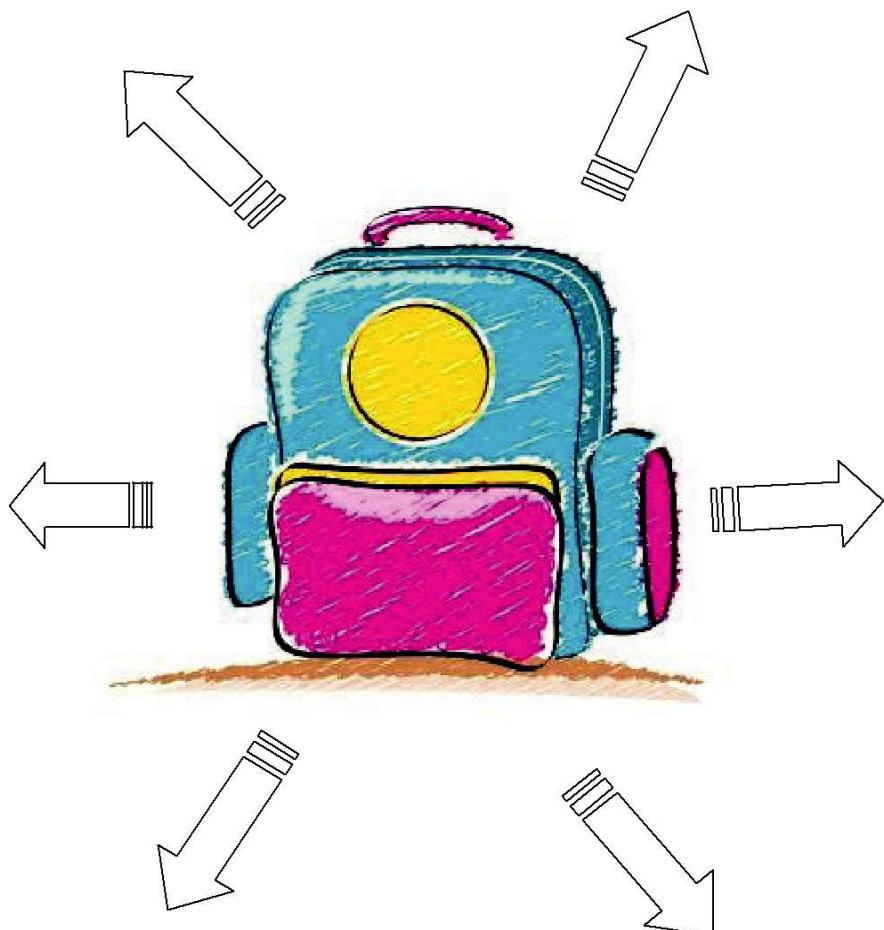
????	????	?????
Pen	Eraser	Pencils

## Worksheet 7F: What's in the Bag?

# What's in .....'s bag?



Draw what you hear.



## Activity 7G

### Flat Stanley

(Re, Wr)

<b>Aim:</b>	To discover the world around them in English.
<b>Group dynamic:</b>	Groups
<b>Level:</b>	Pre-intermediate +
<b>Time:</b>	2-3 lessons
<b>Materials and preparation:</b>	<ul style="list-style-type: none"><li>• A2 paper to make a cartoon character</li><li>• Pens, paints and scissors</li><li>• A letter template (see <b>Model 7G</b>)</li></ul>
<b>Explanation:</b>	The aim of this project is to get children to make contact with foreigners and foreign culture in a meaningful way. This project can be done through the good old fashioned mail or using an array of technological devices.
<b>Procedure:</b>	<p><b><i>A Traditional Flat Stanley Project</i></b></p> <ol style="list-style-type: none"><li>1- Learners are split into groups of 5 or 6.</li><li>2- They have to create their own 'Flat Stanley', which is an A2 sized paper cartoon character that is popular in their culture.</li><li>3- They then need to write a letter to send with their character explaining who they are, something about the character and what the instructions are for the person receiving the letter.</li><li>4- The recipient of the letter is instructed to take pictures of their life that includes the character and send the pictures back with brief explanations about each one.</li><li>5- The package with the letter and the character is sent abroad.</li></ol> <p>You can use your network of teachers to find people all over the world to send the letters to.</p>

<b>Procedure:</b>	<b>The Modern-Day Technology Version</b>
	<p>With the technology we have now, there are so many other possibilities for a more meaningful exchange. I still like the idea of the actual character being exchanged physically, but the visual work (either photos or even a video) and the explanations can be done in so many different ways including:</p> <ul style="list-style-type: none"> <li>✓ A <a href="#">Glogster</a>/PowerPoint project-where all the information is compiled together</li> <li>✓ A serial documentary of various places, taken by a smart phone</li> </ul> <p>Sometimes when the learners receive the project back, they want to ask more questions to the person who sent it. If the person who completed the project is an adult, this exchange will need to be supervised due to child protection issues. However, there are many ways for supervised exchanges to take place so that instead of asking the teacher for explanations, they can go to the direct source. Here are a few:</p> <ol style="list-style-type: none"> <li>1) A supervised Skype session with the person who completed the project based on a pre-organised list of questions.</li> <li>2) An email correspondence through the teacher's email account.</li> </ol>

## 7G: A Model Letter for the Project

Dear \_\_\_\_\_,

Thank you very much for helping us with our project. Our names are \_\_\_\_\_,

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

We have made a character for you. His/her name is \_\_\_\_\_.

He / She is from \_\_\_\_\_, and he/she likes \_\_\_\_\_.

We would love to know about your culture too. Please take picture of \_\_\_\_\_ with you doing everyday activities in your culture.

We would also like to ask you some questions about your culture. Some things we would like to know are:

1-

2-

3-

4-

5-

6-

7-

8-

When you have taken the photographs please send them to --- (+ ADD physical address /email address.)

Thank you once again for your kind help. We look forward to hearing from you.

Kind regards,

*Students' names here*

# Image References

Section 1: How to use this resource pack: Gears in silhouette head: Image courtesy of master isolated images at [FreeDigitalPhotos.net](http://FreeDigitalPhotos.net)

Section 2: First aid box: Image courtesy of jscreationz at [FreeDigitalPhotos.net](http://FreeDigitalPhotos.net)

Section 3:

a -Do you speak English?: Image courtesy of Stuart Miles at [FreeDigitalPhotos.net](http://FreeDigitalPhotos.net)

b - Activity 3E Woman standing beside the field: Image courtesy of photostock at [FreeDigitalPhotos.net](http://FreeDigitalPhotos.net)

c - Activity 3I Job advert image: Business logo background: Image courtesy of Mapichai at [FreeDigitalPhotos.net](http://FreeDigitalPhotos.net)

d - Activity 3J stars and scissors : Microsoft office: clip art

Section 4: Discussion Between Two 3d Characters Shows Communication: Image courtesy of Stuart Miles at [FreeDigitalPhotos.net](http://FreeDigitalPhotos.net)

Section 5: Business chart and graphs: Image courtesy of ddpavumba at [FreeDigitalPhotos.net](http://FreeDigitalPhotos.net)

Section 6: Email on an Ipad: Image courtesy of renjith krishnan at [FreeDigitalPhotos.net](http://FreeDigitalPhotos.net)

Section 7:

a - Alphabet: Image courtesy of David Castillo Dominci at [FreeDigitalPhotos.net](http://FreeDigitalPhotos.net)

b - Activity 7C images:

i - Happy cows: Image courtesy of digitalart at [FreeDigitalPhotos.net](http://FreeDigitalPhotos.net)

ii - Sheep images: Image courtesy of AKARAKINGDOMS at [FreeDigitalPhotos.net](http://FreeDigitalPhotos.net)

iii - Duck in water: Image courtesy of digitalart at [FreeDigitalPhotos.net](http://FreeDigitalPhotos.net)

iv - Cat with cheese: Image courtesy of Grant Cochrane at [FreeDigitalPhotos.net](http://FreeDigitalPhotos.net)

v - Pig: Image courtesy of at AKARAKINGDOMS [FreeDigitalPhotos.net](http://FreeDigitalPhotos.net)

vi - Dog with thumbs up: Image courtesy of Grant Cochrane at [FreeDigitalPhotos.net](http://FreeDigitalPhotos.net)

c - Activity7F: School bag: Image courtesy of digitalart at [FreeDigitalPhotos.net](http://FreeDigitalPhotos.net)

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